



Comprehensive School Improvement Plan

Bell County High School
Bell County

Richard Gambrel, Principal
9824 US Highway 25 E
Pineville, KY 40977

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.	BCHS selected the TELL Survey Results in the sub-area of Community Support and Involvement - characteristic F as our Self-Selected Indicator. We feel that Parent Involvement is a need and this data demonstrates this need. Out of 48 staff members, 28 indicated that they did receive support from parents that helps with the overall success of students. This means that 20 teachers feel that they do not receive any support. Parent support has always been a weaker component at the high school level due to reasons such as students becoming more independent, etc. Ex-parent survey completion of 6.	BCHS Equity Diagnostic

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

BCHS has no ELL learners as well as a very small minority group. We also recognize that we have a very inexperienced staff with over a fourth having less than three years of experience. The opportunity is there for BCHS experienced staff to mold a new generation of teachers to be more effective educators as well as understanding the true impact they have on the lives of students. By them experiencing PGES first-hand, they have not been influenced by older and less rigorous methods. Keeping the Framework for Teaching the model for high expectations for their performance, instruction, and professionalism.

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

The vast majority of our teacher turnover has been due to retirement. Teachers that do have less than three experience are being observed and mentored in order for us to retain high quality educators for our students. If teachers are not fulfilling the requirements of PGES successfully, then they are assigned a mentor that will guide them and help them with resources to become more effective in the classroom as well as professionally.

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

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

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

OR

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

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

Goal 1:

Maintain/increase the percentage of effective principals and teachers based on local data collected through summary of evidence at the end of the summative cycle (Annually for principals, every 3 years).

Measurable Objective 1:

collaborate to increase the effectiveness of principals based on the annual local summary of evidence data. by 06/28/2019 as measured by baseline data from first year of implementation.

Strategy1:

Professional Growth and Effectiveness System - Professional Growth and Effectiveness System - The PGES system will be implemented throughout the school and district in order to improve principal effectiveness.

Category: Principal PGES

Research Cited:

Comprehensive School Improvement Plan

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Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of a minimum of two site visits (one per semester) completed by the superintendent/designee for each administrator.	Other	08/02/2016	06/30/2017	\$0 - Other	Superintendent/ Designee; Principals

Activity - Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All principals will develop a State and Local Student Growth Goal, Professional Growth Plan, and Working Conditions goal based on appropriate data, surveys, and CSIP information for 2016-2017.	Other	08/02/2016	06/30/2017	\$0 - Other	Superintendent/ Designee; Principals

Activity - Cadre Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Principal Cadre Meetings - District PGES POC and Principal Coach collaborate to conduct cadre meetings that focus on fidelity of implementation and training. Principal is also part of the SESC Principal Cadre	Professional Learning	08/02/2016	06/30/2017	\$0 - Other	Principals; District PGES Coordinator

Activity - Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Principal Coach - supports the implementation of PPGES through principal coaching including on site visits, cadre meetings, etc.	Policy and Process	08/02/2016	06/30/2017	\$0 - Other	District Principal Coach

Measurable Objective 2:

collaborate to increase/maintain the percentage of effective teachers and other professionals based on local summary of evidence data. by 06/30/2016 as measured by Annual local summary of evidence data..

Strategy1:

Implementation - Professional Growth and Effectiveness System - The PGES system will be implemented throughout the school and district in order to improve teacher and other professionals' effectiveness.

Category: Teacher PGES

Research Cited:

Activity - Teachscape	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and assistant principals are required to pass the Initial Certified Evaluation training and the proficiency test for Teachscape in order to complete observations and the PGES system with teachers and other professionals. All principals and assistants who have passed the initial requirements, must calibrate each year as designated in the district CEP to ensure observation scoring accuracy.	Other	08/03/2015	06/30/2016	\$0 - District Funding	District Leadership Team

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Activity - Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Growth Goal Workshop - The District Leadership Team will provide a student Growth Goal Workshop opportunity for all teachers and other professionals to participate. Work shop will provide feedback to all participants about their SGG.	Academic Support Program	10/01/2015	11/06/2015	\$0 - District Funding	District Leadership Team

Activity - Peer Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers serving as peer observers will complete the required PBS Peer Observation module AND the district provided training.	Academic Support Program	08/18/2015	12/31/2015	\$0 - No Funding Required	District Leadership Team and Principals

Activity - Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities - Teachers and other professionals will participate in PLCs that focus on the various components of the PGES system: Framework, Self-Reflection, PGP, SGG, Student Voice, Peer Observations, etc.	Professional Learning	08/18/2015	06/30/2016	\$2500 - Other	Principal

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

- Christie Willis - Assistant Principal
- Jonathan Wyatt - Choir Teacher
- Angie Hammons - Math Lead
- Samantha Wilson - FRYSC Director
- James Browning - ROTC Instructor/Parent
- Sallie Anne Jones - Secretary/Parent

Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	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
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

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

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

	Statement or Question	Response	Rating
2.6	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
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.0

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

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

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

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

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

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

Decision Making

Overall Rating: 2.43

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

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

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

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

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

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

Advocacy

Overall Rating: 2.83

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	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
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	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
5.5	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
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	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

Overall Rating: 2.33

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

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

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers 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
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

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

Community Partnerships

Overall Rating: 3.0

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	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
7.3	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
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school 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 1 coordinators connect family with community resources and follow up).	Proficient

