



Comprehensive School Improvement Plan

Bath County High School
Bath County

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TABLE OF CONTENTS

Introduction.....	1
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Executive Summary

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	5
-----------------------	---

Notable Achievements and Areas of Improvement.....	6
--	---

Additional Information.....	7
-----------------------------	---

Bath County High School 2014 Comprehensive School Improvement Plan

Overview.....	9
---------------	---

Goals Summary.....	10
--------------------	----

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.2% in 2013 to 59.1% in 2017.....	11
--	----

Goal 2: Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 46.9% to 64.8% in 2017.....	12
---	----

Goal 3: Increase the average freshman graduation rate from 86.9% to 89.4% by 2015.....	14
--	----

Goal 4: Increase the percentage of students who are college-and-career ready from 42.1% to 61.5% by 2015.....	16
---	----

Goal 5: Increase teacher capacity for implementation of PGES to 100% by July 30, 2014.....	17
--	----

Goal 6: Increase our Accountability Performance Score from 58.1 in 2013 to 63.1 by 2014.....	18
--	----

Activity Summary by Funding Source.....	21
---	----

KDE Needs Assessment

Introduction.....	28
-------------------	----

Data Analysis.....	29
--------------------	----

Areas of Strengths 30

Opportunities for Improvement..... 31

Conclusion..... 32

KDE Assurances - School

Introduction..... 34

Assurances..... 35

Title I Schoolwide Diagnostic

Introduction..... 44

Component 1: Comprehensive Needs Assessment..... 45

Component 2: Schoolwide Reform Strategies..... 56

Component 3: Instruction By Highly Qualified Teachers and Paraeducators..... 58

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals..... 59

Component 5: Strategies to Attract Highly Qualified Teachers 60

Component 6: Parent Involvement..... 61

Component 7: Transition to Kindergarten..... 62

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction..... 64

Component 9: Activities to Ensure that Students Meet State Academic Standards..... 65

Component 10: Coordination and Integration of Programs..... 75

Compliance and Accountability - High Schools

Introduction..... 86

Planning and Accountability Requirements..... 87

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

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

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

Description of the School

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

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. BCHS would like to welcome all stakeholders to participate on our path of constant improvement.

Bath County High School 2014 Comprehensive School Improvement Plan

Overview

Plan Name

Bath County High School 2014 Comprehensive School Improvement Plan

Plan Description

Bath County High School Comprehensive School Improvement Plan. This Comprehensive School Improvement Plan shall go into effect January 2014 through December 2014.

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 38.2% in 2013 to 59.1% in 2017	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$49500
2	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 46.9% to 64.8% in 2017.	Objectives: 1 Strategies: 6 Activities: 6	Organizational	\$0
3	Increase the average freshman graduation rate from 86.9% to 89.4% by 2015	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	Increase the percentage of students who are college-and-career ready from 42.1% to 61.5% by 2015.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
5	Increase teacher capacity for implementation of PGES to 100% by July 30, 2014.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$500
6	Increase our Accountability Performance Score from 58.1 in 2013 to 63.1 by 2014	Objectives: 1 Strategies: 4 Activities: 10	Organizational	\$2500

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.2% in 2013 to 59.1% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings for all students in nonduplicated gap from 38.2% to 42.73% by 05/30/2014 as measured by K-Prep.

Strategy 1:

Co-teaching - Have teachers collaborating in the classroom to help students to reach their proficiency goals and stay in school.

Research Cited: High Schools That Work/KDE

Activity - Co-Teaching Grant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will implement a Co-Teaching Program funded by our Co-Teaching Grant for the purpose of improving instructional for students identified in our gap catogeries..	Academic Support Program	08/08/2013	05/30/2014	\$0	No Funding Required	Principals, Teachers, District DOSE, and District Supervisor of Instruction

Strategy 2:

Tutoring - We will continue to schedule Study Zone in the zero period of our school day to allow our students time to read, study, and do homework; more importantly this period will allow us to offer tutorial services to our Gap Group students in all four content areas (math, science, social studies, and ELA).

Research Cited: High Schools that Work

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

Strategy 3:

Intervention Program - BCHS will hire a Reading and Mathematics Interventionist to provide tutoring services to students that are lacking necessary skills to reach proficiency. Our intervention program will be primarily a collaborative program with our regular classroom instruction, with pull out tutoring utilized when necessary.

Research Cited: High Schools That Work

Activity - Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Bath County High School

Intervention services will be provided to students that are lacking necessary skills to reach proficiency. Service will be provided to at-risk and gap group students through a collaborative and pull-out intervention program.	Academic Support Program	08/08/2013	05/30/2014	\$4500	State Funds	Principals, Interventionist, and Classroom Teachers
Activity - Reading Intervention Program	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 be 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	05/30/2014	\$45000	District Funding	School Principal, District Superintendent, School Reading Intervention Teacher, School Guidance Counselors

Goal 2: Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 46.9% to 64.8% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Bath County High School from 46.9 to 53.9 by 05/30/2014 as measured by K-Prep.

Strategy 1:

Math Bell Ringers - 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.

Research Cited: High Schools That Work- Beginning of Class

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	11/15/2013	05/30/2014	\$0	No Funding Required	Math Teachers

Comprehensive School Improvement Plan

Bath County High School

Strategy 2:

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 and ACT). 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 and ACT.

Research Cited: High School That Work

Activity - Calculator Unit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 and ACT). 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 and ACT.	Direct Instruction	02/28/2014	02/28/2014	\$0	No Funding Required	Math Teachers

Strategy 3:

Improve Communication with Math 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.

Research Cited: High Schools That Work

Activity - Improve Communications	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	Math Teachers

Strategy 4:

Expected Index - Last year's Algebra II 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 Algebra II EOC. All Algebra II teachers will create an "Expected Score" for all students in Algebra II 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.

Research Cited: High Schools That Work

Activity - Expected Index	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Bath County High School

Last year's Algebra II 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 Algebra II EOC. All Algebra II teachers will create an "Expected Score" for all students in Algebra II 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	11/15/2013	04/15/2014	\$0	No Funding Required	Math Teachers
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Strategy 5:

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.

Research Cited: Quality Core- Common Core Standards - KDE

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	04/15/2014	04/15/2014	\$0	No Funding Required	Language Arts Teachers

Strategy 6:

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.

Research Cited: High Schools that work

Activity - Increase Communication	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	Language Arts Teachers

Goal 3: Increase the average freshman graduation rate from 86.9% to 89.4% by 2015

Measurable Objective 1:

collaborate to increase to 88.1% from 86.9% by 05/30/2014 as measured by freshman graduation rate.

Comprehensive School Improvement Plan

Bath County High School

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. BCHS is constantly researching, reviewing, and updating our support systems to ensure we provide all that we can to ensure student achievement.

Research Cited: High Schools That Work

Activity - Alternative Educational Program Options	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	08/08/2013	12/26/2014	\$0	No Funding Required	BCHS 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
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	01/01/2014	12/26/2014	\$0	No Funding Required	BCHS Principal, Assistant Principal, Guidance Counselors, School Nurse, District DPP, Court Designated Worker, YSC Coordinator, and Pathways Counselor

Activity - Credit Recovery Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Bath County High School

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	08/08/2013	05/30/2014	\$0	No Funding Required	School Administration GSA Administration and Staff EXTRA Teachers
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Goal 4: Increase the percentage of students who are college-and-career ready from 42.1% to 61.5% by 2015.

