



KDE Comprehensive School Improvement Plan

Bell County High School
Bell County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Bell County High School, with an enrollment of 800 ninth through twelfth grade students and 43 teachers, is situated atop of Log Mountain, two miles south of Pineville in a rural Appalachian community of Southeast Kentucky. Our students, predominately caucasian (less than 1 percent minority), are found throughout Bell County, traveling to school by way of curvy, mountainous roads including Frakes, Blackmont, Arjay and Right Fork. The roads themselves often present a challenge on icy winter days. We have a large population of socioeconomically disadvantaged students (77% free and reduced lunch). We also have several other unique challenges, one being that several of our students are being raised by grandparents or other relatives instead of their natural parents due to several environmental causes including drug abuse, teen pregnancy and poverty.

The community is one that developed through the wealth of our natural resource, coal. As the reserves and the industry of this resource dwindle, so does our population and income base. Now our main employment opportunities are found in the hospitals, schools and prisons. We have an urgent need to kindle economic growth so our students will have better opportunities than the generation before. In an area of limited employment and limited access to cultural experiences, technology may be our greatest tool to meet students' needs, overcome limitations, and equip them for 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.

This is our purpose and mission: We believe our voice is central in bringing the highest scholarly and artistic contributions to the world. We at Bell County High School strive to provide an education which broadens the intellect, builds character, and leads students to lifelong learning and service. As faculty members, administrators, and staff, we pledge to help our students explore a variety of academic, fine arts, career, and 21st Century experiences within the context of a broad liberal arts education. To further enable students to be college and career ready, we will infuse the lives of students with scholarly and creative experiences.

The school has high expectations for every student as illustrated by our partnership with Advance Kentucky. We have embraced the philosophy of open enrollment for challenging and rigorous AP classes. Our ninth and tenth grade teachers have been trained in Laying the Foundation and are incorporating its pre-AP curriculum designed to scaffold instruction so all students can be successful in rigorous and higher level thinking tasks. Our district has also partnered with Gear Up whose goals include College and Career Readiness and dropout prevention. We have continued to offer as many academically challenging, art-focused and career-oriented (CTE) classes as feasible in order to meet the diverse needs of our students. We have access to the Area Technical Center which is housed next to our building and connected by a walkway. This allows us to provide a variety of options in scheduling technical classes. We try to focus our students on a career path through their ILP's and further enable them through our focus on 21st Century skills in the classroom..

Notable Achievements and Areas of Improvement

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

We have had notable and steady growth in one key national test of measurement, the ACT (ACT Composite score 17.9 in 2012 and 18.4 in 2014). We have had significant growth in our graduation rate which was 74 percent in 2012 and in now at 94.7 percent. We are above the state average in our state assessments in English, reading and language mechanics. Our College and Career Readiness Indicator has increased in the last three years (from 44.6 in 2012 to 55.4 in 2014).

We still need to make progress in some critical areas: math, science and social studies. We are below state average in all three of these areas. In writing, we are above the state average. We are striving to lower the number of novice in all areas of testing and raise the number of proficient and distinguished.

Additional Information

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

We have initiated a math transformation program at the high school under the direction of Dr. Bob Thomas. Within the confines of the program we are incorporating automaticity, college transition classes and the ALEKS computer program. New curriculum has been written and is currently being implemented. Students are also being grouped with students based on assessment data and these classes are designed to better meet the individual needs of the students.

2014-2015 Bell County High School CSIP

Overview

Plan Name

2014-2015 Bell County High School CSIP

Plan Description

2014-2015 Goals and Plans

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 percentage of students at Bell County High School who are college and career ready from 55.4% to 56.5% by 2015	Objectives: 1 Strategies: 4 Activities: 16	Organizational	\$49400
2	Increase the averaged combined reading and math K-PREP/EOC Proficiency scores for all students from 34.1% to 69.3% in 2017.	Objectives: 1 Strategies: 5 Activities: 12	Organizational	\$41000
3	Increase achievement for all student groups At Bell County High School in the non-duplicated gap group from 30.0 % in 2014 to 65.4 % in 2017 as measured by school report card.	Objectives: 1 Strategies: 5 Activities: 13	Organizational	\$37500
4	Maintain the cohort graduation rate of 94.2% in 2013-2014 to at or above 94.2% in 2015.	Objectives: 1 Strategies: 4 Activities: 8	Organizational	\$500
5	Increase the percentage of effective teachers from ____% in 2015 to ____% in 2020.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$698
6	Increase the percentage of effective principals from ____% in 2015 to ____% in 2020.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
7	Demonstrate proficiency in Arts and Humanities, Practical Living Career Studies, Writing, and World Language Programs at Bell County as evidenced by Program Review Results.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$0

Goal 1: Increase the percentage of students at Bell County High School who are college and career ready from 55.4% to 56.5% by 2015

Measurable Objective 1:

collaborate to increase the college and career readiness goal to 56.5% by 05/29/2015 as measured by High School College and Career Readiness Report.

Strategy 1:

Targeted Interventions - Based on school test data (MAP, ACT, PLAN and other student level evaluation data) students will be identified for targeted transitional intervention. Intervention will be delivered through various means: intervention classes, intervention period and out of school time.

Category:

Activity - Career Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with practice opportunities for the Work Keys Assessments	Direct Instruction	01/31/2013	06/01/2015	\$2000	Perkins	PLV Teachers
Activity - Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and implement remediation strategies for students not meeting Work Keys or ASVAB benchmarks	Direct Instruction	01/31/2013	06/01/2015	\$500	Career and Technical Education Funds	PLV Lead and PLV teachers
Activity - Policy and Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Verify the list of students who did not meet benchmarks on the EXPLORE, PLAN, or ACT and other student level evaluation data and Implement appropriate transitional courses	Academic Support Program	01/31/2013	06/01/2015	\$0	No Funding Required	Principals and teachers
Activity - Co-Teaching Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special needs teachers and their partnered regular education teacher will receive Co-Teaching training through the co-op.	Professional Learning	01/01/2014	06/01/2015	\$0	No Funding Required	Director of Special Education

Strategy 2:

Course and Assessment Alignment - Teachers will complete update training on common core standards and career and technical standards. These will be incorporated in lesson plans and curriculum maps.

Category:

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Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize curriculum maps aligned with KOSSA and common core standards	Policy and Process	01/04/2013	06/05/2015	\$500	Perkins	PLV Teachers

Activity - Standards Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize common core and technical standards in lesson plans and curriculum maps.	Policy and Process	01/04/2013	06/05/2015	\$500	Perkins	PLV teachers

Strategy 3:

Acceleration - Teachers will complete professional development in accelerating the curriculum. Students will be provided the opportunity to participate in AP courses and accelerated learning in Pre-AP courses.

Category:

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools analyze their past Advance Placement data to determine student success in AP. (PLCs)	Policy and Process	01/04/2013	06/05/2015	\$0	No Funding Required	Principal and AP teachers

Activity - AP Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School continues to commit to teacher training through attendance to the AP Summer Institute Training, Laying the Foundation Training and Advance KY Fall Forum for AP teachers and Pre-AP teachers.	Professional Learning	01/04/2013	06/05/2015	\$25000	Other	Principal and teachers

Activity - Elements of Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School continues to examine and implement the Elements of Success from the National Math and Science Initiative and the best-practice guidance from Advance KY to implement in their school program (teacher training, vertical team meetings, out-of-school time study sessions, open enrollment,etc.)	Professional Learning	01/04/2013	06/05/2015	\$0	No Funding Required	Principal and teachers

Activity - Deliver AP Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers implement and deliver AP curriculum for specific courses.	Academic Support Program	01/04/2013	06/05/2015	\$20000	Other	Principal and teachers

Activity - Peer Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School considers peer teaching review for AP teachers, to enhance rigor and refine teaching and learning practices.	Academic Support Program	01/04/2013	06/05/2015	\$0	No Funding Required	Principal and teachers

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Activity - AP Examination	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students take AP exams in the spring. Schools examine score reports to determine program improvements.	Policy and Process	01/04/2013	06/05/2015	\$0	No Funding Required	Principal and teachers

Strategy 4:

Career Readiness Pathways and Academic & Career Advising - The CTE teachers and counselor will develop career pathways for students. Students will be advised on careers that are available and directed in career pathways.