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

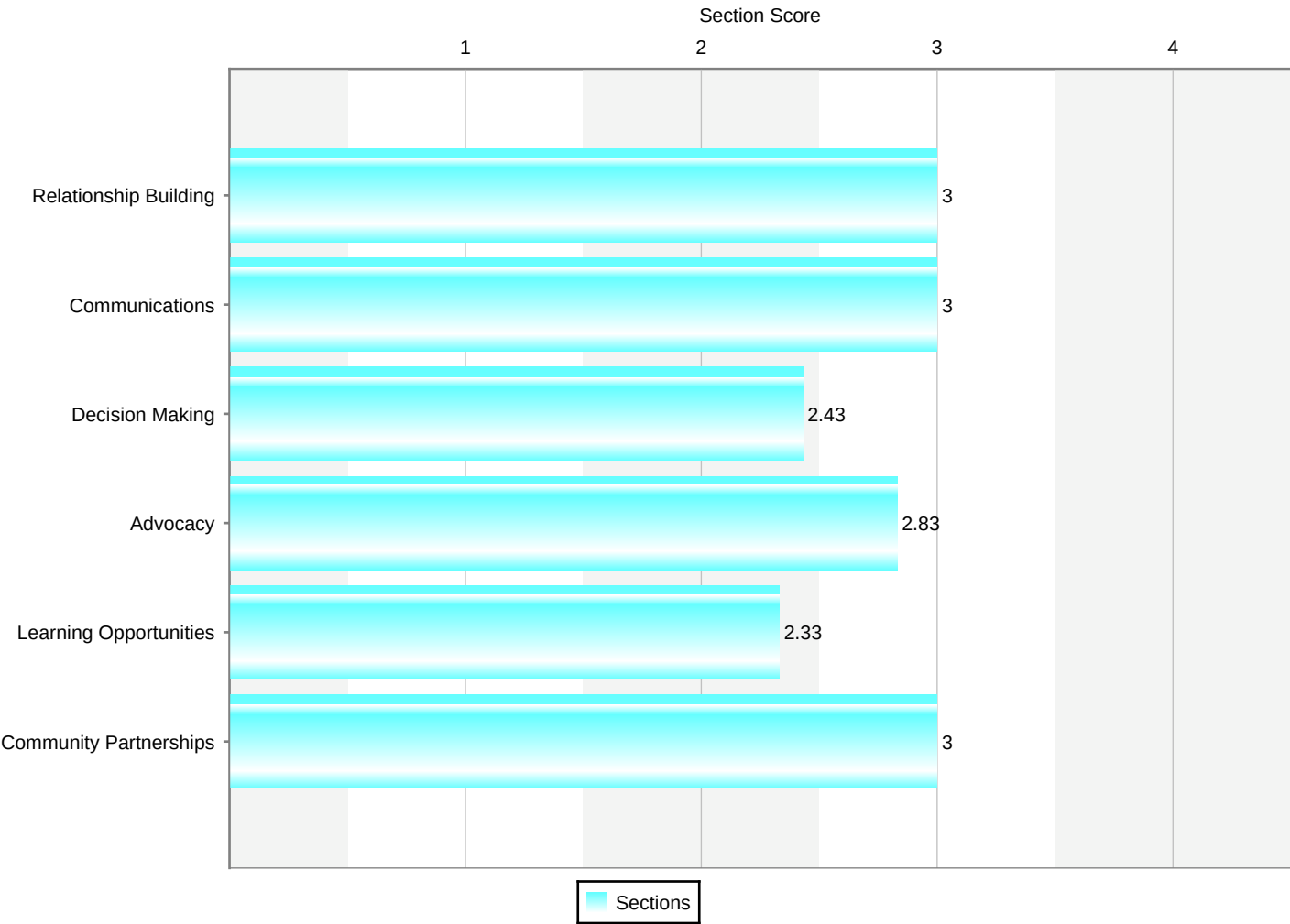
Reflection

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

Responses were based on a Parent Survey created and administrated by the district.

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.

To develop the school's improvement plan, stakeholders from many aspects of the school culture are employed. Department leads are utilized as they are the contact liaison between the school administration and faculty. The FRYSC manager is also another key stakeholder as they have trainings and direct contact with parents. Through the FRYSC parent and student surveys are completed to help the committee determine areas of concern and need. For more parent involvement, we have two staff members that are parents who serve on the committee. To engage these stakeholders in investing in the improvement plan, the school has a "data day" in which we analyse the School Report Card and make decisions for the upcoming school year and future planning. Meetings are scheduled once a month for an hour to discuss any changes or new goals and activities to be added to the CSIP.

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

The stakeholders represent the areas of the school that have a direct impact on improvement. Through the department leads, the analysis of data becomes a crucial examination for how we as a school are going to improve in achievement, GAP, CCR, and maintaining graduation rate. The FRYSC ensures that the needs of our students being met both physically and mentally, while the parents on the committee give us the voice we need to what impact the changes are having on the students. All of these groups work together for the betterment of the school.

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

The final improvement plan was communicated to all stakeholders through a meeting. The plan was also presented to SBDM council for final read and approval. The finished CSIP was then placed on the school website for all stakeholders to have access to the completed document. Every two months the CSIP is addressed in SBDM council.

Phase I - 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 do the trends tell us about our school?

According to the data and trends, growth was our weakest area, and that measurement was obtained through movement from PLAN to ACT. Currently, we do not know how growth was measured or how it will be measured in upcoming school years. Our greatest areas of improvement have come from social studies, science and CCR. Our areas of greatest need are math, reading, and science. We also need to close the gap with our GAP students by targeting and moving more to the Proficient/Distinguished areas. Other positive trending data is the constant increase in our Academic Index over the last four years, as well as maintaining a positive graduation rate.

The data does not tell us underlying causes of low performing students or barriers in which they may face in order to be successful. The data also does not tell us how we may address these issues with our students.

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?

While maintaining positive growth with CCR and maintaining our high graduation rate, there are areas of achievement that are also a continuing strength. On-Demand/Language Mechanics has consistently increased every year. In the past year Algebra II made a dramatic jump. The greatest strengths have come from social studies and science which increased by over ten percentage points in one school year. All areas are seeing a decrease in Novice students allowing for the school to acquire bonus points in the areas of On-Demand/Language Mechanics.

Through GEAR-UP, many programs, PD, and equipment have been purchased to increase scores on ACT, Science, and math. Social Studies is employing a guest speaker and demonstrations to help fill in gaps in the curriculum. The math classes have turned into Math 360 classrooms where learning has become a more hands on, group activity.

The celebration is that now BCHS is a Distinguished High School for the first time in school history. With new systems in place to ensure student success, we hope to continue to celebrate with becoming a School of Distinction.

Opportunities for Improvement

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

Math, science, and reading are still areas that need improvement. Even though math and science have increased, we are still below the state average in these assessment areas. Reading is improving but growth needs to be emphasized due to the fact we are still below state average.

We have implemented weekly PLC meetings to concentrate on professional growth, student achievement, and school business. During the PLC's we have started using the PDSA model that concentrates on units, standards, lesson plans, assessments, and student growth. The PDSA model allows teachers to have conversations about what is and isn't working in the classroom. It is an opportunity for all stakeholders to have a voice in the curriculum and decision-making in the classroom.

As a school we have implemented Learning Labs for students not performing at grade level on MAP and now CERT. In the Learning Labs students are using programs like ALEKS and Reading Plus. These programs are designed to reteach math and reading. Also to help in the areas of math and English, we have transition courses designed to give students one on one instruction in areas in which they are weak. This year the math classes are using Math 360, which is used as "a rewind" which is review of math problems and a challenge problem. This gives teachers the opportunity to see one on one what math skills students are missing. It allows the kids to also work collaboratively with each other and help each other. Through GEAR-UP, the science department has been able to purchase new science equipment, upgrade science labs, further the AP curriculum, and bring in professional development.

Conclusion

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

The weekly PLC's will continue to be our biggest area of concentration when devising areas in which students need more instruction. By analysing assessment data and student voice, teachers can see what is working and what isn't in the classroom. By readdressing standards students haven't mastered, teachers are using a variety of re-teaching strategies in the classroom. These are no longer the days of give a test, get the results and move on, re-teaching is a must.

There are several steps in which we will be targeting students who need extra help. The first is the Name Them, Claim Them Initiative. Teachers are targeting students who are underachieving and become mentors and tutors for those students. GEAR-UP has once again been instrumental in helping achievement by offering a TORCHPREP program for all juniors that has proven to help increase ACT scores. GEAR-UP also implemented Mastery Prep which is another ACT based program.

