



Comprehensive School Improvement Plan

Bell Central School Center
Bell County

Jennifer Blankenship, Principal
9821 Highway 25-E
Pineville, KY 40965

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

Based on the data from the chart we see that our free and reduced is very high. This is a reflection of the socio-economic status of our community.

High percentage of staff we have retained over the last several years have helped us to overcome barriers such as the high percentage of free/reduced lunch.

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.

We can see that a barrier at our school is the number of free and reduced students. We have 77% of kids who are free and reduced.

Root Causes would be the drastic decline of one of our areas only jobs - the coal industry. This has caused people to move away or be forced into lower paying jobs.

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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.		School 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 % of effective principals and teachers based on local data collected through summary of evidence at the end of the summative cycle also allowing our school to achieve equitable access to effective educators for students most at risk.

Measurable Objective 1:

collaborate to increase/maintain the percentage of effective teachers and other professionals based on by 06/01/2017 as measured by local summary of evidence data. .

Strategy1:

PGES for Teachers - 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:

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Activity - Peer Observers	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	Professional Learning	08/01/2016	08/01/2017	\$0 - No Funding Required	District PGES POC: Jennifer Yankey District Principals

Activity - Principal Certified Evaluation Training	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.	Professional Learning	08/01/2016	08/01/2017	\$0 - No Funding Required	District PGES POC: Jennifer Yankey

Activity - PLC	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	08/01/2016	06/01/2017	\$0 - Other	Principal: Jennifer Blankenship Assistant Principal: Susan Brock

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?

- Susan Brock: Assistant Principal
- Kara Davis: School Counselor
- Heather Cornett: Library/SFA Facilitator and parent
- Lesa Straup: FRC Coordinator
- Marlene Knuckles: Parent Liaison
- Trina Fuson: Special Ed. Teacher and SBDM member
- Brooke Schultz 3rd grade Teacher and parent
- Kevin Hoskins: Health & P.E. Teacher and Practical Living Program Review Lead
- JoAnn Wilder: parent
- Billy Green: custodian and parent
- Mandy Maiden: parent
- Shirley Patterson: parent
- Rebecca Miller: Bell County Extension Agent

Relationship Building

Overall Rating: 3.57

	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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	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: 3.43

	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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	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 and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	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.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	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).	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, opportunities for student-led conferences).	Proficient

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

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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: 2.14

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

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 3.0

	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.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 3.17

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

	Statement or Question	Response	Rating
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.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	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 council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

	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 relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 3.67

	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 staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	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.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	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.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	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).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
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.

Strengths:

Inviting parents to be involved

Knowing our students needs

Addressing and meeting the needs of our students

Communication with parents

Needs Improvement:

Getting Surveys back

Using the information from the surveys

Offering PLC's to parents

Follow up of parent meetings

Training for Parent Leaders

SBDM Policies concerning Parent Visits

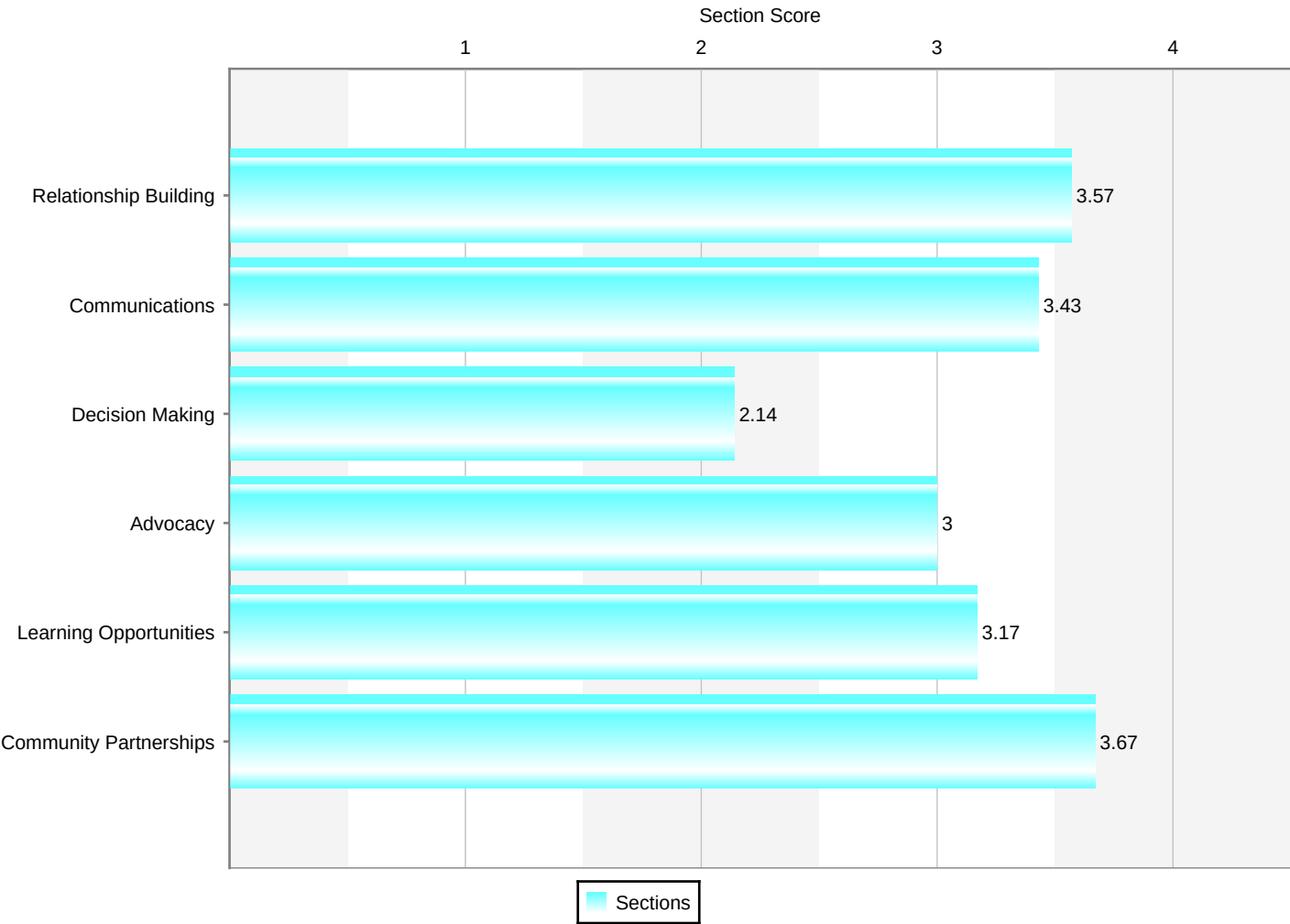
To sustain our areas of strength, Bell Central will continue to be aware of student needs, and invite our parents to visit and become involved in our school. We have a Bell Central Facebook Page to keep parents up to date on upcoming events. We also are working to update our Website.