Measurable Objective 1:

collaborate to increase the number of students college-and-career ready from 42.1% to 61.5% by 05/30/2014 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).

Research Cited: High Schools That Work

Activity - KOSSA Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KTeachers 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	01/01/2014	05/30/2014	\$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 targeted to for Industry Certification. Students designated to take an Industry Certification will be prepared by the teachers for that certification.	Academic Support Program	01/01/2014	05/30/2014	\$0	No Funding Required	CTE Counselor and CTE Teachers

Comprehensive School Improvement Plan

Bath County High School

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.

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	01/01/2014	05/30/2014	\$0	No Funding Required	CTE Teachers
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

Goal 5: Increase teacher capacity for implementation of PGES to 100% by July 30, 2014.

Measurable Objective 1:

collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES by 05/30/2014 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).

Research Cited: Kentucky Framework for Teaching

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

Comprehensive School Improvement Plan

Bath County High School

Activity - PGES Pilot	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will pilot the implementation of PGES by utilizing a core sample of teachers for the evaluation program.	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 58.1 in 2013 to 63.1 by 2014

Measurable Objective 1:

collaborate to increase Accountability Performance score to 63.1 by 05/30/2014 as measured by our state accountability performance system, Unbridled Learning.

Strategy 1:

Improve EOC Scores - Biology - Our Science department has created 30-60- 90 day goals to improved our Biology EOC Score from 58.5 to 60.

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, for creating formative assessments, and used to create summative assessments.	Academic Support Program	12/02/2013	05/30/2014	\$0	No Funding Required	Bioblogy Teachers

Activity - Communication and Expected Goal Index	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	12/02/2013	05/30/2014	\$0	No Funding Required	Biology Teachers

Comprehensive School Improvement Plan

Bath County High School

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	12/02/2013	08/01/2014	\$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 from 58 in 2013 to 60 in 2014.

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	12/02/2013	02/21/2014	\$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
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	12/02/2013	05/02/2014	\$0	No Funding Required	Social Studies Teachers

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

Comprehensive School Improvement Plan

Bath County High School

Studies/Practical Living) to a rating of proficiency by 2014.

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 2013-2014 school year. This will allow all teachers the opportunity to become familiar with the expectations of each review rubric.	Professional Learning	01/06/2014	05/30/2014	\$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, and PLCS will share information with all teachers as how to incorporate their content into their classroom instruction.	Professional Learning	01/06/2014	05/06/2014	\$0	No Funding Required	Program Review Chairs and School Administration

Strategy 4:

TELL Survey Analysis - BCHS staff met to review and analyze our TELL survey results. Teachers were assigned to groups and were asked to review the questions from their assigned section (Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Support). The teachers were asked to identify the most positive part of their section and after discussion why this was positive. they were then asked to identify an area of concern that we need to address and then brainstorm solutions (how can this be improved).

Research Cited: High Schools That Work Key Practices

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have indicated the desire from 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	06/02/2014	12/26/2014	\$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
Provide better documentation to teachers (increase communication between teachers and administration) and add a bigger box on the disipline referral forms for suggested discipline.	Behavioral Support Program	01/06/2014	12/19/2014	\$0	No Funding Required	BCHS Teachers and Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Program	Intervention services will be provided to students that are lacking necessary skills to reach proficiency. Service will be provided to at-risk and gap group students through a collaborative and pull-out intervention program.	Academic Support Program	08/08/2013	05/30/2014	\$4500	Principals, Interventionist, and Classroom Teachers
Total					\$4500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	11/15/2013	05/30/2014	\$0	Math Teachers
Better Communication with Managing Student Conduct	Provide better documentation to teachers (increase communication between teachers and administration) and add a bigger box on the discipline referral forms for suggested discipline.	Behavioral Support Program	01/06/2014	12/19/2014	\$0	BCHS Teachers and Administration

Comprehensive School Improvement Plan

Bath County High School

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	01/01/2014	12/26/2014	\$0	BCHS Principal, Assistant Principal, Guidance Counselors, School Nurse, District DPP, Court Designated Worker, YSC Coordinator, and Pathways Counselor
Curriculum Alignment	The Next Generation Science Standards will be used to develop and/or align the existing curriculum for science.	Academic Support Program	12/02/2013	08/01/2014	\$0	Science Teachers, Principals
PR - Professional Development	During our monthly faculty meeting our teacher leaders in the areas of Writing, A &H, and PLCS will share information with all teachers as how to incorporate their content into their classroom instruction.	Professional Learning	01/06/2014	05/06/2014	\$0	Program Review Chairs and School Administration
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	12/02/2013	05/02/2014	\$0	Social Studies Teachers
Program Review Committees	All teachers will serve on each Program Review Committee during the 2013-2014 school year. This will allow all teachers the opportunity to become familiar with the expectations of each review rubric.	Professional Learning	01/06/2014	05/30/2014	\$0	Program Review Team Chairs and School Administration

Comprehensive School Improvement Plan

Bath County High School

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	08/08/2013	05/30/2014	\$0	School Administration GSA Administration and Staff EXTRA Teachers
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	08/08/2013	12/26/2014	\$0	BCHS Administration SCA Administration and Staff GSA Administration and Staff District Administration
Claiming Kids	The teachers for each CTE area will look at the BCCHS 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	01/01/2014	05/30/2014	\$0	CTE Teachers
Co-Teaching Grant	BCCHS will implement a Co-Teaching Program funded by our Co-Teaching Grant for the purpose of improving instructional for students identified in our gap categories..	Academic Support Program	08/08/2013	05/30/2014	\$0	Principals, Teachers, District DOSE, and District Supervisor of Instruction
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, for creating formative assessments, and used to create summative assessments.	Academic Support Program	12/02/2013	05/30/2014	\$0	Bioblogy Teachers
Increase 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.	Academic Support Program	11/15/2013	04/15/2014	\$0	Language Arts Teachers

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	12/02/2013	05/30/2014	\$0	Biology Teachers
KOSSA Test Prep	KTeachers 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	01/01/2014	05/30/2014	\$0	All CTE Teachers
Expected Index	Last year's Algebra II 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 Algebra II EOC. All Algebra II teachers will create an "Expected Score" for all students in Algebra II 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	11/15/2013	04/15/2014	\$0	Math Teachers
Study Zone	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	Principals, 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
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

Comprehensive School Improvement Plan

Bath County High School

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	12/02/2013	02/21/2014	\$0	Social Studies Teachers
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	04/15/2014	04/15/2014	\$0	Language Arts 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	01/01/2014	05/30/2014	\$0	CTE Counselor and CTE Teachers
Professional Development	Principals, peer observers, and participating teachers will receive training as to the components of PGES.	Professional Learning	08/05/2013	05/30/2014	\$0	Principal, Peer Observer, and Participating Teachers
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 and ACT). 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 and ACT.	Direct Instruction	02/28/2014	02/28/2014	\$0	Math Teachers
Improve Communications	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	Math Teachers
Total					\$0	

Other

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

Bath County High School

Professional Development	Teachers have indicated the desire from 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	06/02/2014	12/26/2014	\$2500	School Administration, BCHS Teachers, and District Professional Development Coordinator
Total					\$2500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Intervention Program	BCHS will implement a full time Reading Intervention Program. This program is designed to be 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	05/30/2014	\$45000	School Principal, District Superintendent, School Reading Intervention Teacher, School Guidance Counselors
PGES Pilot	BCHS will pilot the implementation of PGES by utilizing a core sample of teachers for the evaluation program.	Professional Learning	08/08/2013	05/30/2014	\$500	Principal, Peer Observer, Participating Teachers, and District Administration
Total					\$45500	

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, Etc...