2016-2017 BCHS Comprehensive School Improvement Plan

Overview

Plan Name

2016-2017 BCHS Comprehensive School Improvement Plan

Plan Description

December Submission

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 65.7% to 68% by June 10, 2017.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$54200
2	Increase the averaged combined reading and math K-PREP/EOC Proficiency scores for all students from 44.1% to 68.4% in 2019.	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 of combined reading and mathematics from 44.1% in 2015 to 68.4 % in 2019 as measured by school report card.	Objectives: 1 Strategies: 5 Activities: 15	Organizational	\$52300
4	Bell County High School will maintain the cohort graduation rate achieved in 2015-2016 of a 97.7% in 2016-2017.	Objectives: 1 Strategies: 4 Activities: 5	Organizational	\$0
5	Maintain/increase the percentage of effective principals and teachers based on local data collected through summary of evidence at the end of the summative cycle (Annually for principals, every 3 years).	Objectives: 2 Strategies: 2 Activities: 7	Organizational	\$2500
6	Demonstrate proficiency in Visual and Performing Arts, Practical Living Career Studies, Writing, and Global Competency and World Language Programs at Bell County as evidenced by Program Review Results.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$0
7	Bell County High school will decrease the percentage of novice over the next five years in reading from 41.2% to 20.6% and will decrease the percentage of novice in math from 32.2% to a 16.1.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$24000

Goal 1: Increase the percentage of students at Bell County High School who are college and career ready from 65.7% to 68% by June 10, 2017.

Measurable Objective 1:

collaborate to increase the college and career readiness goal to 68% by 06/09/2017 as measured by High School College and Career Readiness Report.

Strategy 1:

Targeted Interventions - Based on school test data (CERT, ACT, ABC books and other student level evaluation data) students will be identified for targeted transitional interventions. Interventions will be delivered through various means: learning labs, transition classes, and A&A intervention period.

Category: Continuous Improvement

Activity - College & Career Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will be trained and begin to implement the MYAP via infinite campus that will tract not only a student's preferred college path but also their career path to insure the correct course work required to be preparatory and/or completers.	Career Preparation/Orientation	11/19/2015	06/30/2017	\$2000	Perkins	School Counselors
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 by providing A&A time with career and technical education teachers.	Direct Instruction	12/14/2015	06/30/2017	\$500	Career and Technical Education Funds	Counselors, Principals
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 CERT, ABC Books, or ACT and other student level evaluation data and Implement appropriate transitional courses, learning labs, etc.	Academic Support Program	12/01/2015	06/30/2017	\$50000	Title I Schoolwide	Principals, Counselors, 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	07/31/2017	\$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.

Comprehensive School Improvement Plan

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Category: Continuous Improvement

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	06/30/2017	\$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	06/30/2017	\$500	Perkins	PLV teachers

Strategy 3:

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 - 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	07/31/2017	\$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	06/28/2017	\$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	07/31/2017	\$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 44.1% to 68.4% in 2019.

Measurable Objective 1:

collaborate to increase the combined reading and math K-PREP scores for all Bell County High School students to 49.4% by 06/09/2017 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 CERT 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: Continuous Improvement

Activity - Math Transformation/Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student's that are not meeting benchmark in math will be enrolled in a transitional math course as well as a learning lab.	Academic Support Program	01/04/2013	06/30/2017	\$25000	General Fund	Principal, District Support Personnel and math teachers

Strategy 2:

Literacy Initiative - Students who have not benchmarked in Reading will have access to a learning lab to use "Lexia" and/or "Reading Plus" to achieve benchmark.

Category: Learning Systems

Activity - Literacy Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on CERT data and ACT scores for Reading, students will have access to a learning labs to use "Lexia" and/or "Reading Plus".	Academic Support Program	12/01/2015	06/30/2017	\$10000	General Fund	Principal, Counselors

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	06/10/2017	\$1000	General Fund	Librarian, PLV Teachers

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	06/10/2017	\$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:

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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	08/03/2015	06/09/2017	\$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	08/03/2015	06/09/2017	\$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: Continuous Improvement

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	08/03/2015	06/09/2017	\$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	08/03/2015	06/09/2017	\$500	Career and Technical Education Funds	Principal and CTE Teachers

Strategy 5:

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

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	08/02/2016	06/09/2017	\$0	No Funding Required	All EOC teacher, Principals, and the CS.

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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	08/02/2016	06/09/2017	\$4000	Title I Schoolwide	Principal
Activity - Grade Cam Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Grade Cam to score all EOC diagnostics for immediate turn around.	Other	08/02/2016	06/09/2017	\$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	08/02/2016	06/09/2017	\$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 of combined reading and mathematics from 44.1% in 2015 to 68.4 % in 2019 as measured by school report card.

Measurable Objective 1:

collaborate to decrease the overall achievement gap by increasing our non-duplicated gap score to 52.5% by 06/09/2017 as measured by the School Report Card.

Strategy 1:

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

Category: Continuous Improvement

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop KOSSA and WorkKeys type questions as formative assessment items.	Academic Support Program	01/04/2013	06/10/2017	\$1000	Perkins	CTE and Academic core teachers
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	06/10/2017	\$1000	Perkins	Principal, counselors

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Strategy 2:

Identification of At-Risk Students - Utilize PtGT tool and other student data to identify and monitor at risk students in sub-populations including special needs.

Category: Continuous Improvement

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. This data can also be used to monitor CCR.	Policy and Process	01/04/2013	06/10/2017	\$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	06/10/2017	\$2000	Other	Principal, Counselor and Gear Up Partners
Activity - "Name Them, Claim Them"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Name Them, Claim Them" is a new process introduced through PLC's where students are identified that are failing. Once the students are identified, parents are contacted and students are monitored for progress.	Policy and Process	01/05/2015	05/31/2017	\$0	Race to the Top	Principal, Teachers, Attendance Clerk

Strategy 3:

Stakeholder Involvement - The first step will be to have all staff complete the TELL Survey. Through the school Culture Committee, establish student surveys so each student has a voice. Parent surveys will also be distributed to get feedback on policies and procedures. The school will become more transparent with opening the building to families and the community.

Category: Continuous Improvement

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	06/10/2017	\$3000	Title II Part A	Principal
Activity - Hashan Davis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Hashan Davis is a motivational speaker who addresses issues of perseverance and goal setting. He speaks to each grade level in isolation as to not lose the purpose or intensity of his message. His greatest message is how students can overcome barriers to reach achievement.	Other - Guest Speaker	08/04/2016	10/14/2016	\$3400	Grant Funds	GEAR-UP
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Activity - Parent Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The FRYSC sends out a parent survey at the beginning of the year to assess basic needs in homes. The survey consists of questions that revolve around personal needs for students, GED request for parents, and any referral help parents may need to help with household needs. Through GEAR-UP parents are given a survey on how well they are adapted into helping their child in school and with college preparedness. These surveys allow for the faculty to identify parents who need educated in helping their child for their future choices.	Parent Involvement	08/08/2016	09/30/2016	\$0	No Funding Required	FRYSC, GEAR-UP

Strategy 4:

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

Category:

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	06/10/2017	\$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	06/10/2017	\$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	06/10/2017	\$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
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Implement web-based learning strategies including use of ALEKS, Accelerated Math, and Study Island.	Technology	01/04/2013	06/10/2017	\$10000	Other	Principal, teachers and Gear Up Representatives
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Strategy 5:

Technology Based Instruction - Through technology programs, administrators, teachers, students, and parents will be able to monitor student achievement and learning. Teachers will be trained to facilitate the programs as well as how to assess data and monitor progress.