Category:

Activity - Professional Development for counselors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Professional Development for counselor on the 16 National Career Clusters and the 79 Career Pathways.	Career Preparation/Orientation	01/04/2013	06/05/2015	\$200	Other	Director of Special Education

Activity - Industry Certifications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and update industry certifications available to preparatory students.	Career Preparation/Orientation	01/04/2013	06/05/2015	\$200	Perkins	CTE principal, counselor and CTE teachers

Activity - College and Career Readiness Measure Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Professional Development training on the college and career readiness measure particularly on the calculation of the .5 bonus point.	Professional Learning	01/04/2013	06/05/2015	\$500	General Fund	Principals, Linda Lawson

Activity - Comprehensive School Advising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine and implement a model for comprehensive school advising that best meets the needs of the students in conjunction with Gear Up partners.	Policy and Process	01/04/2013	06/05/2015	\$0	No Funding Required	Principal, counselor and teachers

Goal 2: Increase the averaged combined reading and math K-PREP/EOC Proficiency scores for all students from 34.1% to 69.3% in 2017.

Measurable Objective 1:

collaborate to increase the combined reading and math K-PREP scores for all Bell County High School students to 57% by 06/05/2015 as measured by The Kentucky Performance Rating for Educational Progress.

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Strategy 1:

Math Initiative - Schedules for students in math will be determined by results of MAP, Automaticity, EXPLORE, PLAN and ACT scores. Math teachers will use curriculum maps that align with student test results and provided by ECU's Math Transformations Program. Student progress will be monitored regularly and curriculum adjustments made through bi-weekly common assessments. All math teachers will use Automaticity and ALEKS program to remediate and supplement curriculum delivery.

Category:

Activity - Math Transformation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
.Participate in aligned, research-based professional development on math practices and interventions (Math Teacher Leader Networks and Laying the Foundation) Utilize Math Vertical Team Meetings to continue acceleration and alignment of math curriculum and to share strategies and instructional practices and access and implement the available resources such as Math Formative Assessment Lessons in CIITS and other online resources such as iTunesU and NIMSI. Utilize ALEKS and automaticity across all classrooms to remediate, accelerate, individualize, and instruct.	Academic Support Program	01/04/2013	06/05/2015	\$25000	General Fund	Principal, District Support Personnel and math teachers

Strategy 2:

Literacy Initiative - Use the Program Review Process and other evidence to determine literacy needs of schools, professional development needs and make adjustments to instruction.

Category:

Activity - Literacy Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the Program Review process and other evidence to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans. Participate in Literacy Leadership Network and Laying the Foundation and train teachers in Literacy by Design Collaborative and share strategies, align and accelerate literacy curriculum through English Vertical Team Meetings.	Academic Support Program	01/04/2013	06/05/2015	\$10000	General Fund	Principal, Writing Program Review Team and teachers

Activity - Technical Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide technical reading material for high school students based on career interest identified in the ILP.	Academic Support Program	01/04/2013	06/05/2015	\$1000	General Fund	Librarian, PLV Teachers

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Activity - Technical Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop assignments for high school students where written technical instructions are followed to complete a technical process.	Academic Support Program	01/04/2013	06/05/2015	\$0	No Funding Required	CTE Teachers

Strategy 3:

CIITS - Teachers participate in CIITS training and use CIITS as a tool in instructional planning, sharing resources and analyzing data.

Category:

Activity - CIITS Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Policy and Process	01/04/2013	06/05/2015	\$500	Title I School Improvement (ISI)	Principal and teacher leaders

Activity - CIITS Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders monitor use of CIITS.	Policy and Process	01/04/2013	06/05/2015	\$0	No Funding Required	Principal and Department Leads

Strategy 4:

Curriculum Assessment and Alignment - Review results of PL/CS Program Review and analyze curriculum for gaps. Make necessary changes to curriculum and monitor delivery.

Category:

Activity - PL/CS Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review results of the practical living/career studies program review and make improvements followed by monitoring.	Professional Learning	01/04/2013	06/05/2015	\$0	No Funding Required	Practical Living/CS Program Review Lead

Activity - Common Core Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align high school CTE courses to Math and ELA Common Core Standards to address the embedded academics in the CTE curriculum	Professional Learning	01/04/2013	06/05/2015	\$500	Career and Technical Education Funds	Principal and CTE Teachers

Strategy 5:

EOC Diagnostic - EOC diagnostic assessment will be given in all core areas during the first semester as a formative assessment of student progress.

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Category: Other - Formative Assessment

Activity - EOC Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All EOC teachers will attend meetings for instruction, materials, and data reports based on the diagnostic test.	Professional Learning	12/01/2014	06/01/2015	\$0	No Funding Required	All EOC teacher, Principals, and the CS.
Activity - Resource Purchase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"ABC" books have been purchase for all EOC classes to diagnose, within the first semester, areas of strengths and weakness. These results will impact direct instruction.	Academic Support Program	12/01/2014	06/01/2015	\$4000	Title I Schoolwide	Principal
Activity - Grade Cam Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to use Grade Cam to score all EOC diagnostics for immediate turn around.	Other	08/25/2014	06/01/2015	\$0	No Funding Required	Linda Lawson, Principals.
Activity - Curriculum Specialist Involment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Specialist will return reports to all core area EOC teachers.	Professional Learning	12/01/2014	01/05/2015	\$0	No Funding Required	District Curriculum Specialist, Principals.

Goal 3: Increase achievement for all student groups At Bell County High School in the non-duplicated gap group from 30.0 % in 2014 to 65.4 % in 2017 as measured by school report card.

Measurable Objective 1:

collaborate to decrease the overall achievement gap at Bell County High School to 51.6% by 06/05/2015 as measured by the School Report Card.

Strategy 1:

Best Practices - Identify sub-populations and develop and deliver instruction that utilizes best practices.

Category:

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Develop KOSSA and WorkKeys type questions as formative assessment items.	Academic Support Program	01/04/2013	06/05/2015	\$1000	Perkins	CTE and Academic core teachers
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Activity - Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students access to CTE programs that align with the career pathways identified in the ILPs	Policy and Process	01/04/2013	06/05/2015	\$1000	Perkins	Principal, counselors

Strategy 2:

Progress Monitoring - Utilize PtGT tool and other student data to identify and monitor at risk students in sub-populations including special needs.

Category:

Activity - TEDS data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize TEDS data to identify sub-populations and review student performance data from multiple school years.	Policy and Process	01/04/2013	06/05/2015	\$500	Perkins	CTE teachers and coordinator

Activity - PtGT tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk student group. Cross reference PtGT results with other forms of data (academic and non-academic) to determine which students are at immediate risk for failure and require intensive interventions and supports. Identify current supports and structures being used for this student group.	Academic Support Program	01/04/2013	06/05/2015	\$2000	Other	Principal, Counselor and Gear Up Partners

Strategy 3:

TELL survey analysis - Have teaching staff participate in TELL survey. Develop and distribute family survey. Develop welcoming environment for families.

Category:

Activity - TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level. Disseminate and collect surveys from families, students and the school community and analyze results. Monitor and evaluate annually, making adjustments and additions based on stakeholder feedback..	Parent Involvement	01/04/2013	06/05/2015	\$3000	Title II Part A	Principal

Activity - Scott Habeeb	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in professional development with Scott Habeeb and Incorporate freshman transition strategies to create culture and climate change.	Professional Learning	01/05/2013	06/05/2015	\$1000	Other	Gear Up Point of Contact

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Strategy 4:

Special Needs Support - Identify at risk students through PtGT tool. Implement a mentoring/tutoring program and individualized instructional strategies.