*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.

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 .4 this past year (statewide ACT for juniors).

* Our highest area of performance was our graduation rate (77.6%).

* Our highest K-Prep Scores were in Language Mechanics with 41.2% proficient/distinguished. Our best E.O.C. Scores overall were in English II with 36.8% proficient/distinguished. Our closet score to be on state average was in US History where we were only 6.4% below state average.

* On the PLAN test 55.4% of our students meet the college benchmark in English. On the ACT 43.7% of our juniors met the college benchmark in English.

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 16th 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 K-Prep Score was in Writing with only 21.4% proficient/distinguished. Our lowest E.O.C. Scores overall were in Biology with 22.6% proficient/distinguished. Our largest gap from state average was in Writing where we were 22.24% below state average and in Algebra II where we were 17.2% below state average.
- * 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 33,8% of our graduates were College and/or Career Ready last year.

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
- * 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)

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	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.	2013/2014 Department Improvement Plans

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

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

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	BCHS SBG Handbook

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	

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 addition all BCHS financial accounts are audited yearly by an outside agency to ensure all funds are used appropriately.	BCHS 2013-2014 Budget

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.	BCHS Title I Survey

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	

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.	

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.	BCHS Response to Intervention Plan

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 approach. 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.	RtI for Student Success

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		

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.	

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	http://www.bath.kyschools.us/school_home.aspx?schoolid=1 - 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		

Comprehensive School Improvement Plan

Bath County High School

Label	Assurance	Response	Comment	Attachment
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.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	BCHS does not have non-instructional para-educators.	

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

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.2% in 2013 to 59.1% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings for all students in nonduplicated gap from 38.2% to 42.73% by 05/30/2014 as measured by K-Prep.

Strategy1:

Intervention Program - BCHS will hire a Reading and Mathematics Interventionist to provide tutoring services to students that are lacking necessary skills to reach proficiency. Our intervention program will be primarily a collaborative program with our regular classroom instruction, with pull out tutoring utilized when necessary.

Research Cited: High Schools That Work

Activity - Reading Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will implement a full time Reading Intervention Program. This program is designed to be 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	05/30/2014	\$45000 - District Funding	School Principal, District Superintendent, School Reading Intervention Teacher, School Guidance Counselors

Activity - Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention services will be provided to students that are lacking necessary skills to reach proficiency. Service will be provided to at-risk and gap group students through a collaborative and pull-out intervention program.	Academic Support Program	08/08/2013	05/30/2014	\$4500 - State Funds	Principals, Interventionist, and Classroom Teachers

Strategy2:

Co-teaching - Have teachers collaborating in the classroom to help students to reach their proficiency goals and stay in school.

Research Cited: High Schools That Work/KDE

Comprehensive School Improvement Plan

Bath County High School

Activity - Co-Teaching Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will implement a Co-Teaching Program funded by our Co-Teaching Grant for the purpose of improving instructional for students identified in our gap categories..	Academic Support Program	08/08/2013	05/30/2014	\$0 - No Funding Required	Principals, Teachers, District DOSE, and District Supervisor of Instruction

Strategy3:

Tutoring - We will continue to schedule Study Zone in the zero period of our school day to allow our students time to read, study, and do homework; more importantly this period will allow us to offer tutorial services to our Gap Group students in all four content areas (math, science, social studies, and ELA).

Research Cited: High Schools that Work

Activity - Study Zone	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Goal 2:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 46.9% to 64.8% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Bath County High School from 46.9 to 53.9 by 05/30/2014 as measured by K-Prep.

Strategy1:

Expected Index - Last year's Algebra II 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 Algebra II EOC. All Algebra II teachers will create an "Expected Score" for all students in Algebra II 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.

Research Cited: High Schools That Work

Comprehensive School Improvement Plan

Bath County High School

Activity - Expected Index	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Last year's Algebra II 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 Algebra II EOC. All Algebra II teachers will create an "Expected Score" for all students in Algebra II 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	11/15/2013	04/15/2014	\$0 - No Funding Required	Math Teachers

Strategy2:

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 and ACT). 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 and ACT.

Research Cited: High School That Work

Activity - Calculator Unit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 and ACT). 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 and ACT.	Direct Instruction	02/28/2014	02/28/2014	\$0 - No Funding Required	Math Teachers

Strategy3:

Improve Communication with Math 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.

Research Cited: High Schools That Work

Activity - Improve Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Math Teachers

Strategy4:

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

Comprehensive School Improvement Plan

Bath County High School

assessments.

Research Cited: Quality Core- Common Core Standards - KDE

Activity - English Quality Core	Activity Type	Begin Date	End Date	Funding Amount & Source	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	04/15/2014	04/15/2014	\$0 - No Funding Required	Language Arts Teachers

Strategy5:

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.

Research Cited: High Schools that work

Activity - Increase Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Language Arts Teachers

Strategy6:

Math Bell Ringers - 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.

Research Cited: High Schools That Work- Beginning of Class

Activity - Bell Ringer	Activity Type	Begin Date	End Date	Funding Amount & Source	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	11/15/2013	05/30/2014	\$0 - No Funding Required	Math Teachers

Goal 3:

Increase the average freshman graduation rate from 86.9% to 89.4% by 2015

Comprehensive School Improvement Plan

Bath County High School

Measurable Objective 1:

collaborate to increase to 88.1% from 86.9% by 05/30/2014 as measured by freshman graduation rate.

Strategy1:

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. BCHS is constantly researching, reviewing, and updating our support systems to ensure we provide all that we can to ensure student achievement.

Research Cited: High Schools That Work

Activity - Student Intervention Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	01/01/2014	12/26/2014	\$0 - No Funding Required	BCHS Principal, Assistant Principal, Guidance Counselors, School Nurse, District DPP, Court Designated Worker, YSC Coordinator, and Pathways Counselor

Activity - Credit Recovery Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	08/08/2013	05/30/2014	\$0 - No Funding Required	School Administration GSA Administration and Staff EXTRA Teachers

Comprehensive School Improvement Plan

Bath County High School

Activity - Alternative Educational Program Options	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	08/08/2013	12/26/2014	\$0 - No Funding Required	BCHS Administration SCA Administration and Staff GSA Administration and Staff District Administration

Goal 4:

Increase the percentage of students who are college-and-career ready from 42.1% to 61.5% by 2015.

Measurable Objective 1:

collaborate to increase the number of students college-and-carerr ready from 42.1% to 61.5% by 05/30/2014 as measured by the Unbridled Learning Formula.

Strategy1:

Career Advising and Mentoring - BCBS 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.

Research Cited: High Schools That Work

Activity - Claiming Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers for each CTE area will look at the BCBS 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	01/01/2014	05/30/2014	\$0 - No Funding Required	CTE Teachers

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Strategy2:

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).