Category: Integrated Methods for Learning

Activity - Learning Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Labs have been established to target students that are not performing at grade level. Each learning lab is equipped with computers that have been set-up to run either ALEKS math or Reading Plus. Both are computer based intervention programs to help students increase math and reading skills.	Academic Support Program	01/05/2015	05/31/2017	\$11200	Title I Schoolwide	Principal, Learning Lab teachers

Activity - CERT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CERT is a web-based program that assess student 9th-12th grade on ACT. Students are able to be assessed three times a year to monitor progress and have immediate feedback on assessments. Students are able to watch video explanations of their test responses as well as take quizzes over skills in which they have not acquired or need extra practice.	Academic Support Program	08/15/2016	05/31/2017	\$10000	District Funding	Principal, Core Area Teachers

Activity - Mastery Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mastery Prep is a computer based program with ACT style bellringers that teachers can use in their classroom for extra skill assessment and formative assessment. The program allows for instant feedback for teachers to see where students may be lacking in skills.	Academic Support Program	10/03/2016	05/31/2017	\$4200	Grant Funds	GEAR-UP, Core teachers

Goal 4: Bell County High School will maintain the cohort graduation rate achieved in 2015-2016 of a 97.7% in 2016-2017.

Measurable Objective 1:

collaborate to maintain the cohort graduation rate of Bell County High School that is currently 97.7%. by 06/05/2017 as measured by the School Report Card.

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Strategy 1:

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

Category: Career Readiness Pathways

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	08/03/2015	06/09/2017	\$0	No Funding Required	Middle School and High School Counselors

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
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	08/02/2016	06/08/2018	\$0	No Funding Required	Principal and CTE teachers

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	08/02/2016	06/08/2018	\$0	No Funding Required	Middle and high school counselors

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	08/02/2016	06/08/2018	\$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	08/02/2016	06/08/2018	\$0	No Funding Required	Principal

Goal 5: Maintain/increase the percentage of effective principals and teachers based on local data collected through summary of evidence at the end of the summative cycle (Annually for principals, every 3 years).

Measurable Objective 1:

collaborate to increase the effectiveness of principals based on the annual local summary of evidence data. by 06/28/2019 as measured by baseline data from first year of implementation.

Strategy 1:

Professional Growth and Effectiveness System - Professional Growth and Effectiveness System - The PGES system will be implemented throughout the school and district in order to improve principal effectiveness.

Category: Principal PGES

Activity - Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Principal Coach - supports the implementation of PPGES through principal coaching including on site visits, cadre meetings, etc.	Policy and Process	08/02/2016	06/30/2017	\$0	Other	District Principal Coach

Activity - Cadre Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Principal Cadre Meetings - District PGES POC and Principal Coach collaborate to conduct cadre meetings that focus on fidelity of implementation and training. Principal is also part of the SESC Principal Cadre	Professional Learning	08/02/2016	06/30/2017	\$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 State and Local Student Growth Goal, Professional Growth Plan, and Working Conditions goal based on appropriate data, surveys, and CSIP information for 2016-2017.	Other	08/02/2016	06/30/2017	\$0	Other	Superintendent/ Designee; Principals

Activity - Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Completion of a minimum of two site visits (one per semester) completed by the superintendent/designee for each administrator.	Other	08/02/2016	06/30/2017	\$0	Other	Superintendent/ Designee; Principals
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Measurable Objective 2:

collaborate to increase/maintain the percentage of effective teachers and other professionals based on local summary of evidence data. by 06/30/2016 as measured by Annual local summary of evidence data..

Strategy 1:

Implementation - Professional Growth and Effectiveness System - The PGES system will be implemented throughout the school and district in order to improve teacher and other professionals' effectiveness.

Category: Teacher PGES

Activity - Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities - Teachers and other professionals will participate in PLCs that focus on the various components of the PGES system: Framework, Self-Reflection, PGP, SGG, Student Voice, Peer Observations, etc.	Professional Learning	08/18/2015	06/30/2016	\$2500	Other	Principal

Activity - Peer Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers serving as peer observers will complete the required PBS Peer Observation module AND the district provided training.	Academic Support Program	08/18/2015	12/31/2015	\$0	No Funding Required	District Leadership Team and Principals

Activity - Teachscape	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and assistant principals are required to pass the Initial Certified Evaluation training and the proficiency test for Teachscape in order to complete observations and the PGES system with teachers and other professionals. All principals and assistants who have passed the initial requirements, must calibrate each year as designated in the district CEP to ensure observation scoring accuracy.	Other	08/03/2015	06/30/2016	\$0	District Funding	District Leadership Team

Goal 6: Demonstrate proficiency in Visual and Performing Arts, Practical Living Career Studies, Writing, and Global Competency and World Language Programs at Bell County as evidenced by Program Review Results.

Measurable Objective 1:

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collaborate to increase all program review areas to proficiency by 06/15/2017 as measured by Program Review Results.

Strategy 1:

Program Review improvement - Program Review results will continue to show evidence of Proficiency in the areas of Visual and Performing Arts, Practical Living Career Studies, Global Competency and World Language, 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
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	08/02/2016	06/15/2018	\$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	08/02/2016	06/15/2018	\$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	09/12/2016	06/15/2018	\$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	08/09/2016	06/15/2018	\$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	08/02/2016	06/15/2018	\$0	No Funding Required	Program review leads, Principals.

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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	08/02/2016	06/15/2018	\$0	No Funding Required	External Review Team.

Goal 7: Bell County High school will decrease the percentage of novice over the next five years in reading from 41.2% to 20.6% and will decrease the percentage of novice in math from 32.2% to a 16.1.

Measurable Objective 1:

collaborate to decrease the percentage of novice in reading from 34.7% to 29% and will decrease the percentage of novice in math from 22.8% to a 18%. by 06/30/2017 as measured by the school report card..

Strategy 1:

Learning Labs/ EOC support - The strategy will be implemented beginning August 8, 2016 as Learning Labs have now been embedded in the seven period day as a full period class.

Category: Continuous Improvement

Activity - Aleks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that have not achieved benchmark (by CERT, ABC's Eoc books and/or ACT) will have access to a learning lab and an alecks license.	Academic Support Program	01/01/2016	06/01/2017	\$12000	Title I School Improvement (ISI)	Principal, counselor, and Gear up specialist.

Activity - Reading Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school (students not meeting benchmark for reading) will use "Reading Plus" and "Lexia" beginning in August of 2016. These programs they will be purchased to target students that have not met benchmark in reading.	Academic Support Program	08/08/2016	06/30/2017	\$11000	No Funding Required, Grant Funds	Principal Learning Lab Instructors

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be notified by letter concerning learning labs and EOC support. Parents will also be made aware of the progress of their students and the use of the programs by reports.	Parent Involvement	08/08/2016	06/30/2017	\$1000	General Fund	Principals, Counselors

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/10/2017	\$3000	Principal
Total					\$3000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mastery Prep	Mastery Prep is a computer based program with ACT style bellringers that teachers can use in their classroom for extra skill assessment and formative assessment. The program allows for instant feedback for teachers to see where students may be lacking in skills.	Academic Support Program	10/03/2016	05/31/2017	\$4200	GEAR-UP, Core teachers
Reading Programs	The school (students not meeting benchmark for reading) will use "Reading Plus" and "Lexia" beginning in August of 2016. These programs they will be purchased to target students that have not met benchmark in reading.	Academic Support Program	08/08/2016	06/30/2017	\$11000	Principal Learning Lab Instructors
Hashan Davis	Hashan Davis is a motivational speaker who addresses issues of perseverance and goal setting. He speaks to each grade level in isolation as to not lose the purpose or intensity of his message. His greatest message is how students can overcome barriers to reach achievement.	Other - Guest Speaker	08/04/2016	10/14/2016	\$3400	GEAR-UP
Total					\$18600	