Category:

Activity - Discipline Policy training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and counselor attends a discipline policy training with KSBA which includes procedure training for all discipline policies, including special education and 504. Administration utilizes strategies/procedures in disciplining students. Conduct a school culture and climate audit.	Professional Learning	01/04/2013	06/05/2015	\$1000	Other	Principal and counselor

Activity - Academic Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement a mentoring/tutoring program for those special needs students identified on PtGT report to be at risk.	Academic Support Program	01/04/2013	06/05/2015	\$2000	General Fund	Principal and teachers

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement individualized instructional strategies such as problem-based learning and reciprocal teaching, peer tutoring, cooperative learning, hands-on learning, journaling, projects, role play, simulation, and inquiry.	Academic Support Program	01/04/2013	06/05/2015	\$2000	General Fund	Principal and teachers

Activity - Active Learning Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement active learning strategies such as cooperative learning, learning styles theory, multiple intelligences theory, and project-based learning.	Academic Support Program	01/04/2013	06/05/2015	\$2000	General Fund	Director of Special Education, Principal, and teachers

Activity - Technology Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement web-based learning strategies including use of ALEX, LMU ACT Prep, and Study Island. Increase use of technology for communication with students and parents.	Technology	01/04/2013	06/05/2015	\$10000	Other	Principal, teachers and Gear Up Representatives

Activity - Co-Teaching Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special needs teachers and their partnered regular education teacher will receive Co-Teaching training through the co-op.	Professional Learning	01/03/2014	07/31/2014	\$2000	IDEA	Principal

Strategy 5:

Digital Learning - Create a plan to determine targeted content areas for digital learning, train teachers, collect data and monitor effectiveness.

Category:

Activity - Digital Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Integrate digital content into the curriculum.	Technology	01/04/2013	06/05/2015	\$10000	General Fund	Principal, teachers and Gear Up Representatives

Goal 4: Maintain the cohort graduation rate of 94.2% in 2013-2014 to at or above 94.2% in 2015.

Measurable Objective 1:

collaborate to raise the cohort graduation rate for Bell County High School to 78.4 by 06/05/2015 as measured by the School Report Card.

Strategy 1:

Career Readiness Pathways - Utilize the ILP to identify at-risk students and schedule courses.

Category:

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests.	Policy and Process	01/04/2013	06/05/2015	\$0	No Funding Required	Middle School and High School Counselors

Activity - Interest Inventories	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assign all 9th grade students a career pathway based on the ILP, Explore results, and Interest Inventories.	Career Preparation/Orientation	01/04/2013	06/05/2015	\$0	No Funding Required	Counselor, principal and teachers

Strategy 2:

Targeted Intervention - Identify at-risk students and schedule courses targeting their ILPs.

Category:

Activity - Public Relations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Increase public relations activities with middle schools including tours, presentations on careers, discussions on CTE opportunities at the high schools and ILP planning.	Career Preparation/Orientation	01/04/2013	06/05/2015	\$0	No Funding Required	Principal and CTE teachers
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Strategy 3:

Academic and Career Advising - Provide students with career pathways information related to their ILPs.

Category:

Activity - Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide middle and high school students with career pathway information related to their ILPs in order to make good elective choices.	Career Preparation/Orientation	01/04/2013	06/05/2015	\$0	No Funding Required	Middle and high school counselors

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	01/04/2013	06/05/2015	\$500	Other	Principal, Counselor and Gear Up representative

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 10th grade students will participate in Operation Preparation. A trained volunteer community advisor will meet one-on-one with every 10th-grade student. The community advisor will use the student's Individual Learning Plan or ILP (including career interest inventory and EXPLORE/PLAN results) to discuss the student's: career aspirations, required education/training and workforce skills whether the student is on target to meet their goals whether the student is taking the courses recommended to prepare them for a successful future	Career Preparation/Orientation	03/03/2014	03/31/2014	\$0	Other	Counselor/Youth Service Center Director

Strategy 4:

Persistence to Graduation - Utilize Student Organizations.

Category:

Activity - CTE Organizations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enroll all CTE students in a Career and Technical Student Organization.	Policy and Process	01/04/2013	06/05/2015	\$0	No Funding Required	Counselor and CTE teachers

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Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Persistence to Graduation Tool will be used each semester to identify students who are at risk for not graduating.	Recruitment and Retention	01/06/2014	06/30/2015	\$0	No Funding Required	Principal

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

collaborate to improve teacher effectiveness. However, data is currently unavailable. Goal and objective data will be set by 05/22/2015 as measured by baseline data from first year of implementation..

Strategy 1:

Professional Growth and Effectiveness System - To put into action the Professional Growth and Effectiveness System for teachers, district and school employees will work together in the areas of Policy and Procedures and Professional Learning to prepare principal and teachers to become proficient in implementing the model.

Category:

Activity - Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leadership Team will develop an implementation plan for the TPGES for 2013-2014 pilot year and 2014-2015 statewide implementation.	Policy and Process	12/01/2013	06/30/2015	\$0	Other	District PGES Team

Activity - Professional Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a Professional Learning Plan that incorporates the TPGES components through PLCs. Components include: • Framework • Observation • Self-reflection • Student Growth Goals • Professional Growth Goals • Student Voice	Professional Learning	08/01/2013	06/30/2015	\$0	Other	Superintendent; District PGES Coordinator; Principals and Teachers

Activity - Peer Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers serving as peer observers will complete the PBS Learning Peer Observation Module.	Professional Learning	10/01/2013	06/01/2015	\$0	Other	Superintendent; District PGES; Principals

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

Bell County High School

Principal Observation Certification – pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers.	Professional Learning	07/01/2013	06/30/2015	\$698	District Funding	Superintendent; Principals
Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and Teachers will complete training in the use of CIITS with intentional focus on Educator Development Suite.	Professional Learning	09/01/2013	06/01/2015	\$0	Other	CIITS Coordinators; Principals and Teachers
Activity - ISLN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Participation is ISLN	Professional Learning	08/01/2013	06/01/2015	\$0	Other	District Curriculum Specialists; Principals
Activity - PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Participation in PGES Webcasts.	Professional Learning	08/01/2013	06/01/2015	\$0	Other	District PGES Coordinator

Goal 6: Increase the percentage of effective principals from ____% in 2015 to ____% in 2020.

Measurable Objective 1:

collaborate to improve principal effectiveness. However, data is currently unavailable. by 05/22/2015 as measured by baseline data from first year of implementation.

Strategy 1:

Professional Growth and Effectiveness System - District leaders and principals will collaborate to effectively implement the Professional Growth and Effectiveness System for Principals.

Category:

Activity - Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leadership Team will develop an implementation plan for the PPGES for 2014-2015 statewide implementation.	Policy and Process	12/01/2013	07/30/2015	\$0	Other	District PGES Team
Activity - PD 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Bell County High School

Completion of PPGES PD360 module by all district and school administration.	Professional Learning	08/01/2013	07/30/2015	\$0	Other	Principals; District PGES Coordinator
Activity - Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Principals will develop a Student Growth Goal, Professional Growth Plan, and Working Conditions Goal based on appropriate data, surveys, and CSIP information for 2014-2015.	Other	07/01/2014	07/30/2015	\$0	Other	Superintendent/ Designee; Principals
Activity - Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of a minimum of two observations per year completed by the superintendent/ designee for each administrator.	Other	08/01/2014	05/30/2015	\$0	Other	Superintendent/ Designee; Principals
Activity - Webcasts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participation in KDE PGES and ISLN Webcasts.	Professional Learning	08/01/2013	05/30/2015	\$0	Other	District PGES Coordinator; Superintendent

Goal 7: Demonstrate proficiency in Arts and Humanities, Practical Living Career Studies, Writing, and World Language Programs at Bell County as evidenced by Program Review Results.

Measurable Objective 1:

collaborate to increase all program review areas to proficiency by 06/01/2015 as measured by Program Review Results.

Strategy 1:

Program Review - Program Review results will continue to show evidence of Proficiency in the areas of Arts & Humanities, Practical Living Career Studies, World Languages, and Writing.

Category: Professional Learning & Support

Research Cited: Program Review Results.