Research Cited: High Schools That Work

Comprehensive School Improvement Plan

Bath County High School

Activity - Targeted Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	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 targeted to for Industry Certification. Students designated to take an Industry Certification will be prepared by the teachers for that certification.	Academic Support Program	01/01/2014	05/30/2014	\$0 - No Funding Required	CTE Counselor and CTE Teachers

Activity - KOSSA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	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	01/01/2014	05/30/2014	\$0 - No Funding Required	All CTE Teachers

Goal 5:

Increase teacher capacity for implementation of PGES to 100% by July 30, 2014.

Measurable Objective 1:

collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES by 05/30/2014 as measured by the number of teachers who have engaged in PGES Professional Learning.

Strategy1:

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).

Research Cited: Kentucky Framework for Teaching

Activity - PGES Pilot	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will pilot the implementation of PGES by utilizing a core sample of teachers for the evaluation program.	Professional Learning	08/08/2013	05/30/2014	\$500 - District Funding	Principal, Peer Observer, Participating Teachers, and District Administration

Comprehensive School Improvement Plan

Bath County High School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, peer observers, and participating teachers will receive training as to the components of PGES.	Professional Learning	08/05/2013	05/30/2014	\$0 - No Funding Required	Principal, Peer Observer, and Participating Teachers

Goal 6:

Increase our Accountability Performance Score from 58.1 in 2013 to 63.1 by 2014

Measurable Objective 1:

collaborate to increase Accountability Performance score to 63.1 by 05/30/2014 as measured by our state accountability performance system, Unbridled Learning.

Strategy1:

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 2014.

Research Cited: High Schools That Work Key Practices

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will serve on each Program Review Committee during the 2013-2014 school year. This will allow all teachers the opportunity to become familiar with the expectations of each review rubric.	Professional Learning	01/06/2014	05/30/2014	\$0 - No Funding Required	Program Review Team Chairs and School Administration

Activity - PR - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During our monthly faculty meeting our teacher leaders in the areas of Writing, A &H, and PLCS will share information with all teachers as how to incorporate their content into their classroom instruction.	Professional Learning	01/06/2014	05/06/2014	\$0 - No Funding Required	Program Review Chairs and School Administration

Strategy2:

TELL Survey Analysis - BCHS staff met to review and analyze our TELL survey results. Teachers were assigned to groups and were asked to review the questions from their assigned section (Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Support). The teachers were asked to identify the most positive part of their section and after discussion why this was positive. they were then asked to identify an area of concern that we need to address and then brainstorm solutions (how can this be improved).

Research Cited: High Schools That Work Key Practices

Comprehensive School Improvement Plan

Bath County High School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have indicated the desire from 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	06/02/2014	12/26/2014	\$2500 - Other	School Administration, BCHS Teachers, and District Professional Development Coordinator

Activity - Better Communication with Managing Student Conduct	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide better documentation to teachers (increase communication between teachers and administration) and add a bigger box on the discipline referral forms for suggested discipline.	Behavioral Support Program	01/06/2014	12/19/2014	\$0 - No Funding Required	BCHS Teachers and Administration

Strategy3:

Improve EOC Scores - Biology - Our Science department has created 30-60- 90 day goals to improved our Biology EOC Score from 58.5 to 60.

Research Cited: High Schools That Work Key Practices

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Next Generation Science Standards will be used to develop and/or align the existing curriculum for science.	Academic Support Program	12/02/2013	08/01/2014	\$0 - No Funding Required	Science Teachers, Principals

Activity - Communication and Expected Goal Index	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	12/02/2013	05/30/2014	\$0 - No Funding Required	Biology Teachers

Comprehensive School Improvement Plan

Bath County High School

Activity - Quality Core	Activity Type	Begin Date	End Date	Funding Amount & Source	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, for creating formative assessments, and used to create summative assessments.	Academic Support Program	12/02/2013	05/30/2014	\$0 - No Funding Required	Bioloby Teachers

Strategy4:

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 from 58 in 2013 to 60 in 2014.

Research Cited: High Schools That Work Key Practices

Activity - Quality Core	Activity Type	Begin Date	End Date	Funding Amount & Source	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 - Curriculum Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/02/2013	02/21/2014	\$0 - No Funding Required	Social Studies Teachers

Activity - Communication and Expected Index Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	12/02/2013	05/02/2014	\$0 - No Funding Required	Social Studies Teachers

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.2% in 2013 to 59.1% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings for all students in nonduplicated gap from 38.2% to 42.73% by 05/30/2014 as measured by K-Prep.

Strategy1:

Tutoring - We will continue to schedule Study Zone in the zero period of our school day to allow our students time to read, study, and do homework; more importantly this period will allow us to offer tutorial services to our Gap Group students in all four content areas (math, science, social studies, and ELA).

Research Cited: High Schools that Work

Activity - Study Zone	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During our zero period, Study Zone, BCBS 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

Strategy2:

Intervention Program - BCBS will hire a Reading and Mathematics Interventionist to provide tutoring services to students that are lacking necessary skills to reach proficiency. Our intervention program will be primarily a collaborative program with our regular classroom instruction, with pull out tutoring utilized when necessary.

Research Cited: High Schools That Work

Activity - Reading Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCBS will implement a full time Reading Intervention Program. This program is designed to be 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	05/30/2014	\$45000 - District Funding	School Principal, District Superintendent, School Reading Intervention Teacher, School Guidance Counselors

Comprehensive School Improvement Plan

Bath County High School

Activity - Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention services will be provided to students that are lacking necessary skills to reach proficiency. Service will be provided to at-risk and gap group students through a collaborative and pull-out intervention program.	Academic Support Program	08/08/2013	05/30/2014	\$4500 - State Funds	Principals, Interventionist, and Classroom Teachers

Strategy3:

Co-teaching - Have teachers collaborating in the classroom to help students to reach their proficiency goals and stay in school.

Research Cited: High Schools That Work/KDE

Activity - Co-Teaching Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will implement a Co-Teaching Program funded by our Co-Teaching Grant for the purpose of improving instructional for students identified in our gap categories..	Academic Support Program	08/08/2013	05/30/2014	\$0 - No Funding Required	Principals, Teachers, District DOSE, and District Supervisor of Instruction

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Increase teacher capacity for implementation of PGES to 100% by July 30, 2014.

Measurable Objective 1:

collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES by 05/30/2014 as measured by the number of teachers who have engaged in PGES Professional Learning.

Strategy1:

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).

Research Cited: Kentucky Framework for Teaching

Activity - PGES Pilot	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will pilot the implementation of PGES by utilizing a core sample of teachers for the evaluation program.	Professional Learning	08/08/2013	05/30/2014	\$500 - District Funding	Principal, Peer Observer, Participating Teachers, and District Administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, peer observers, and participating teachers will receive training as to the components of PGES.	Professional Learning	08/05/2013	05/30/2014	\$0 - No Funding Required	Principal, Peer Observer, and Participating Teachers

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

Increase teacher capacity for implementation of PGES to 100% by July 30, 2014.

Measurable Objective 1:

collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES by 05/30/2014 as measured by the number of teachers who have engaged in PGES Professional Learning.