Race to the Top

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

Bell County High School

"Name Them, Claim Them"	"Name Them, Claim Them" is a new process introduced through PLC's where students are identified that are failing. Once the students are identified, parents are contacted and students are monitored for progress.	Policy and Process	01/05/2015	05/31/2017	\$0	Principal, Teachers, Attendance Clerk
Total					\$0	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Support	Identify and implement remediation strategies for students not meeting Work Keys or ASVAB benchmarks by providing A&A time with career and technical education teachers.	Direct Instruction	12/14/2015	06/30/2017	\$500	Counselors, Principals
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	08/03/2015	06/09/2017	\$500	Principal and CTE 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 site visits (one per semester) completed by the superintendent/designee for each administrator.	Other	08/02/2016	06/30/2017	\$0	Superintendent/ Designee; Principals
Goals	All principals will develop a State and Local Student Growth Goal, Professional Growth Plan, and Working Conditions goal based on appropriate data, surveys, and CSIP information for 2016-2017.	Other	08/02/2016	06/30/2017	\$0	Superintendent/ Designee; Principals
Cadre Meetings	District Principal Cadre Meetings - District PGES POC and Principal Coach collaborate to conduct cadre meetings that focus on fidelity of implementation and training. Principal is also part of the SESC Principal Cadre	Professional Learning	08/02/2016	06/30/2017	\$0	Principals; District PGES Coordinator
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	06/10/2017	\$2000	Principal, Counselor and Gear Up Partners
Learning Communities	Professional Learning Communities - Teachers and other professionals will participate in PLCs that focus on the various components of the PGES system: Framework, Self-Reflection, PGP, SGG, Student Voice, Peer Observations, etc.	Professional Learning	08/18/2015	06/30/2016	\$2500	Principal

Comprehensive School Improvement Plan

Bell County High School

Implementation	District Principal Coach - supports the implementation of PPGES through principal coaching including on site visits, cadre meetings, etc.	Policy and Process	08/02/2016	06/30/2017	\$0	District Principal Coach
Technology Strategies	Implement web-based learning strategies including use of ALEKS, Accelerated Math, and Study Island.	Technology	01/04/2013	06/10/2017	\$10000	Principal, teachers and Gear Up Representatives
Total					\$14500	

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	08/02/2016	06/09/2017	\$4000	Principal
Policy and Process	Verify the list of students who did not meet benchmarks on the CERT, ABC Books, or ACT and other student level evaluation data and Implement appropriate transitional courses, learning labs, etc.	Academic Support Program	12/01/2015	06/30/2017	\$50000	Principals, Counselors, and teachers
Learning Labs	Learning Labs have been established to target students that are not performing at grade level. Each learning lab is equipped with computers that have been set-up to run either ALEKS math or Reading Plus. Both are computer based intervention programs to help students increase math and reading skills.	Academic Support Program	01/05/2015	05/31/2017	\$11200	Principal, Learning Lab teachers
Total					\$65200	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Pathways	Provide students access to CTE programs that align with the career pathways identified in the ILPs	Policy and Process	01/04/2013	06/10/2017	\$1000	Principal, counselors
Curriculum Maps	Utilize curriculum maps aligned with KOSSA and common core standards	Policy and Process	01/04/2013	06/30/2017	\$500	PLV Teachers
College & Career Preparation	Counselors will be trained and begin to implement the MYAP via infinite campus that will tract not only a student's preferred college path but also their career path to insure the correct course work required to be preparatory and/or completers.	Career Preparation/Orientation	11/19/2015	06/30/2017	\$2000	School Counselors
TEDS data	Utilize TEDS data to identify sub-populations and review student performance data from multiple school years. This data can also be used to monitor CCR.	Policy and Process	01/04/2013	06/10/2017	\$500	CTE teachers and coordinator

Comprehensive School Improvement Plan

Bell County High School

Formative Assessments	Develop KOSSA and WorkKeys type questions as formative assessment items.	Academic Support Program	01/04/2013	06/10/2017	\$1000	CTE and Academic core teachers
Standards Alignment	Utilize common core and technical standards in lesson plans and curriculum maps.	Policy and Process	01/04/2013	06/30/2017	\$500	PLV teachers
Industry Certifications	Review and update industry certifications available to preparatory students.	Career Preparation/Orientation	01/04/2013	07/31/2017	\$200	CTE principal, counselor and CTE teachers
Total					\$5700	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Aleks	Students that have not achieved benchmark (by CERT, ABC's Eoc books and/or ACT) will have access to a learning lab and an alecks license.	Academic Support Program	01/01/2016	06/01/2017	\$12000	Principal, counselor, and Gear up specialist.
CIITS Participation	Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Policy and Process	08/03/2015	06/09/2017	\$500	Principal and teacher leaders
Total					\$12500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technical Reading	Provide technical reading material for high school students based on career interest identified in the ILP.	Academic Support Program	01/04/2013	06/10/2017	\$1000	Librarian, PLV Teachers
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	06/10/2017	\$2000	Director of Special Education, Principal, and teachers
Parent Involvement	Parents will be notified by letter concerning learning labs and EOC support. Parents will also be made aware of the progress of their students and the use of the programs by reports.	Parent Involvement	08/08/2016	06/30/2017	\$1000	Principals, Counselors
Literacy Planning	Based on CERT data and ACT scores for Reading, students will have access to a learning labs to use "Lexia" and/or "Reading Plus".	Academic Support Program	12/01/2015	06/30/2017	\$10000	Principal, Counselors
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	06/28/2017	\$500	Principals, Linda Lawson

Comprehensive School Improvement Plan

Bell County High School

Math Transformation/Labs	Student's that are not meeting benchmark in math will be enrolled in a transitional math course as well as a learning lab.	Academic Support Program	01/04/2013	06/30/2017	\$25000	Principal, District Support Personnel and math 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	06/10/2017	\$2000	Principal and teachers
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	06/10/2017	\$2000	Principal and teachers
Total					\$43500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teachscape	Principals and assistant principals are required to pass the Initial Certified Evaluation training and the proficiency test for Teachscape in order to complete observations and the PGES system with teachers and other professionals. All principals and assistants who have passed the initial requirements, must calibrate each year as designated in the district CEP to ensure observation scoring accuracy.	Other	08/03/2015	06/30/2016	\$0	District Leadership Team
CERT	CERT is a web-based program that assess student 9th-12th grade on ACT. Students are able to be assessed three times a year to monitor progress and have immediate feedback on assessments. Students are able to watch video explanations of their test responses as well as take quizzes over skills in which they have not acquired or need extra practice.	Academic Support Program	08/15/2016	05/31/2017	\$10000	Principal, Core Area Teachers
Total					\$10000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/12/2016	06/15/2018	\$0	Program review leads, Principals.
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	08/09/2016	06/15/2018	\$0	Program review leads, Principals.