Activity - PR Role of Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Bell County High School

All teachers serve on one of the four Program Review teams. Teachers will attend Learning Clubs, PLCs, faculty meetings to receive instruction on Program Review implementation during the school year.	Professional Learning	03/28/2014	06/01/2015	\$0	No Funding Required	Program Review Leads, Counselor, Principals
Activity - Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to be informed of expectations and procedures as defined by the district of the district external review process through faculty meetings, PLCs, and teacher work days.	Professional Learning	09/01/2014	06/01/2015	\$0	No Funding Required	Program Review Leads, Principals, Curriculum Specialist.
Activity - Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review leads will be trained in the new rubrics. The district external review team is examining evidence alongside the PR leads. Teacher will examine rubrics used in a program review and considered the existing sources and evidence to inform the overall program assessment.	Professional Learning	09/01/2014	06/01/2015	\$0	No Funding Required	Program review leads, Principals.
Activity - Internal Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Network folders have been made for each faculty member for each PR area. Each teacher must scan evidence for program review implementation in his/her folders.	Professional Learning	09/01/2014	06/01/2015	\$0	No Funding Required	Program review leads, Principals.
Activity - PR Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review team members meet to view evidence and discuss progress.	Professional Learning	12/01/2014	06/01/2015	\$0	No Funding Required	Program review leads, Principals.
Activity - ASSIST data entry	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Initial data has been entered into ASSIST to be reviewed by external review team.	Other	10/01/2014	06/01/2015	\$0	No Funding Required	External Review Team.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CTE Organizations	Enroll all CTE students in a Career and Technical Student Organization.	Policy and Process	01/04/2013	06/05/2015	\$0	Counselor and CTE teachers
EOC Meeting	All EOC teachers will attend meetings for instruction, materials, and data reports based on the diagnostic test.	Professional Learning	12/01/2014	06/01/2015	\$0	All EOC teacher, Principals, and the CS.
Public Relations	Increase public relations activities with middle schools including tours, presentations on careers, discussions on CTE opportunities at the high schools and ILP planning.	Career Preparation/Orientation	01/04/2013	06/05/2015	\$0	Principal and CTE teachers
AP Examination	Students take AP exams in the spring. Schools examine score reports to determine program improvements.	Policy and Process	01/04/2013	06/05/2015	\$0	Principal and teachers
ILP	Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests.	Policy and Process	01/04/2013	06/05/2015	\$0	Middle School and High School Counselors
PL/CS Program Review	Review results of the practical living/career studies program review and make improvements followed by monitoring.	Professional Learning	01/04/2013	06/05/2015	\$0	Practical Living/CS Program Review Lead
Persistence to Graduation Tool	The Persistence to Graduation Tool will be used each semester to identify students who are at risk for not graduating.	Recruitment and Retention	01/06/2014	06/30/2015	\$0	Principal
Analyze Data	Schools analyze their past Advance Placement data to determine student success in AP. (PLCs)	Policy and Process	01/04/2013	06/05/2015	\$0	Principal and AP teachers
Peer Teaching	School considers peer teaching review for AP teachers, to enhance rigor and refine teaching and learning practices.	Academic Support Program	01/04/2013	06/05/2015	\$0	Principal and teachers
Policy and Process	Verify the list of students who did not meet benchmarks on the EXPLORE, PLAN, or ACT and other student level evaluation data and Implement appropriate transitional courses	Academic Support Program	01/31/2013	06/01/2015	\$0	Principals and teachers
Curriculum Specialist Involvement	Curriculum Specialist will return reports to all core area EOC teachers.	Professional Learning	12/01/2014	01/05/2015	\$0	District Curriculum Specialist, Principals.

KDE Comprehensive School Improvement Plan

Bell County High School

Co-Teaching Training	Special needs teachers and their partnered regular education teacher will receive Co-Teaching training through the co-op.	Professional Learning	01/01/2014	06/01/2015	\$0	Director of Special Education
Rubrics	Program Review leads will be trained in the new rubrics. The district external review team is examining evidence alongside the PR leads. Teacher will examine rubrics used in a program review and considered the existing sources and evidence to inform the overall program assessment.	Professional Learning	09/01/2014	06/01/2015	\$0	Program review leads, Principals.
Career Pathways	Provide middle and high school students with career pathway information related to their ILPs in order to make good elective choices.	Career Preparation/Orientation	01/04/2013	06/05/2015	\$0	Middle and high school counselors
Technical Writing	Develop assignments for high school students where written technical instructions are followed to complete a technical process.	Academic Support Program	01/04/2013	06/05/2015	\$0	CTE Teachers
Comprehensive School Advising	Determine and implement a model for comprehensive school advising that best meets the needs of the students in conjunction with Gear Up partners.	Policy and Process	01/04/2013	06/05/2015	\$0	Principal, counselor and teachers
Interest Inventories	Assign all 9th grade students a career pathway based on the ILP, Explore results, and Internet Inventories.	Career Preparation/Orientation	01/04/2013	06/05/2015	\$0	Counselor, principal and teachers
Elements of Success	School continues to examine and implement the Elements of Success from the National Math and Science Initiative and the best-practice guidance from Advance KY to implement in their school program (teacher training, vertical team meetings, out-of-school time study sessions, open enrollment, etc.)	Professional Learning	01/04/2013	06/05/2015	\$0	Principal and teachers
Grade Cam Instruction	Teachers will be trained to use Grade Cam to score all EOC diagnostics for immediate turn around.	Other	08/25/2014	06/01/2015	\$0	Linda Lawson, Principals.
PR Meetings	Program review team members meet to view evidence and discuss progress.	Professional Learning	12/01/2014	06/01/2015	\$0	Program review leads, Principals.
ASSIST data entry	Initial data has been entered into ASSIST to be reviewed by external review team.	Other	10/01/2014	06/01/2015	\$0	External Review Team.
CIITS Monitoring	Leaders monitor use of CIITS.	Policy and Process	01/04/2013	06/05/2015	\$0	Principal and Department Leads
Expectations	Teachers will continue to be informed of expectations and procedures as defined by the district of the district external review process through faculty meetings, PLCs, and teacher work days.	Professional Learning	09/01/2014	06/01/2015	\$0	Program Review Leads, Principals, Curriculum Specialist.
Internal Process	Network folders have been made for each faculty member for each PR area. Each teacher must scan evidence for program review implementation in his/her folders.	Professional Learning	09/01/2014	06/01/2015	\$0	Program review leads, Principals.

KDE Comprehensive School Improvement Plan

Bell County High School

PR Role of Teacher	All teachers serve on one of the four Program Review teams. Teachers will attend Learning Clubs, PLCs, faculty meetings to receive instruction on Program Review implementation during the school year.	Professional Learning	03/28/2014	06/01/2015	\$0	Program Review Leads, Counselor, Principals
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Resource Purchase	"ABC" books have been purchase for all EOC classes to diagnose, within the first semester, areas of strengths and weakness. These results will impact direct instruction.	Academic Support Program	12/01/2014	06/01/2015	\$4000	Principal
Total					\$4000	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Standards Alignment	Utilize common core and technical standards in lesson plans and curriculum maps.	Policy and Process	01/04/2013	06/05/2015	\$500	PLV teachers
Industry Certifications	Review and update industry certifications available to preparatory students.	Career Preparation/Orientation	01/04/2013	06/05/2015	\$200	CTE principal, counselor and CTE teachers
Career Preparation	Provide students with practice opportunities for the Work Keys Assessments	Direct Instruction	01/31/2013	06/01/2015	\$2000	PLV Teachers
Curriculum Maps	Utilize curriculum maps aligned with KOSSA and common core standards	Policy and Process	01/04/2013	06/05/2015	\$500	PLV Teachers
TEDS data	Utilize TEDS data to identify sub-populations and review student performance data from multiple school years.	Policy and Process	01/04/2013	06/05/2015	\$500	CTE teachers and coordinator
Formative Assessments	Develop KOSSA and WorkKeys type questions as formative assessment items.	Academic Support Program	01/04/2013	06/05/2015	\$1000	CTE and Academic core teachers
Career Pathways	Provide students access to CTE programs that align with the career pathways identified in the ILPs	Policy and Process	01/04/2013	06/05/2015	\$1000	Principal, counselors
Total					\$5700	