Strategy1:

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).

Research Cited: Kentucky Framework for Teaching

Activity - PGES Pilot	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will pilot the implementation of PGES by utilizing a core sample of teachers for the evaluation program.	Professional Learning	08/08/2013	05/30/2014	\$500 - District Funding	Principal, Peer Observer, Participating Teachers, and District Administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, peer observers, and participating teachers will receive training as to the components of PGES.	Professional Learning	08/05/2013	05/30/2014	\$0 - No Funding Required	Principal, Peer Observer, and Participating Teachers

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Increase teacher capacity for implementation of PGES to 100% by July 30, 2014.

Measurable Objective 1:

collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES by 05/30/2014 as measured by the number of teachers who have engaged in PGES Professional Learning.

Strategy1:

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).

Research Cited: Kentucky Framework for Teaching

Activity - PGES Pilot	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will pilot the implementation of PGES by utilizing a core sample of teachers for the evaluation program.	Professional Learning	08/08/2013	05/30/2014	\$500 - District Funding	Principal, Peer Observer, Participating Teachers, and District Administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, peer observers, and participating teachers will receive training as to the components of PGES.	Professional Learning	08/05/2013	05/30/2014	\$0 - No Funding Required	Principal, Peer Observer, and Participating Teachers

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Increase our Accountability Performance Score from 58.1 in 2013 to 63.1 by 2014

Measurable Objective 1:

collaborate to increase Accountability Performance score to 63.1 by 05/30/2014 as measured by our state accountability performance system, Unbridled Learning.

Strategy1:

TELL Survey Analysis - BCHS staff met to review and analyze our TELL survey results. Teachers were assigned to groups and were asked to review the questions from their assigned section (Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Support). The teachers were asked to identify the most positive part of their section and after discussion why this was positive. they were then asked to identify an area of concern that we need to address and then brainstorm solutions (how can this be improved).

Research Cited: High Schools That Work Key Practices

Activity - Better Communication with Managing Student Conduct	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide better documentation to teachers (increase communication between teachers and administration) and add a bigger box on the discipline referral forms for suggested discipline.	Behavioral Support Program	01/06/2014	12/19/2014	\$0 - No Funding Required	BCHS Teachers and Administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have indicated the desire from 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	06/02/2014	12/26/2014	\$2500 - Other	School Administration, BCHS Teachers, and District Professional Development Coordinator

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

Increase the percentage of students who are college-and-career ready from 42.1% to 61.5% by 2015.

Measurable Objective 1:

collaborate to increase the number of students college-and-carerr ready from 42.1% to 61.5% by 05/30/2014 as measured by the Unbridled Learning Formula.

Strategy1:

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.

Research Cited: High Schools That Work

Activity - Claiming Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	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	01/01/2014	05/30/2014	\$0 - No Funding Required	CTE Teachers

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Strategy2:

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).

Research Cited: High Schools That Work

Comprehensive School Improvement Plan

Bath County High School

Activity - Targeted Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	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	01/01/2014	05/30/2014	\$0 - No Funding Required	CTE Counselor and CTE Teachers

Activity - KOSSA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KTeachers 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	01/01/2014	05/30/2014	\$0 - No Funding Required	All CTE Teachers

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:

Increase our Accountability Performance Score from 58.1 in 2013 to 63.1 by 2014

Measurable Objective 1:

collaborate to increase Accountability Performance score to 63.1 by 05/30/2014 as measured by our state accountability performance system, Unbridled Learning.

Strategy1:

TELL Survey Analysis - BCHS staff met to review and analyze our TELL survey results. Teachers were assigned to groups and were asked to review the questions from their assigned section (Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Support). The teachers were asked to identify the most positive part of their section and after discussion why this was positive. they were then asked to identify an area of concern that we need to address and then brainstorm solutions (how can this be improved).

Research Cited: High Schools That Work Key Practices

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have indicated the desire from 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	06/02/2014	12/26/2014	\$2500 - Other	School Administration, BCHS Teachers, and District Professional Development Coordinator

Activity - Better Communication with Managing Student Conduct	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide better documentation to teachers (increase communication between teachers and administration) and add a bigger box on the discipline referral forms for suggested discipline.	Behavioral Support Program	01/06/2014	12/19/2014	\$0 - No Funding Required	BCHS Teachers and Administration

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.2% in 2013 to 59.1% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings for all students in nonduplicated gap from 38.2% to 42.73% by 05/30/2014 as measured by K-Prep.

Strategy1:

Co-teaching - Have teachers collaborating in the classroom to help students to reach their proficiency goals and stay in school.

Research Cited: High Schools That Work/KDE

Activity - Co-Teaching Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will implement a Co-Teaching Program funded by our Co-Teaching Grant for the purpose of improving instructional for students identified in our gap categories..	Academic Support Program	08/08/2013	05/30/2014	\$0 - No Funding Required	Principals, Teachers, District DOSE, and District Supervisor of Instruction

Strategy2:

Intervention Program - BCBS will hire a Reading and Mathematics Interventionist to provide tutoring services to students that are lacking necessary skills to reach proficiency. Our intervention program will be primarily a collaborative program with our regular classroom instruction, with pull out tutoring utilized when necessary.

Research Cited: High Schools That Work

Activity - Reading Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCBS will implement a full time Reading Intervention Program. This program is designed to be 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	05/30/2014	\$45000 - District Funding	School Principal, District Superintendent, School Reading Intervention Teacher, School Guidance Counselors

Comprehensive School Improvement Plan

Bath County High School

Activity - Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention services will be provided to students that are lacking necessary skills to reach proficiency. Service will be provided to at-risk and gap group students through a collaborative and pull-out intervention program.	Academic Support Program	08/08/2013	05/30/2014	\$4500 - State Funds	Principals, Interventionist, and Classroom Teachers

Strategy3:

Tutoring - We will continue to schedule Study Zone in the zero period of our school day to allow our students time to read, study, and do homework; more importantly this period will allow us to offer tutorial services to our Gap Group students in all four content areas (math, science, social studies, and ELA).

Research Cited: High Schools that Work

Activity - Study Zone	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Goal 2:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 46.9% to 64.8% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Bath County High School from 46.9 to 53.9 by 05/30/2014 as measured by K-Prep.

Strategy1:

Improve Communication with Math 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.

Research Cited: High Schools That Work

Activity - Improve Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Math Teachers

Strategy2:

Math Bell Ringers - 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.

Research Cited: High Schools That Work- Beginning of Class

Comprehensive School Improvement Plan

Bath County High School

Activity - Bell Ringer	Activity Type	Begin Date	End Date	Funding Amount & Source	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	11/15/2013	05/30/2014	\$0 - No Funding Required	Math Teachers

Strategy3:

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.

Research Cited: Quality Core- Common Core Standards - KDE

Activity - English Quality Core	Activity Type	Begin Date	End Date	Funding Amount & Source	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	04/15/2014	04/15/2014	\$0 - No Funding Required	Language Arts Teachers

Strategy4:

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.

Research Cited: High Schools that work

Activity - Increase Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Language Arts Teachers

Strategy5:

Expected Index - Last year's Algebra II 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 Algebra II EOC. All Algebra II teachers will create an "Expected Score" for all students in Algebra II 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

Comprehensive School Improvement Plan

Bath County High School

need to score Proficient or Distinguished will be conferenced with in order to motivate those students to excel.