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	07/31/2017	\$0	Director of Special Education
ILP	Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests.	Policy and Process	08/03/2015	06/09/2017	\$0	Middle School and High School Counselors
CIITS Monitoring	Leaders monitor use of CIITS.	Policy and Process	08/03/2015	06/09/2017	\$0	Principal and Department Leads
EOC Meeting	All EOC teachers will attend meetings for instruction, materials, and data reports based on the diagnostic test.	Professional Learning	08/02/2016	06/09/2017	\$0	All EOC teacher, Principals, and the CS.
PL/CS Program Review	Review results of the practical living/career studies program review and make improvements followed by monitoring.	Professional Learning	08/03/2015	06/09/2017	\$0	Practical Living/CS Program Review Lead
Reading Programs	The school (students not meeting benchmark for reading) will use "Reading Plus" and "Lexia" beginning in August of 2016. These programs they will be purchased to target students that have not met benchmark in reading.	Academic Support Program	08/08/2016	06/30/2017	\$0	Principal Learning Lab Instructors
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	08/02/2016	06/08/2018	\$0	Principal and CTE teachers
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	08/02/2016	06/15/2018	\$0	Program Review Leads, Principals, Curriculum Specialist.
Peer Observation	Teachers serving as peer observers will complete the required PBS Peer Observation module AND the district provided training.	Academic Support Program	08/18/2015	12/31/2015	\$0	District Leadership Team and Principals
Curriculum Specialist Involvement	Curriculum Specialist will return reports to all core area EOC teachers.	Professional Learning	08/02/2016	06/09/2017	\$0	District Curriculum Specialist, Principals.
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	06/10/2017	\$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	07/31/2017	\$0	Principal, counselor and teachers
PR Meetings	Program review team members meet to view evidence and discuss progress.	Professional Learning	08/02/2016	06/15/2018	\$0	Program review leads, Principals.

Comprehensive School Improvement Plan

Bell County High School

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	08/02/2016	06/08/2018	\$0	Principal
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	08/02/2016	06/08/2018	\$0	Middle and high school counselors
CTE Organizations	Enroll all CTE students in a Career and Technical Student Organization.	Policy and Process	08/02/2016	06/08/2018	\$0	Counselor and CTE teachers
Grade Cam Instruction	Teachers will use Grade Cam to score all EOC diagnostics for immediate turn around.	Other	08/02/2016	06/09/2017	\$0	Linda Lawson, Principals.
ASSIST data entry	Initial data has been entered into ASSIST to be reviewed by external review team.	Other	08/02/2016	06/15/2018	\$0	External Review Team.
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	08/02/2016	06/15/2018	\$0	Program Review Leads, Counselor, Principals
Parent Survey	The FRYSC sends out a parent survey at the beginning of the year to assess basic needs in homes. The survey consists of questions that revolve around personal needs for students, GED request for parents, and any referral help parents may need to help with household needs. Through GEAR-UP parents are given a survey on how well they are adapted into helping their child in school and with college preparedness. These surveys allow for the faculty to identify parents who need educated in helping their child for their future choices.	Parent Involvement	08/08/2016	09/30/2016	\$0	FRYSC, GEAR-UP
Total					\$0	

Phase II - KDE Assurances - Schools

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	On November 7th we had our annual Data Day in which we looked at the School Report card. We also use the PDSA model for evaluating units and assessments during PLC's.	

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	We have implemented Learning Labs that use ALEKS and Reading Plus. Also through the PDSA model we are using and discussing high-yield instructional strategies.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	There is no preschool program at BCHS.	

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	Torch Prep Mastery Prep Transition Class CERT	

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

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

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	LTF On-Demand Training AP Training	

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	Students were identified during PLC's.	

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	Reading Plus ALEKS	

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	Transitional classes in both Math and English	

Comprehensive School Improvement Plan

Bell County High School

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

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

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

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

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		

Comprehensive School Improvement Plan

Bell County High School

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.bell.k12.ky.us/education	

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

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

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

Comprehensive School Improvement Plan

Bell County High School

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

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

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

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

Phase II - KDE Compliance and Accountability - 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 TELLKY Survey results.

Goal 1:

Increase achievement for all student groups At Bell County High School in the non-duplicated gap group of combined reading and mathematics from 44.1% in 2015 to 68.4 % in 2019 as measured by school report card.

Measurable Objective 1:

collaborate to decrease the overall achievement gap by increasing our non-duplicated gap score to 52.5% by 06/09/2017 as measured by the School Report Card.

Strategy1:

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	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	06/10/2017	\$2000 - General Fund	Director of Special Education, Principal, and teachers

Activity - Academic Progress	Activity Type	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	06/10/2017	\$2000 - General Fund	Principal and teachers

Activity - Technology Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement web-based learning strategies including use of ALEKS, Accelerated Math, and Study Island.	Technology	01/04/2013	06/10/2017	\$10000 - Other	Principal, teachers and Gear Up Representatives

Comprehensive School Improvement Plan

Bell County High School

Activity - Instructional Strategies	Activity Type	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	06/10/2017	\$2000 - General Fund	Principal and teachers

Strategy2:

Identification of At-Risk Students - Utilize PtGT tool and other student data to identify and monitor at risk students in sub-populations including special needs.

Category: Continuous Improvement

Research Cited:

Activity - "Name Them, Claim Them"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
"Name Them, Claim Them" is a new process introduced through PLC's where students are identified that are failing. Once the students are identified, parents are contacted and students are monitored for progress.	Policy and Process	01/05/2015	05/31/2017	\$0 - Race to the Top	Principal, Teachers, Attendance Clerk

Activity - TEDS data	Activity Type	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. This data can also be used to monitor CCR.	Policy and Process	01/04/2013	06/10/2017	\$500 - Perkins	CTE teachers and coordinator

Activity - PtGT tool	Activity Type	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	06/10/2017	\$2000 - Other	Principal, Counselor and Gear Up Partners

Strategy3:

Technology Based Instruction - Through technology programs, administrators, teachers, students, and parents will be able to monitor student achievement and learning. Teachers will be trained to facilitate the programs as well as how to assess data and monitor progress.

Category: Integrated Methods for Learning

Research Cited:

Comprehensive School Improvement Plan

Bell County High School

Activity - CERT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CERT is a web-based program that assess student 9th-12th grade on ACT. Students are able to be assessed three times a year to monitor progress and have immediate feedback on assessments. Students are able to watch video explanations of their test responses as well as take quizzes over skills in which they have not acquired or need extra practice.	Academic Support Program	08/15/2016	05/31/2017	\$10000 - District Funding	Principal, Core Area Teachers

Activity - Learning Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning Labs have been established to target students that are not performing at grade level. Each learning lab is equipped with computers that have been set-up to run either ALEKS math or Reading Plus. Both are computer based intervention programs to help students increase math and reading skills.	Academic Support Program	01/05/2015	05/31/2017	\$11200 - Title I Schoolwide	Principal, Learning Lab teachers

Activity - Mastery Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mastery Prep is a computer based program with ACT style bellringers that teachers can use in their classroom for extra skill assessment and formative assessment. The program allows for instant feedback for teachers to see where students may be lacking in skills.	Academic Support Program	10/03/2016	05/31/2017	\$4200 - Grant Funds	GEAR-UP, Core teachers

Strategy4:

Stakeholder Involvement - The first step will to be have all staff complete the TELL Survey. Through the school Culture Committee, establish student surveys so each student has a voice. Parent surveys will also be distributed to get feedback on policies and procedures. The school will become more transparent with opening the building to families and the community.