IDEA

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

Bell County High School

Co-Teaching Training	Special needs teachers and their partnered regular education teacher will receive Co-Teaching training through the co-op.	Professional Learning	01/03/2014	07/31/2014	\$2000	Principal
Total					\$2000	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Core Alignment	Align high school CTE courses to Math and ELA Common Core Standards to address the embedded academics in the CTE curriculum	Professional Learning	01/04/2013	06/05/2015	\$500	Principal and CTE Teachers
Academic Support	Identify and implement remediation strategies for students not meeting Work Keys or ASVAB benchmarks	Direct Instruction	01/31/2013	06/01/2015	\$500	PLV Lead and PLV teachers
Total					\$1000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Observations	Completion of a minimum of two observations per year completed by the superintendent/ designee for each administrator.	Other	08/01/2014	05/30/2015	\$0	Superintendent/ Designee; Principals
PD 360	Completion of PPGES PD360 module by all district and school administration.	Professional Learning	08/01/2013	07/30/2015	\$0	Principals; District PGES Coordinator
ISLN	District Participation is ISLN	Professional Learning	08/01/2013	06/01/2015	\$0	District Curriculum Specialists; Principals
Discipline Policy training	Principal and counselor attends a discipline policy training with KSBA which includes procedure training for all discipline policies, including special education and 504. Administration utilizes strategies/procedures in disciplining students. Conduct a school culture and climate audit.	Professional Learning	01/04/2013	06/05/2015	\$1000	Principal and counselor
Webcasts	Participation in KDE PGES and ISLN Webcasts.	Professional Learning	08/01/2013	05/30/2015	\$0	District PGES Coordinator; Superintendent
AP Training	School continues to commit to teacher training through attendance to the AP Summer Institute Training, Laying the Foundation Training and Advance KY Fall Forum for AP teachers and Pre-AP teachers.	Professional Learning	01/04/2013	06/05/2015	\$25000	Principal and teachers

KDE Comprehensive School Improvement Plan

Bell County High School

Implementation	District Leadership Team will develop an implementation plan for the PPGES for 2014-2015 statewide implementation.	Policy and Process	12/01/2013	07/30/2015	\$0	District PGES Team
PtGT tool	Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk student group. Cross reference PtGT results with other forms of data (academic and non-academic) to determine which students are at immediate risk for failure and require intensive interventions and supports. Identify current supports and structures being used for this student group.	Academic Support Program	01/04/2013	06/05/2015	\$2000	Principal, Counselor and Gear Up Partners
Implementation	District Leadership Team will develop an implementation plan for the TPGES for 2013-2014 pilot year and 2014-2015 statewide implementation.	Policy and Process	12/01/2013	06/30/2015	\$0	District PGES Team
Technology Strategies	Implement web-based learning strategies including use of ALEX, LMU ACT Prep, and Study Island. Increase use of technology for communication with students and parents.	Technology	01/04/2013	06/05/2015	\$10000	Principal, teachers and Gear Up Representatives
CIITS	Principals and Teachers will complete training in the use of CIITS with intentional focus on Educator Development Suite.	Professional Learning	09/01/2013	06/01/2015	\$0	CIITS Coordinators; Principals and Teachers
Scott Habeeb	Participate in professional development with Scott Habeeb and Incorporate freshman transition strategies to create culture and climate change.	Professional Learning	01/05/2013	06/05/2015	\$1000	Gear Up Point of Contact
PGES	District Participation in PGES Webcasts.	Professional Learning	08/01/2013	06/01/2015	\$0	District PGES Coordinator
Peer Observation	Teachers serving as peer observers will complete the PBS Learning Peer Observation Module.	Professional Learning	10/01/2013	06/01/2015	\$0	Superintendent; District PGES; Principals
Professional Development for counselors	Provide Professional Development for counselor on the 16 National Career Clusters and the 79 Career Pathways.	Career Preparation/Orientation	01/04/2013	06/05/2015	\$200	Director of Special Education
Deliver AP Curriculum	Teachers implement and deliver AP curriculum for specific courses.	Academic Support Program	01/04/2013	06/05/2015	\$20000	Principal and teachers
Professional Learning Plan	Develop and implement a Professional Learning Plan that incorporates the TPGES components through PLCs. Components include: • Framework • Observation • Self-reflection • Student Growth Goals • Professional Growth Goals • Student Voice	Professional Learning	08/01/2013	06/30/2015	\$0	Superintendent; District PGES Coordinator; Principals and Teachers

KDE Comprehensive School Improvement Plan

Bell County High School

Operation Preparation	All 10th grade students will participate in Operation Preparation. A trained volunteer community advisor will meet one-on-one with every 10th-grade student. The community advisor will use the student's Individual Learning Plan or ILP (including career interest inventory and EXPLORE/PLAN results) to discuss the student's: career aspirations, required education/training and workforce skills whether the student is on target to meet their goals whether the student is taking the courses recommended to prepare them for a successful future	Career Preparation/Orientation	03/03/2014	03/31/2014	\$0	Counselor/Youth Service Center Director
Operation Preparation	Develop, promote, and implement Operation Preparation for 10th grade students.	Career Preparation/Orientation	01/04/2013	06/05/2015	\$500	Principal, Counselor and Gear Up representative
Goals	All Principals will develop a Student Growth Goal, Professional Growth Plan, and Working Conditions Goal based on appropriate data, surveys, and CSIP information for 2014-2015.	Other	07/01/2014	07/30/2015	\$0	Superintendent/Designee; Principals
Total					\$59700	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Active Learning Strategies	Implement active learning strategies such as cooperative learning, learning styles theory, multiple intelligences theory, and project-based learning.	Academic Support Program	01/04/2013	06/05/2015	\$2000	Director of Special Education, Principal, and teachers
Math Transformation	.Participate in aligned, research-based professional development on math practices and interventions (Math Teacher Leader Networks and Laying the Foundation) Utilize Math Vertical Team Meetings to continue acceleration and alignment of math curriculum and to share strategies and instructional practices and access and implement the available resources such as Math Formative Assessment Lessons in CIITS and other online resources such as iTunesU and NIMSI. Utilize ALEKS and automaticity across all classrooms to remediate, accelerate, individualize, and instruct.	Academic Support Program	01/04/2013	06/05/2015	\$25000	Principal, District Support Personnel and math teachers

KDE Comprehensive School Improvement Plan

Bell County High School

Literacy Planning	Use the Program Review process and other evidence to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans. Participate in Literacy Leadership Network and Laying the Foundation and train teachers in Literacy by Design Collaborative and share strategies, align and accelerate literacy curriculum through English Vertical Team Meetings.	Academic Support Program	01/04/2013	06/05/2015	\$10000	Principal, Writing Program Review Team and teachers
Instructional Strategies	Implement individualized instructional strategies such as problem-based learning and reciprocal teaching, peer tutoring, cooperative learning, hands-on learning, journaling, projects, role play, simulation, and inquiry.	Academic Support Program	01/04/2013	06/05/2015	\$2000	Principal and teachers
College and Career Readiness Measure Training	Provide Professional Development training on the college and career readiness measure particularly on the calculation of the .5 bonus point.	Professional Learning	01/04/2013	06/05/2015	\$500	Principals, Linda Lawson
Technical Reading	Provide technical reading material for high school students based on career interest identified in the ILP.	Academic Support Program	01/04/2013	06/05/2015	\$1000	Librarian, PLV Teachers
Digital Content	Integrate digital content into the curriculum.	Technology	01/04/2013	06/05/2015	\$10000	Principal, teachers and Gear Up Representatives
Academic Progress	Implement a mentoring/tutoring program for those special needs students identified on PtGT report to be at risk.	Academic Support Program	01/04/2013	06/05/2015	\$2000	Principal and teachers
Total					\$52500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Certification	Principal Observation Certification – pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers.	Professional Learning	07/01/2013	06/30/2015	\$698	Superintendent; Principals
Total					\$698	

Title II Part A

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

Bell County High School

TELL Survey	Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level. Disseminate and collect surveys from families, students and the school community and analyze results. Monitor and evaluate annually, making adjustments and additions based on stakeholder feedback..	Parent Involvement	01/04/2013	06/05/2015	\$3000	Principal
Total					\$3000	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Participation	Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Policy and Process	01/04/2013	06/05/2015	\$500	Principal and teacher leaders
Total					\$500	

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?**

The questions we are trying to answer with the data and information provided to us are: What are we doing right? In what areas are we not successful? Why are we not being successful? How can we improve overall? What does the trends and patterns tell us about our school?