Research Cited: High Schools That Work

Activity - Expected Index	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Last year's Algebra II 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 Algebra II EOC. All Algebra II teachers will create an "Expected Score" for all students in Algebra II 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	11/15/2013	04/15/2014	\$0 - No Funding Required	Math Teachers

Strategy6:

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 and ACT). 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 and ACT.

Research Cited: High School That Work

Activity - Calculator Unit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 and ACT). 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 and ACT.	Direct Instruction	02/28/2014	02/28/2014	\$0 - No Funding Required	Math Teachers

Goal 3:

Increase the average freshman graduation rate from 86.9% to 89.4% by 2015

Measurable Objective 1:

collaborate to increase to 88.1% from 86.9% by 05/30/2014 as measured by freshman graduation rate.

Strategy1:

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. BCHS is constantly researching, reviewing, and updating our support systems to ensure we

Comprehensive School Improvement Plan

Bath County High School

provide all that we can to ensure student achievement.

Research Cited: High Schools That Work

Activity - Student Intervention Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	01/01/2014	12/26/2014	\$0 - No Funding Required	BCHS Principal, Assistant Principal, Guidance Counselors, School Nurse, District DPP, Court Designated Worker, YSC Coordinator, and Pathways Counselor

Activity - Credit Recovery Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	08/08/2013	05/30/2014	\$0 - No Funding Required	School Administration GSA Administration and Staff EXTRA Teachers

Activity - Alternative Educational Program Options	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	08/08/2013	12/26/2014	\$0 - No Funding Required	BCHS Administration SCA Administration and Staff GSA Administration and Staff District Administration

Goal 4:

Increase the percentage of students who are college-and-career ready from 42.1% to 61.5% by 2015.

Measurable Objective 1:

collaborate to increase the number of students college-and-carerr ready from 42.1% to 61.5% by 05/30/2014 as measured by the Unbridled Learning Formula.

Comprehensive School Improvement Plan

Bath County High School

Strategy1:

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.

Research Cited: High Schools That Work

Activity - Claiming Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	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	01/01/2014	05/30/2014	\$0 - No Funding Required	CTE Teachers

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Strategy2:

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).

Research Cited: High Schools That Work

Activity - Targeted Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	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	01/01/2014	05/30/2014	\$0 - No Funding Required	CTE Counselor and CTE Teachers

Activity - KOSSA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KTeachers 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	01/01/2014	05/30/2014	\$0 - No Funding Required	All CTE Teachers

Comprehensive School Improvement Plan

Bath County High School

Goal 5:

Increase teacher capacity for implementation of PGES to 100% by July 30, 2014.

Measurable Objective 1:

collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES by 05/30/2014 as measured by the number of teachers who have engaged in PGES Professional Learning.

Strategy1:

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).

Research Cited: Kentucky Framework for Teaching

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, peer observers, and participating teachers will receive training as to the components of PGES.	Professional Learning	08/05/2013	05/30/2014	\$0 - No Funding Required	Principal, Peer Observer, and Participating Teachers

Activity - PGES Pilot	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will pilot the implementation of PGES by utilizing a core sample of teachers for the evaluation program.	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 58.1 in 2013 to 63.1 by 2014

Measurable Objective 1:

collaborate to increase Accountability Performance score to 63.1 by 05/30/2014 as measured by our state accountability performance system, Unbridled Learning.

Strategy1:

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 from 58 in 2013 to 60 in 2014.

Research Cited: High Schools That Work Key Practices

Comprehensive School Improvement Plan

Bath County High School

Activity - Quality Core	Activity Type	Begin Date	End Date	Funding Amount & Source	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 - Curriculum Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/02/2013	02/21/2014	\$0 - No Funding Required	Social Studies Teachers

Activity - Communication and Expected Index Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	12/02/2013	05/02/2014	\$0 - No Funding Required	Social Studies Teachers

Strategy2:

TELL Survey Analysis - BCHS staff met to review and analyze our TELL survey results. Teachers were assigned to groups and were asked to review the questions from their assigned section (Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Support). The teachers were asked to identify the most positive part of their section and after discussion why this was positive. they were then asked to identify an area of concern that we need to address and then brainstorm solutions (how can this be improved).

Research Cited: High Schools That Work Key Practices

Comprehensive School Improvement Plan

Bath County High School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have indicated the desire from 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	06/02/2014	12/26/2014	\$2500 - Other	School Administration, BCHS Teachers, and District Professional Development Coordinator

Activity - Better Communication with Managing Student Conduct	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide better documentation to teachers (increase communication between teachers and administration) and add a bigger box on the discipline referral forms for suggested discipline.	Behavioral Support Program	01/06/2014	12/19/2014	\$0 - No Funding Required	BCHS Teachers and Administration

Strategy3:

Improve EOC Scores - Biology - Our Science department has created 30-60- 90 day goals to improved our Biology EOC Score from 58.5 to 60.

Research Cited: High Schools That Work Key Practices

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Next Generation Science Standards will be used to develop and/or align the existing curriculum for science.	Academic Support Program	12/02/2013	08/01/2014	\$0 - No Funding Required	Science Teachers, Principals

Activity - Communication and Expected Goal Index	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	12/02/2013	05/30/2014	\$0 - No Funding Required	Biology Teachers

Comprehensive School Improvement Plan

Bath County High School

Activity - Quality Core	Activity Type	Begin Date	End Date	Funding Amount & Source	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, for creating formative assessments, and used to create summative assessments.	Academic Support Program	12/02/2013	05/30/2014	\$0 - No Funding Required	Bioblogy Teachers

Strategy4:

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 2014.

Research Cited: High Schools That Work Key Practices

Activity - PR - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During our monthly faculty meeting our teacher leaders in the areas of Writing, A &H, and PLCS will share information with all teachers as how to incorporate their content into their classroom instruction.	Professional Learning	01/06/2014	05/06/2014	\$0 - No Funding Required	Program Review Chairs and School Administration

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will serve on each Program Review Committee during the 2013-2014 school year. This will allow all teachers the opportunity to become familiar with the expectations of each review rubric.	Professional Learning	01/06/2014	05/30/2014	\$0 - No Funding Required	Program Review Team Chairs and School Administration

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.2% in 2013 to 59.1% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings for all students in nonduplicated gap from 38.2% to 42.73% by 05/30/2014 as measured by K-Prep.

Strategy1:

Tutoring - We will continue to schedule Study Zone in the zero period of our school day to allow our students time to read, study, and do homework; more importantly this period will allow us to offer tutorial services to our Gap Group students in all four content areas (math, science, social studies, and ELA).

Research Cited: High Schools that Work

Activity - Study Zone	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During our zero period, Study Zone, BCBS 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

Strategy2:

Intervention Program - BCBS will hire a Reading and Mathematics Interventionist to provide tutoring services to students that are lacking necessary skills to reach proficiency. Our intervention program will be primarily a collaborative program with our regular classroom instruction, with pull out tutoring utilized when necessary.