Category: Continuous Improvement

Research Cited:

Activity - Parent Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRYSC sends out a parent survey at the beginning of the year to assess basic needs in homes. The survey consists of questions that revolve around personal needs for students, GED request for parents, and any referral help parents may need to help with household needs. Through GEAR-UP parents are given a survey on how well they are adapted into helping their child in school and with college preparedness. These surveys allow for the faculty to identify parents who need educated in helping their child for their future choices.	Parent Involvement	08/08/2016	09/30/2016	\$0 - No Funding Required	FRYSC, GEAR-UP

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Activity - Hashan Davis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hashan Davis is a motivational speaker who addresses issues of perseverance and goal setting. He speaks to each grade level in isolation as to not lose the purpose or intensity of his message. His greatest message is how students can overcome barriers to reach achievement.	Other - Guest Speaker	08/04/2016	10/14/2016	\$3400 - Grant Funds	GEAR-UP

Activity - TELL Survey	Activity Type	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	06/10/2017	\$3000 - Title II Part A	Principal

Strategy5:

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

Category: Continuous Improvement

Research Cited:

Activity - Formative Assessments	Activity Type	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	06/10/2017	\$1000 - Perkins	CTE and Academic core teachers

Activity - Career Pathways	Activity Type	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	06/10/2017	\$1000 - Perkins	Principal, counselors

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

Goal 1:

Increase the averaged combined reading and math K-PREP/EOC Proficiency scores for all students from 44.1% to 68.4% in 2019.

Measurable Objective 1:

collaborate to increase the combined reading and math K-PREP scores for all Bell County High School students to 49.4% by 06/09/2017 as measured by The Kentucky Performance Rating for Educational Progress.

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Strategy1:

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

Category: Other - Formative Assessment

Research Cited:

Activity - Resource Purchase	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/02/2016	06/09/2017	\$4000 - Title I Schoolwide	Principal

Activity - Grade Cam Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Grade Cam to score all EOC diagnostics for immediate turn around.	Other	08/02/2016	06/09/2017	\$0 - No Funding Required	Linda Lawson, Principals.

Activity - Curriculum Specialist Involment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Specialist will return reports to all core area EOC teachers.	Professional Learning	08/02/2016	06/09/2017	\$0 - No Funding Required	District Curriculum Specialist, Principals.

Activity - EOC Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All EOC teachers will attend meetings for instruction, materials, and data reports based on the diagnostic test.	Professional Learning	08/02/2016	06/09/2017	\$0 - No Funding Required	All EOC teacher, Principals, and the CS.

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase achievement for all student groups At Bell County High School in the non-duplicated gap group of combined reading and mathematics from 44.1% in 2015 to 68.4 % in 2019 as measured by school report card.

Measurable Objective 1:

collaborate to decrease the overall achievement gap by increasing our non-duplicated gap score to 52.5% by 06/09/2017 as measured by the School Report Card.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Career Pathways	Activity Type	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	06/10/2017	\$1000 - Perkins	Principal, counselors

Activity - Formative Assessments	Activity Type	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	06/10/2017	\$1000 - Perkins	CTE and Academic core teachers

Strategy2:

Stakeholder Involvement - The first step will to be have all staff complete the TELL Survey. Through the school Culture Committee, establish student surveys so each student has a voice. Parent surveys will also be distributed to get feedback on policies and procedures. The school will become more transparent with opening the building to families and the community.

Category: Continuous Improvement

Research Cited:

Activity - Hashan Davis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hashan Davis is a motivational speaker who addresses issues of perseverance and goal setting. He speaks to each grade level in isolation as to not lose the purpose or intensity of his message. His greatest message is how students can overcome barriers to reach achievement.	Other - Guest Speaker	08/04/2016	10/14/2016	\$3400 - Grant Funds	GEAR-UP

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Activity - TELL Survey	Activity Type	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	06/10/2017	\$3000 - Title II Part A	Principal

Activity - Parent Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRYSC sends out a parent survey at the beginning of the year to assess basic needs in homes. The survey consists of questions that revolve around personal needs for students, GED request for parents, and any referral help parents may need to help with household needs. Through GEAR-UP parents are given a survey on how well they are adapted into helping their child in school and with college preparedness. These surveys allow for the faculty to identify parents who need educated in helping their child for their future choices.	Parent Involvement	08/08/2016	09/30/2016	\$0 - No Funding Required	FRYSC, GEAR-UP

Strategy3:

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

Category:

Research Cited:

Activity - Instructional Strategies	Activity Type	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	06/10/2017	\$2000 - General Fund	Principal and teachers

Activity - Active Learning Strategies	Activity Type	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	06/10/2017	\$2000 - General Fund	Director of Special Education, Principal, and teachers

Activity - Academic Progress	Activity Type	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	06/10/2017	\$2000 - General Fund	Principal and teachers

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Activity - Technology Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement web-based learning strategies including use of ALEKS, Accelerated Math, and Study Island.	Technology	01/04/2013	06/10/2017	\$10000 - Other	Principal, teachers and Gear Up Representatives

Strategy4:

Identification of At-Risk Students - Utilize PtGT tool and other student data to identify and monitor at risk students in sub-populations including special needs.

Category: Continuous Improvement

Research Cited:

Activity - "Name Them, Claim Them"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
"Name Them, Claim Them" is a new process introduced through PLC's where students are identified that are failing. Once the students are identified, parents are contacted and students are monitored for progress.	Policy and Process	01/05/2015	05/31/2017	\$0 - Race to the Top	Principal, Teachers, Attendance Clerk

Activity - PtGT tool	Activity Type	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	06/10/2017	\$2000 - Other	Principal, Counselor and Gear Up Partners

Activity - TEDS data	Activity Type	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. This data can also be used to monitor CCR.	Policy and Process	01/04/2013	06/10/2017	\$500 - Perkins	CTE teachers and coordinator

Strategy5:

Technology Based Instruction - Through technology programs, administrators, teachers, students, and parents will be able to monitor student achievement and learning. Teachers will be trained to facilitate the programs as well as how to assess data and monitor progress.

Category: Integrated Methods for Learning

Research Cited:

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Activity - CERT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CERT is a web-based program that assess student 9th-12th grade on ACT. Students are able to be assessed three times a year to monitor progress and have immediate feedback on assessments. Students are able to watch video explanations of their test responses as well as take quizzes over skills in which they have not acquired or need extra practice.	Academic Support Program	08/15/2016	05/31/2017	\$10000 - District Funding	Principal, Core Area Teachers

Activity - Mastery Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mastery Prep is a computer based program with ACT style bellringers that teachers can use in their classroom for extra skill assessment and formative assessment. The program allows for instant feedback for teachers to see where students may be lacking in skills.	Academic Support Program	10/03/2016	05/31/2017	\$4200 - Grant Funds	GEAR-UP, Core teachers

Activity - Learning Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning Labs have been established to target students that are not performing at grade level. Each learning lab is equipped with computers that have been set-up to run either ALEKS math or Reading Plus. Both are computer based intervention programs to help students increase math and reading skills.	Academic Support Program	01/05/2015	05/31/2017	\$11200 - Title I Schoolwide	Principal, Learning Lab teachers

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

Goal 1:

Bell County High School will maintain the cohort graduation rate achieved in 2015-2016 of a 97.7% in 2016-2017.