The data/information tells us areas of improvement and areas of need. It tells us what the current trends and patterns are. It does not tell us the underlying causes nor does it tell us how we can fix it.

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?

Our areas of strength are college and career readiness, reading and language mechanics. We are going to continue to train teachers in literacy strategies and implement these strategies in the classroom. We are going to continue to train teachers in Writing Program Review implementation and encourage teachers to incorporate reading and writing in their classroom. We are going to continue our partnership with Advance Kentucky and have high expectations for all of our students. We are going to continue training teachers in Laying the Foundation and incorporate these scaffolding strategies in the classroom. We will continue to offer College Transition courses for those students who fall short of ACT benchmarks. We will continue to schedule students into Career and Technical Education classes both here at the school and also at the Area Technology Center.

We have cause to celebrate our achievements in reading, language mechanics and college and career readiness and AP classes and tests.

Opportunities for Improvement

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

Our areas in need of improvement are math, science, social studies, writing program and graduation rate. The TELL survey also indicates a need for improving parent and guardian support for teachers (30.3%) and including them in decision making (24.2%). We also need to do a better job of recognizing the faculty's accomplishments (51.5%). The successful transition report (YOYO) also indicates only 50% of our special needs population are currently employed one year after graduation and only 7% have pursued further schooling or training. We plan to improve in our areas of need by continuing the math transformations program. We plan on extending the math transformations program to include science. We plan on teaching strategies and incorporating these strategies in the classroom for effective writing across the curriculum and proficient constructed responses. With the help of Gear Up, we plan on developing a dropout prevention and successful transition program that includes a mentoring element and utilizes the Persistence to Graduation Rate Tool. We hope to use Advisor/Advisee to remediate deficiencies and/or enrich the experiences of the students and transition classes to improve our college and career readiness. We plan on introducing students to career goals early and develop pathways to their intended career through ILPs and program offerings. We hope to develop a college and career culture and teach skills for students to succeed in the 21st Century. We also hope to improve our Public Relations and communication through the use of web pages, newsletters, phone calls, parent/teacher conferences, phone calls, and newspapers.

Conclusion

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

Our next steps:

ABC books have been purchased for all EOC classes. Scheduling practice EOC test for the first semester of the school year to determine where student strengths and weaknesses.

Grade Cam has been purchased to help teachers in scoring and analyzing practice EOC test.

Schedule PD for LDC module development for writing across the curriculum. Monitor the Writing Program Review regularly for progress.

Seek opportunities for training in the development of constructed responses. Analyze proficient responses with students.

Have students set goals for PLAN, ACT, COMPASS and KYOTE.

Monitor the progress of ILP development and meet with students to schedule classes that fit their career pathway.

Utilize the Persistence to Graduation Rate Tool and develop a mentoring program for potential dropouts including special needs students.

Have teachers attend Laying the Foundation and Advance Placement training.

Continue vertical team meetings to align and accelerate course offerings sixth through twelfth grades.

Train teachers in the use of CIITS to develop curriculum and assessments.

Enlist the aid of a Gifted and Talented Coordinator to provide services for G/T students.

Begin a Public Relations campaign to celebrate successes.

The Missing Piece

Introduction

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

Stakeholders

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

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

- Juila Burgan - Counselor
- Lisa Redmon - Assistant Principal
- Richard Gambrel - Principal
- Tammie Sanders - Gear Up Specialist
- All teachers - surveys through A&A classess

Relationship Building

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

Overall Rating: 2.86

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

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

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

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

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

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

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

Communications

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

Overall Rating: 2.57

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

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

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

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

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

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

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Bell County High School

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

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

Overall Rating: 2.43

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

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

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

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

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

KDE Comprehensive School Improvement Plan

Bell County High School

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

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

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

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

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

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

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

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

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

Overall Rating: 2.5

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

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

	Statement or Question	Response	Rating
3.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
4.	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

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

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Bell County High School

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

Community Partnerships

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

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

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

Strengths - Staff involvement.

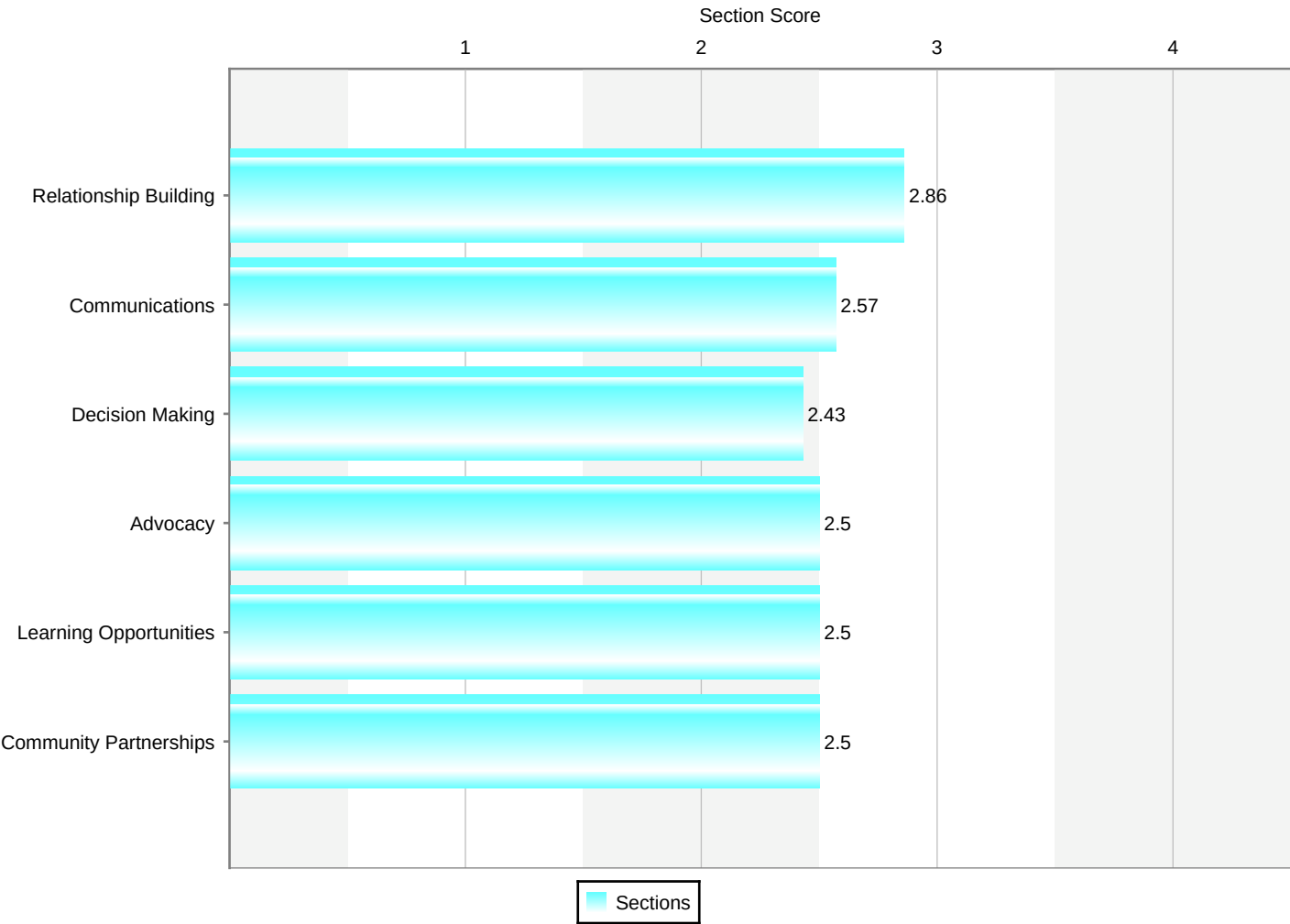
Areas of improvement - Parent involvement.