Research Cited: High Schools That Work

Activity - Reading Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCBS will implement a full time Reading Intervention Program. This program is designed to be 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	05/30/2014	\$45000 - District Funding	School Principal, District Superintendent, School Reading Intervention Teacher, School Guidance Counselors

Comprehensive School Improvement Plan

Bath County High School

Activity - Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention services will be provided to students that are lacking necessary skills to reach proficiency. Service will be provided to at-risk and gap group students through a collaborative and pull-out intervention program.	Academic Support Program	08/08/2013	05/30/2014	\$4500 - State Funds	Principals, Interventionist, and Classroom Teachers

Strategy3:

Co-teaching - Have teachers collaborating in the classroom to help students to reach their proficiency goals and stay in school.

Research Cited: High Schools That Work/KDE

Activity - Co-Teaching Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will implement a Co-Teaching Program funded by our Co-Teaching Grant for the purpose of improving instructional for students identified in our gap categories..	Academic Support Program	08/08/2013	05/30/2014	\$0 - No Funding Required	Principals, Teachers, District DOSE, and District Supervisor of Instruction

Goal 2:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 46.9% to 64.8% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Bath County High School from 46.9 to 53.9 by 05/30/2014 as measured by K-Prep.

Strategy1:

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.

Research Cited: Quality Core- Common Core Standards - KDE

Activity - English Quality Core	Activity Type	Begin Date	End Date	Funding Amount & Source	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	04/15/2014	04/15/2014	\$0 - No Funding Required	Language Arts Teachers

Strategy2:

Expected Index - Last year's Algebra II 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 Algebra II EOC. All Algebra II teachers will create an "Expected Score" for all students in Algebra II on the EOC. This will be used to calculate an "Expected Index". If the index is lower than the department/school goal, key

Comprehensive School Improvement Plan

Bath County High School

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.

Research Cited: High Schools That Work

Activity - Expected Index	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Last year's Algebra II 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 Algebra II EOC. All Algebra II teachers will create an "Expected Score" for all students in Algebra II 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	11/15/2013	04/15/2014	\$0 - No Funding Required	Math Teachers

Strategy3:

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 and ACT). 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 and ACT.

Research Cited: High School That Work

Activity - Calculator Unit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 and ACT). 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 and ACT.	Direct Instruction	02/28/2014	02/28/2014	\$0 - No Funding Required	Math Teachers

Strategy4:

Improve Communication with Math 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.

Research Cited: High Schools That Work

Activity - Improve Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Math Teachers

Comprehensive School Improvement Plan

Bath County High School

Strategy5:

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.

Research Cited: High Schools that work

Activity - Increase Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Language Arts Teachers

Strategy6:

Math Bell Ringers - 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.

Research Cited: High Schools That Work- Beginning of Class

Activity - Bell Ringer	Activity Type	Begin Date	End Date	Funding Amount & Source	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	11/15/2013	05/30/2014	\$0 - No Funding Required	Math Teachers

Goal 3:

Increase the average freshman graduation rate from 86.9% to 89.4% by 2015

Measurable Objective 1:

collaborate to increase to 88.1% from 86.9% by 05/30/2014 as measured by freshman graduation rate.

Strategy1:

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. BCHS is constantly researching, reviewing, and updating our support systems to ensure we provide all that we can to ensure student achievement.

Research Cited: High Schools That Work

Comprehensive School Improvement Plan

Bath County High School

Activity - Alternative Educational Program Options	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	08/08/2013	12/26/2014	\$0 - No Funding Required	BCHS Administration SCA Administration and Staff GSA Administration and Staff District Administration

Activity - Credit Recovery Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	08/08/2013	05/30/2014	\$0 - No Funding Required	School Administration GSA Administration and Staff EXTRA Teachers

Activity - Student Intervention Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	01/01/2014	12/26/2014	\$0 - No Funding Required	BCHS Principal, Assistant Principal, Guidance Counselors, School Nurse, District DPP, Court Designated Worker, YSC Coordinator, and Pathways Counselor

Goal 4:

Increase the percentage of students who are college-and-career ready from 42.1% to 61.5% by 2015.

Measurable Objective 1:

collaborate to increase the number of students college-and-carerr ready from 42.1% to 61.5% by 05/30/2014 as measured by the Unbridled Learning Formula.

Comprehensive School Improvement Plan

Bath County High School

Strategy1:

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.

Research Cited: High Schools That Work

Activity - Claiming Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	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	01/01/2014	05/30/2014	\$0 - No Funding Required	CTE Teachers

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Strategy2:

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).

Research Cited: High Schools That Work

Activity - Targeted Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	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	01/01/2014	05/30/2014	\$0 - No Funding Required	CTE Counselor and CTE Teachers

Activity - KOSSA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KTeachers 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	01/01/2014	05/30/2014	\$0 - No Funding Required	All CTE Teachers

Goal 5:

Increase teacher capacity for implementation of PGES to 100% by July 30, 2014.

Comprehensive School Improvement Plan

Bath County High School

Measurable Objective 1:

collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES by 05/30/2014 as measured by the number of teachers who have engaged in PGES Professional Learning.

Strategy1:

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).

Research Cited: Kentucky Framework for Teaching

Activity - PGES Pilot	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will pilot the implementation of PGES by utilizing a core sample of teachers for the evaluation program.	Professional Learning	08/08/2013	05/30/2014	\$500 - District Funding	Principal, Peer Observer, Participating Teachers, and District Administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, peer observers, and participating teachers will receive training as to the components of PGES.	Professional Learning	08/05/2013	05/30/2014	\$0 - No Funding Required	Principal, Peer Observer, and Participating Teachers

Goal 6:

Increase our Accountability Performance Score from 58.1 in 2013 to 63.1 by 2014

Measurable Objective 1:

collaborate to increase Accountability Performance score to 63.1 by 05/30/2014 as measured by our state accountability performance system, Unbridled Learning.

Strategy1:

Improve EOC Scores - Biology - Our Science department has created 30-60- 90 day goals to improved our Biology EOC Score from 58.5 to 60.

Research Cited: High Schools That Work Key Practices

Comprehensive School Improvement Plan

Bath County High School

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Next Generation Science Standards will be used to develop and/or align the existing curriculum for science.	Academic Support Program	12/02/2013	08/01/2014	\$0 - No Funding Required	Science Teachers, Principals

Activity - Quality Core	Activity Type	Begin Date	End Date	Funding Amount & Source	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, for creating formative assessments, and used to create summative assessments.	Academic Support Program	12/02/2013	05/30/2014	\$0 - No Funding Required	Biology Teachers

Activity - Communication and Expected Goal Index	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 conferred with in order to motivate those students to excel.	Academic Support Program	12/02/2013	05/30/2014	\$0 - No Funding Required	Biology Teachers

Strategy2:

TELL Survey Analysis - BCHS staff met to review and analyze our TELL survey results. Teachers were assigned to groups and were asked to review the questions from their assigned section (Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Support). The teachers were asked to identify the most positive part of their section and after discussion why this was positive. They were then asked to identify an area of concern that we need to address and then brainstorm solutions (how can this be improved).

Research Cited: High Schools That Work Key Practices

Activity - Better Communication with Managing Student Conduct	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide better documentation to teachers (increase communication between teachers and administration) and add a bigger box on the discipline referral forms for suggested discipline.	Behavioral Support Program	01/06/2014	12/19/2014	\$0 - No Funding Required	BCHS Teachers and Administration

Comprehensive School Improvement Plan

Bath County High School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have indicated the desire from 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	06/02/2014	12/26/2014	\$2500 - Other	School Administration, BCHS Teachers, and District Professional Development Coordinator

Strategy3:

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 2014.