Measurable Objective 1:

collaborate to maintain the cohort graduation rate of Bell County High School that is currently 97.7%. by 06/05/2017 as measured by the School Report Card.

Strategy1:

Persistence to Graduation - Utilize Student Organizations.

Category:

Research Cited:

Activity - CTE Organizations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enroll all CTE students in a Career and Technical Student Organization.	Policy and Process	08/02/2016	06/08/2018	\$0 - No Funding Required	Counselor and CTE teachers

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Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/02/2016	06/08/2018	\$0 - No Funding Required	Principal

Strategy2:

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

Category: Career Readiness Pathways

Research Cited:

Activity - ILP	Activity Type	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	08/03/2015	06/09/2017	\$0 - No Funding Required	Middle School and High School Counselors

Strategy3:

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

Category:

Research Cited:

Activity - Public Relations	Activity Type	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	08/02/2016	06/08/2018	\$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	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	08/02/2016	06/08/2018	\$0 - No Funding Required	Middle and high school counselors

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 65.7% to 68% by June 10, 2017.

SY 2016-2017

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Measurable Objective 1:

collaborate to increase the college and career readiness goal to 68% by 06/09/2017 as measured by High School College and Career Readiness Report.

Strategy1:

Targeted Interventions - Based on school test data (CERT, ACT, ABC books and other student level evaluation data) students will be identified for targeted transitional interventions. Interventions will be delivered through various means: learning labs, transition classes, and A&A intervention period.

Category: Continuous Improvement

Research Cited:

Activity - Policy and Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Verify the list of students who did not meet benchmarks on the CERT, ABC Books, or ACT and other student level evaluation data and Implement appropriate transitional courses, learning labs, etc.	Academic Support Program	12/01/2015	06/30/2017	\$50000 - Title I Schoolwide	Principals, Counselors, and teachers

Activity - Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and implement remediation strategies for students not meeting Work Keys or ASVAB benchmarks by providing A&A time with career and technical education teachers.	Direct Instruction	12/14/2015	06/30/2017	\$500 - Career and Technical Education Funds	Counselors, Principals

Activity - College & Career Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will be trained and begin to implement the MYAP via infinite campus that will tract not only a student's preferred college path but also their career path to insure the correct course work required to be preparatory and/or completers.	Career Preparation/ Orientation	11/19/2015	06/30/2017	\$2000 - Perkins	School Counselors

Activity - Co-Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	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	07/31/2017	\$0 - No Funding Required	Director of Special Education

Strategy2:

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: Continuous Improvement

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Research Cited:

Activity - Standards Alignment	Activity Type	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	06/30/2017	\$500 - Perkins	PLV teachers

Activity - Curriculum Maps	Activity Type	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	06/30/2017	\$500 - Perkins	PLV Teachers

Strategy3:

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	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and update industry certifications available to preparatory students.	Career Preparation/ Orientation	01/04/2013	07/31/2017	\$200 - Perkins	CTE principal, counselor and CTE teachers

Activity - College and Career Readiness Measure Training	Activity Type	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	06/28/2017	\$500 - General Fund	Principals, Linda Lawson

Activity - Comprehensive School Advising	Activity Type	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	07/31/2017	\$0 - No Funding Required	Principal, counselor and teachers

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

Goal 1:

Demonstrate proficiency in Visual and Performing Arts, Practical Living Career Studies, Writing, and Global Competency and World Language Programs at Bell County as evidenced by Program Review Results.

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Measurable Objective 1:

collaborate to increase all program review areas to proficiency by 06/15/2017 as measured by Program Review Results.

Strategy1:

Program Review improvement - Program Review results will continue to show evidence of Proficiency in the areas of Visual and Performing Arts, Practical Living Career Studies, Global Competency and World Language, and Writing.

Category: Professional Learning & Support

Research Cited: Program Review Results.

Activity - PR Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet to view evidence and discuss progress.	Professional Learning	08/02/2016	06/15/2018	\$0 - No Funding Required	Program review leads, Principals.

Activity - PR Role of Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	08/02/2016	06/15/2018	\$0 - No Funding Required	Program Review Leads, Counselor, Principals

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	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	09/12/2016	06/15/2018	\$0 - No Funding Required	Program review leads, Principals.

Activity - ASSIST data entry	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Initial data has been entered into ASSIST to be reviewed by external review team.	Other	08/02/2016	06/15/2018	\$0 - No Funding Required	External Review Team.

Activity - Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/02/2016	06/15/2018	\$0 - No Funding Required	Program Review Leads, Principals, Curriculum Specialist.

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Activity - Internal Process	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/09/2016	06/15/2018	\$0 - No Funding Required	Program review leads, Principals.

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 755 ninth through twelfth grade students and 42 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 (80% 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. Within the last few weeks Middlesboro City has voted their city moist following Pineville City's lead in doing so two years prior; both cities lie in Bell County. 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. This statement is a conglomeration of the beliefs and ideas of the committee that wrote it. They represent the administration, the teachers from differing departments, the family resource staff as well as the parents. Each of the departments listed have a member on the CSIP committee.

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. This year, through SEKTC, dual credit classes are being offered to all students. The classes range from College Algebra to Public Speaking. By offering the dual credit classes, students are given more opportunities to graduate with college credit at the end of their senior year.

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 steady growth in our graduation rate over the past three years, they are as follows: 93.1, 94.2, and 96.6. We have also had an increase in our combined Reading and Mathematics - Percentage Proficient/Distinguished from 44.1 in 2015 to 45.7 in 2016. Our College and Career Readiness Indicator has increased in the last three years from 55.4 in 2014 to 67.7 in 2016.

According to our trend data over the last three years, each assessment area has improved with the greatest area of growth coming in Social Studies. In 2014-2015 social studies had an index of 46.8. In 2015-2016 that index increased to 61.8. Science has also seen a great jump from the 2014-2015 school year. The previous index for science was 43.5. That index increased to 56.7 for the 2015-2016 school year.

With these great advancements in assessment, CCR, and a continued hold of the graduation rate, Bell County High School became a Distinguished school for the first time in the history of the school.

We still need to make progress in some critical areas: math and science. We are below state average in these areas. 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 a math transformation program at the high school. 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.

New for the 2016-2017 school year is the new English Transition class. This class is designed to help students who did not benchmark on the ACT Reading and English to achieve those target scores. Previously the instruction for this class was embedded in the English 12 Curriculum, but with little gains for students not reaching benchmark. With a more focused approach, these students are receiving more one on one instruction. Students are grouped according to their ACT scores in order to ensure that students are receiving instruction on their individual learning level.

Also new this year is the implementation of CERT testing. CERT has replaced MAP as our key way to assess student progress. CERT is designed to be based on ACT materials with the exam using actual ACT released items for students to test over. Students have access to individual quizzes in which they can work on skills in which they lack proficiency.