Implementing Actions to sustain areas of strength - continue to insure protection of instructional time. Continue to insure protection of staff planning time.

Implementing Actions to improve areas of need - Targeted involvement and partnering with family resource to improve parent participation.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Leads(teachers) from each department are the schools points of contact to involve all teachers. Each year our school has a school wide data day that involves analyze of our school test results. Organized steps are developed by the district to guide our finding. Our family resource director has direct contact and training sessions with parents. Family resource and the school conducts survey for input from parents. "Data Day" is set by the district. This is set on a teacher workday.

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

Analysis of data by all teachers, counselors, and administrators come together by department and next step are submitted for items that are agreeable and doable. First and second reading are conducted and approved by SBDM.

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

Final Improvement plan is posted on the district web site.

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		

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	We do not have a preschool program at Bell 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		

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

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

KDE Comprehensive School Improvement Plan

Bell County High School

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

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Bell County High School

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		

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

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

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

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

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

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		

KDE Comprehensive School Improvement Plan

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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		

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

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

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

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		

KDE Comprehensive School Improvement Plan

Bell County High School

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		

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	Yes		

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

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

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

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 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

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

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 achievement for all student groups At Bell County High School so that the achievement gap decreases from 37.7% in 2013 to 65.4% in 2017 as measured by school report card.

Measurable Objective 1:

collaborate to decrease the overall achievement gap at Bell County High School to 51.6% by 06/05/2015 as measured by the School Report Card.

Strategy1:

TELL survey analysis - Have teaching staff participate in TELL survey. Develop and distribute family survey. Develop welcoming environment for families.

Category:

Research Cited:

Activity - Scott Habeeb	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in professional development with Scott Habeeb and Incorporate freshman transition strategies to create culture and climate change.	Professional Learning			01/05/2013	06/05/2015	\$1000 - Other	Gear Up Point of Contact

Activity - TELL Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level. Disseminate and collect surveys from families, students and the school community and analyze results. Monitor and evaluate annually, making adjustments and additions based on stakeholder feedback..	Parent Involvement			01/04/2013	06/05/2015	\$3000 - Title II Part A	Principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

KDE Comprehensive School Improvement Plan

Bell County High School

Increase achievement for all student groups At Bell County High School so that the achievement gap decreases from 37.7% in 2013 to 65.4% in 2017 as measured by school report card.

Measurable Objective 1:

collaborate to decrease the overall achievement gap at Bell County High School to 51.6% by 06/05/2015 as measured by the School Report Card.

Strategy1:

Best Practices - Identify sub-populations and develop and deliver instruction that utilizes best practices.

Category:

Research Cited:

Activity - Career Pathways	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students access to CTE programs that align with the career pathways identified in the ILPs	Policy and Process			01/04/2013	06/05/2015	\$1000 - Perkins	Principal, counselors

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop KOSSA and WorkKeys type questions as formative assessment items.	Academic Support Program			01/04/2013	06/05/2015	\$1000 - Perkins	CTE and Academic core teachers

Strategy2:

Progress Monitoring - Utilize PtGT tool and other student data to identify and monitor at risk students in sub-populations including special needs.

Category:

Research Cited:

Activity - PtGT tool	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk student group. Cross reference PtGT results with other forms of data (academic and non-academic) to determine which students are at immediate risk for failure and require intensive interventions and supports. Identify current supports and structures being used for this student group.	Academic Support Program			01/04/2013	06/05/2015	\$2000 - Other	Principal, Counselor and Gear Up Partners

KDE Comprehensive School Improvement Plan

Bell County High School

Activity - TEDS data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize TEDS data to identify sub-populations and review student performance data from multiple school years.	Policy and Process			01/04/2013	06/05/2015	\$500 - Perkins	CTE teachers and coordinator

Strategy3:

Special Needs Support - Identify at risk students though PtGT tool. Implement a mentoring/tutoring program and individualized instructional strategies.

Category:

Research Cited:

Activity - Active Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement active learning strategies such as cooperative learning, learning styles theory, multiple intelligences theory, and project-based learning.	Academic Support Program			01/04/2013	06/05/2015	\$2000 - General Fund	Principal and teachers

Activity - Discipline Policy training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and counselor attends a discipline policy training with KSBA which includes procedure training for all discipline policies, including special education and 504. Administration utilizes strategies/procedures in disciplining students. Conduct a school culture and climate audit.	Professional Learning			01/04/2013	06/05/2015	\$1000 - Other	Principal and counselor

Activity - Academic Progress	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a mentoring/tutoring program for those special needs students identified on PtGT report to be at risk.	Academic Support Program			01/04/2013	06/05/2015	\$2000 - General Fund	Principal and teachers

Activity - Technology Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement web-based learning strategies including use of ALEX, LMU ACT Prep, and Study Island. Increase use of technology for communication with students and parents.	Technology			01/04/2013	06/05/2015	\$10000 - Other	Principal, teachers and Gear Up Representatives

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Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement individualized instructional strategies such as problem-based learning and reciprocal teaching, peer tutoring, cooperative learning, hands-on learning, journaling, projects, role play, simulation, and inquiry.	Academic Support Program			01/04/2013	06/05/2015	\$2000 - General Fund	Principal and teachers

Strategy4:

TELL survey analysis - Have teaching staff participate in TELL survey. Develop and distribute family survey. Develop welcoming environment for families.

Category:

Research Cited:

Activity - TELL Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level. Disseminate and collect surveys from families, students and the school community and analyze results. Monitor and evaluate annually, making adjustments and additions based on stakeholder feedback..	Parent Involvement			01/04/2013	06/05/2015	\$3000 - Title II Part A	Principal

Activity - Scott Habeeb	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in professional development with Scott Habeeb and Incorporate freshman transition strategies to create culture and climate change.	Professional Learning			01/05/2013	06/05/2015	\$1000 - Other	Gear Up Point of Contact

Strategy5:

Digital Learning - Create a plan to determine targeted content areas for digital learning, train teachers, collect data and monitor effectiveness.

Category:

Research Cited:

Activity - Digital Content	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Integrate digital content into the curriculum.	Technology			01/04/2013	06/05/2015	\$10000 - General Fund	Principal, teachers and Gear Up Representatives

KDE Comprehensive School Improvement Plan

Bell County High School

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

Goal 1:

Increase the average freshman graduation rate from 74% to 82.6% by 2017.

Measurable Objective 1:

collaborate to raise the freshman graduation rate for Bell County High School to 78.4 by 06/05/2015 as measured by the School Report Card.

Strategy1:

Persistence to Graduation - Utilize Student Organizations.

Category:

Research Cited:

Activity - CTE Organizations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enroll all CTE students in a Career and Technical Student Organization.	Policy and Process			01/04/2013	06/05/2015	\$0 - No Funding Required	Counselor and CTE teachers

Strategy2:

Career Readiness Pathways - Utilize the ILP to identify at-risk students and schedule courses.

Category:

Research Cited:

Activity - ILP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests.	Policy and Process			01/04/2013	06/05/2015	\$0 - No Funding Required	Middle School and High School Counselors

Activity - Interest Inventories	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assign all 9th grade students a career pathway based on the ILP, Explore results, and Internet Inventories.	Career Preparation/ Orientation			01/04/2013	06/05/2015	\$0 - No Funding Required	Counselor, principal and teachers

Strategy3:

Targeted Intervention - Identify at-risk students and schedule courses targeting their ILPs.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Bell County High School

Activity - Public Relations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase public relations activities with middle schools including tours, presentations on careers, discussions on CTE opportunities at the high schools and ILP planning.	Career Preparation/ Orientation			01/04/2013	06/05/2015	\$0 - No Funding Required	Principal and CTE teachers

Strategy4:

Academic and Career Advising - Provide students with career pathways information related to their ILPs.

Category:

Research Cited:

Activity - Career Pathways	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide middle and high school students with career pathway information related to their ILPs in order to make good elective choices.	Career Preparation/ Orientation			01/04/2013	06/05/2015	\$0 - No Funding Required	Middle and high school counselors

Activity - Operation Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, promote, and implement Operation Preparation for 10th grade students.	Career Preparation/ Orientation			01/04/2013	06/05/2015	\$500 - Other	Principal, Counselor and Gear Up representative

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

Goal 1:

Increase the averaged combined reading and math K-PREP/EOC Proficiency scores for all students from 37.4% to 69.3% in 2017.