Research Cited: High Schools That Work Key Practices

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will serve on each Program Review Committee during the 2013-2014 school year. This will allow all teachers the opportunity to become familiar with the expectations of each review rubric.	Professional Learning	01/06/2014	05/30/2014	\$0 - No Funding Required	Program Review Team Chairs and School Administration

Activity - PR - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During our monthly faculty meeting our teacher leaders in the areas of Writing, A &H, and PLCS will share information with all teachers as how to incorporate their content into their classroom instruction.	Professional Learning	01/06/2014	05/06/2014	\$0 - No Funding Required	Program Review Chairs and School Administration

Strategy4:

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 from 58 in 2013 to 60 in 2014.

Research Cited: High Schools That Work Key Practices

Activity - Curriculum Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/02/2013	02/21/2014	\$0 - No Funding Required	Social Studies Teachers

Comprehensive School Improvement Plan

Bath County High School

Activity - Quality Core	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	Staff Responsible
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	12/02/2013	05/02/2014	\$0 - No Funding Required	Social Studies Teachers

Compliance and Accountability - High Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

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

Planning and Accountability Requirements

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

Goal 1:

Increase our Accountability Performance Score from 58.1 in 2013 to 63.1 by 2014

Measurable Objective 1:

collaborate to increase Accountability Performance score to 63.1 by 05/30/2014 as measured by our state accountability performance system, Unbridled Learning.

Strategy1:

TELL Survey Analysis - BCHS staff met to review and analyze our TELL survey results. Teachers were assigned to groups and were asked to review the questions from their assigned section (Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Support). The teachers were asked to identify the most positive part of their section and after discussion why this was positive. they were then asked to identify an area of concern that we need to address and then brainstorm solutions (how can this be improved).

Research Cited: High Schools That Work Key Practices

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have indicated the desire from 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	06/02/2014	12/26/2014	\$2500 - Other	School Administration, BCHS Teachers, and District Professional Development Coordinator

Activity - Better Communication with Managing Student Conduct	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide better documentation to teachers (increase communication between teachers and administration) and add a bigger box on the discipline referral forms for suggested discipline.	Behavioral Support Program	01/06/2014	12/19/2014	\$0 - No Funding Required	BCHS Teachers and Administration

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.2% in 2013 to 59.1% in 2017

Comprehensive School Improvement Plan

Bath County High School

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings for all students in nonduplicated gap from 38.2% to 42.73% by 05/30/2014 as measured by K-Prep.

Strategy1:

Intervention Program - BCHS will hire a Reading and Mathematics Interventionist to provide tutoring services to students that are lacking necessary skills to reach proficiency. Our intervention program will be primarily a collaborative program with our regular classroom instruction, with pull out tutoring utilized when necessary.

Research Cited: High Schools That Work

Activity - Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention services will be provided to students that are lacking necessary skills to reach proficiency. Service will be provided to at-risk and gap group students through a collaborative and pull-out intervention program.	Academic Support Program	08/08/2013	05/30/2014	\$4500 - State Funds	Principals, Interventionist, and Classroom Teachers

Activity - Reading Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will implement a full time Reading Intervention Program. This program is designed to be 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	05/30/2014	\$45000 - District Funding	School Principal, District Superintendent, School Reading Intervention Teacher, School Guidance Counselors

Strategy2:

Co-teaching - Have teachers collaborating in the classroom to help students to reach their proficiency goals and stay in school.

Research Cited: High Schools That Work/KDE

Activity - Co-Teaching Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will implement a Co-Teaching Program funded by our Co-Teaching Grant for the purpose of improving instructional for students identified in our gap categories..	Academic Support Program	08/08/2013	05/30/2014	\$0 - No Funding Required	Principals, Teachers, District DOSE, and District Supervisor of Instruction

Strategy3:

Tutoring - We will continue to schedule Study Zone in the zero period of our school day to allow our students time to read, study, and do homework; more importantly this period will allow us to offer tutorial services to our Gap Group students in all four content areas (math, science, social studies, and ELA).

Research Cited: High Schools that Work

Comprehensive School Improvement Plan

Bath County High School

Activity - Study Zone	Activity Type	Begin Date	End Date	Funding Amount & Source	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

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

Goal 1:

Increase the average freshman graduation rate from 86.9% to 89.4% by 2015

Measurable Objective 1:

collaborate to increase to 88.1% from 86.9% by 05/30/2014 as measured by freshman graduation rate.

Strategy1:

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. BCHS is constantly researching, reviewing, and updating our support systems to ensure we provide all that we can to ensure student achievement.

Research Cited: High Schools That Work

Activity - Credit Recovery Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	08/08/2013	05/30/2014	\$0 - No Funding Required	School Administration GSA Administration and Staff EXTRA Teachers

Comprehensive School Improvement Plan

Bath County High School

Activity - Student Intervention Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The BCBS Student Intervention Team consists of the BCBS 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	01/01/2014	12/26/2014	\$0 - No Funding Required	BCBS Principal, Assistant Principal, Guidance Counselors, School Nurse, District DPP, Court Designated Worker, YSC Coordinator, and Pathways Counselor

Activity - Alternative Educational Program Options	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2013	12/26/2014	\$0 - No Funding Required	BCBS Administration SCA Administration and Staff GSA Administration and Staff District Administration

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

Goal 1:

Increase our Accountability Performance Score from 58.1 in 2013 to 63.1 by 2014

Measurable Objective 1:

collaborate to increase Accountability Performance score to 63.1 by 05/30/2014 as measured by our state accountability performance system, Unbridled Learning.

Strategy1:

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 2014.

Research Cited: High Schools That Work Key Practices

Activity - PR - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During our monthly faculty meeting our teacher leaders in the areas of Writing, A &H, and PLCS will share information with all teachers as how to incorporate their content into their classroom instruction.	Professional Learning	01/06/2014	05/06/2014	\$0 - No Funding Required	Program Review Chairs and School Administration

Comprehensive School Improvement Plan

Bath County High School

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will serve on each Program Review Committee during the 2013-2014 school year. This will allow all teachers the opportunity to become familiar with the expectations of each review rubric.	Professional Learning	01/06/2014	05/30/2014	\$0 - No Funding Required	Program Review Team Chairs and School Administration

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

Goal 1:

Increase the percentage of students who are college-and-career ready from 42.1% to 61.5% by 2015.

Measurable Objective 1:

collaborate to increase the number of students college-and-carerr ready from 42.1% to 61.5% by 05/30/2014 as measured by the Unbridled Learning Formula.

Strategy1:

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.

Research Cited: High Schools That Work

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Claiming Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	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	01/01/2014	05/30/2014	\$0 - No Funding Required	CTE Teachers

Strategy2:

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).

Research Cited: High Schools That Work

Comprehensive School Improvement Plan

Bath County High School

Activity - KOSSA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KTeachers 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	01/01/2014	05/30/2014	\$0 - No Funding Required	All CTE Teachers

Activity - Targeted Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	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	01/01/2014	05/30/2014	\$0 - No Funding Required	CTE Counselor and CTE Teachers