Measurable Objective 1:

collaborate to increase the combined reading and math K-PREP scores for all Bell County High School students to 57% by 06/05/2015 as measured by The Kentucky Performance Rating for Educational Progress.

Strategy1:

Curriculum Assessment and Alignment - Review results of PL/CS Program Review and analyze curriculum for gaps. Make necessary changes to curriculum and monitor delivery.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Bell County High School

Activity - Common Core Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Align high school CTE courses to Math and ELA Common Core Standards to address the embedded academics in the CTE curriculum	Professional Learning			01/04/2013	06/05/2015	\$500 - Career and Technical Education Funds	Principal and CTE Teachers

Activity - PL/CS Program Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review results of the practical living/career studies program review and make improvements followed by monitoring.	Professional Learning			01/04/2013	06/05/2015	\$0 - No Funding Required	Practical Living/CS Program Review Lead

Strategy2:

Program Review - BCHS will participate in the Program Review process to determine gaps in program areas to ensure continuous improvement.

Category:

Research Cited:

Activity - PR Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Policy and Process			01/04/2013	06/05/2015	\$500 - General Fund	Principal and Program Review Leads

Activity - Internal Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the internal process for conducting a program review to ensure teachers from across the disciplines contribute.	Policy and Process			01/04/2013	06/05/2015	\$0 - No Funding Required	Principal and Program Review Leads

Activity - PR Role of Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.	Policy and Process			01/04/2013	06/05/2015	\$0 - No Funding Required	Principal and Program Review Leads

Activity - Identify Gaps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process			01/04/2013	06/05/2015	\$500 - General Fund	Principal and Program Review Leads

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Activity - ASSIST data entry	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Submit Program Review Ratings and information into ASSIST for district and state review.	Policy and Process			01/04/2013	06/05/2015	\$500 - General Fund	Principal and Program Review Leads

Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process			01/04/2013	06/05/2015	\$0 - No Funding Required	Principal and Program Review Leads

Activity - Community Partners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage parents and community partners to determine if there are other contributions or evidence to support specific program review areas.	Policy and Process			01/04/2013	06/05/2015	\$0 - No Funding Required	Principal and Program Review Leaders

Activity - Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform staff of the expectations and procedures as defined by the district of the district external review process.	Policy and Process			01/04/2013	06/05/2015	\$0 - No Funding Required	Principal and Program Review Leaders

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

Goal 1:

Increase the percentage of students at Bell County High School who are college and career ready from 45.9% to 56.5% by 2015

Measurable Objective 1:

collaborate to increase the college and career readiness goal to 56.5% by 05/29/2015 as measured by High School College and Career Readiness Report.

Strategy1:

Targeted Interventions - Based on school test data (MAP, ACT, PLAN and other student level evaluation data) students will be identified for targeted transitional intervention. Intervention will be delivered through various means: intervention classes, intervention period and out of school time.

Category:

Research Cited:

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Activity - Policy and Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Verify the list of students who did not meet benchmarks on the EXPLORE, PLAN, or ACT and other student level evaluation data and Implement appropriate transitional courses	Academic Support Program			01/31/2013	05/31/2014	\$2500 - General Fund	Principals and teachers

Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and implement remediation strategies for students not meeting Work Keys or ASVAB benchmarks	Direct Instruction			01/31/2013	05/31/2014	\$500 - Career and Technical Education Funds	CTE principals and CTE teachers

Activity - Career Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with practice opportunities for the Work Keys Assessments	Direct Instruction			01/31/2013	05/31/2014	\$2000 - Perkins	CTE Principals and CTE Teachers

Strategy2:

Career Readiness Pathways and Academic & Career Advising - The CTE teachers and counselor will develop career pathways for students. Students will be advised on careers that are available and directed in career pathways.

Category:

Research Cited:

Activity - Industry Certifications	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and update industry certifications available to preparatory students.	Career Preparation/ Orientation			01/04/2013	06/05/2015	\$200 - Perkins	CTE principal, counselor and CTE teachers

Activity - Professional Development for counselors	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Professional Development for counselor on the 16 National Career Clusters and the 79 Career Pathways.	Career Preparation/ Orientation			01/04/2013	06/05/2015	\$200 - Other	Principal

Activity - College and Career Readiness Measure Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Professional Development training on the college and career readiness measure particularly on the calculation of the .5 bonus point.	Professional Learning			01/04/2013	06/05/2015	\$500 - General Fund	Principal

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Activity - Career Pathway Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide planning time for the development of career pathways for each CTE program available with the school	Career Preparation/ Orientation			01/04/2013	06/05/2015	\$500 - Perkins	CTE principal, postsecondary partners, industry representatives, and CTE teachers

Activity - Comprehensive School Advising	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine and implement a model for comprehensive school advising that best meets the needs of the students in conjunction with Gear Up partners.	Policy and Process			01/04/2013	06/05/2015	\$0 - No Funding Required	Principal, counselor and teachers

Strategy3:

Acceleration - Teachers will complete professional development in accelerating the curriculum. Students will be provided the opportunity to participate in AP courses and accelerated learning in Pre-AP courses.

Category:

Research Cited:

Activity - Peer Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School considers peer teaching review for AP teachers, to enhance rigor and refine teaching and learning practices	Academic Support Program			01/04/2013	06/05/2015	\$0 - No Funding Required	Principal and teachers

Activity - AP Examination	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students take AP exams in the spring. Schools examine score reports to determine program improvements.	Policy and Process			01/04/2013	06/05/2015	\$0 - No Funding Required	Principal and teachers

Activity - Elements of Success	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School continues to examine and implement the Elements of Success from the National Math and Science Initiative and the best-practice guidance from Advance KY to implement in their school program (teacher training, vertical team meetings, out-of-school time study sessions, open enrollment,etc.)	Professional Learning			01/04/2013	06/05/2015	\$5000 - Other	Principal and teachers

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Activity - Deliver AP Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers implement and deliver AP curriculum for specific courses.	Academic Support Program			01/04/2013	06/05/2015	\$20000 - Other	Principal and teachers

Activity - Analyze Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools analyze their past Advance Placement data to determine student success in AP	Policy and Process			01/04/2013	06/05/2015	\$300 - General Fund	Principal and AP teachers

Activity - AP Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School continues to commit to teacher training through attendance to the AP Summer Institute Training, Laying the Foundation Training and Advance KY Fall Forum for AP teachers and Pre-AP teachers.	Professional Learning			01/04/2013	06/05/2015	\$25000 - Other	Principal and teachers

Strategy4:

Course and Assessment Alignment - Teachers will complete update training on common core standards and career and technical standards. These will be incorporated in lesson plans and curriculum maps.

Category:

Research Cited:

Activity - Program Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Organize a program advisory committee for CTE programs to create career pathways for each CTE program that leads to an industry certification and/or KOSSA certification	Professional Learning			01/04/2013	06/05/2015	\$100 - Perkins	CTE Principal and CTE staff

Activity - Dual Credit	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase opportunities for dual and articulated credit through CTE programs	Policy and Process			01/04/2013	06/05/2015	\$200 - Perkins	CTE principal and staff; Postsecondary staff

Activity - Align CTE Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Align CTE curriculum with KOSSA, industry certification standards and common core standards	Policy and Process			01/04/2013	06/05/2015	\$800 - Perkins	CTE staff

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Activity - Standards Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize common core and technical standards in lesson plans and curriculum maps.	Policy and Process			01/04/2013	06/05/2015	\$500 - Perkins	CTE teachers

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop formative/interim assessments for each CTE program to determine chances of success on KOSSA, Work Keys and Industry Certification assessments.	Career Preparation/ Orientation			01/04/2013	06/05/2015	\$500 - Perkins	CTE Principal and CTE teachers

Activity - Curriculum Maps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize curriculum maps aligned with KOSSA and common core standards	Policy and Process			01/04/2013	06/05/2015	\$500 - Perkins	CTE Teachers