To improve our areas of need we need to focus on developing Parent Leaders in our school. We need to offer trainings to our parents.

These training will be offered to all parents and will be lead by school and district personnel. We will also be discussing parent policies with the SBDM council

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.

Bell Central School Center used a variety of stakeholders when developing our CSIP. When the initial planning of the CSIP began the Assistant Principal, Susan Brock, was put in charge of developing the CSIP, she immediately began gathering stakeholders that would be 1. willing to serve on the CSIP committee and 2. an active participant, not just a body to serve a purpose. Mrs. Brock began by identifying these individuals and sending them an email inviting them to be a member of our CSIP committee. We use parents that are in our building on a regular basis (volunteers). We also received assistance from our teachers (school wide). We have a school level lead (primary, intermediate, middle) and they assist with the development of goals and activities. We also included our FRC Director and Parent Liaison. Jennifer Yankey from our District Office was also involved in the development of our CSIP. Once they agreed the committee communicated with each other in a various ways. There were meetings, emails, one on one conversations, etc. We also met during District Data Days, PLC's SBDM meetings as well as phone conversation

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

Susan Brock: Assistant Principal was the lead on the CSIP. She met with our school counselor as well as the Principal to determine responsibly parties for each of the activities developed. Also the teacher met as a group on the District Data Day to determine the needs of our school. They also help to develop activities that we as a school will be doing to meet the goals we have in place. The CSIP committee was also involved in the development of the CSIP. Their input was used to help answer the questions asked through out the development as well as their ideas and suggestions used through out the plan.

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 CSIP plan is presented to the SBDM council, a hard copy is kept in the Assistant Principal's office for viewing anytime. Teachers and other stakeholders receive an electronic copy and we up load a copy on the school's web page

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 that we, as Bell Central School Center, are trying to answer through our data analysis are: What area do we see as areas of strength in our school and what areas do we see as areas of improvement?

As we began our data analysis at Bell Central, our teachers started by looking for areas/points of celebration. We discuss how we obtained these areas of celebration and what our data shows to be our areas of strength. Our next step was to look at the data and determine the area(s) of needed improvement. After this process, we determined that one of our strengths is a decrease in the percent of students scoring at the novice level in the middle school. The middle school does not have a novice reduction goal for the 2016.2017 school year!! Our middle school was 3rd in the state. Our elementary school was top 25% in the state, both schools were schools of distinction with the middle school also being recognized as a high performing school. Our school was also a top 10 achievement school as well. Some areas of weaknesses are the elementary level of novices in reading. During our data analysis day, we also compared MAP and K-Prep to see if there was a correlation between the scores of each test

Areas of Strengths

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

We determined that our strengths were:

a decrease in the percent of students scoring

at the novice level in the middle school. The middle school does not have a novice reduction goal for the 2016.2017 school year!! Our middle school was 3rd in the state. Our elementary school was top 25% in the state, both schools were schools of distinction with the middle school also being recognized as a high performing school. Our school was also a top 10 achievement school. All these achievements are also causes to celebrate.

We are sustaining these areas by continuing to review data from multiple sources and make needed changes to increase our student performance and their success. We will continue our high level teaching strategies and adjusting students instruction based on the data of how they perform during the school year.

Opportunities for Improvement

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

After review our testing data it is very clear that the greatest area for improvement is to reduce the number of novice in reading and math at the elementary level. We will also need to increase the number of proficient/distinguished in our elementary.

Our teacher's have identified those who are performing below their peers in these areas. Students will be receiving additional instruction thanks to a change in scheduling for math and reading. Students have been and will continue to receive tutoring services based on the data. Students will also have access to a web based program - Educational Galaxy. Our teachers will assign specific skill sets for the students to work on at home and school.

Conclusion

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

Our teacher's have identified those who are performing below their peers in these areas.

Track and continue to move students based on classroom data, map data, tutoring and educational galaxy

Review data regularly to ensure students are moving towards the next level

Elementary formal meetings to address the concerns and review data

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Overview

Plan Name

2016-2017 Bell Central

Plan Description

2016-2017 Bell Central

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 averaged combined reading and math K-prep scores for elementary from 58.1% to 77.2% in 2019 and for middle from 68.5% to 75.3% in 2019.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 53.0% in 2016 to 75.0% in 2019 for elementary and from 64.3% in 2016 to 73.5% in 2019 for middle school.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$0
3	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	\$716
4	to increase the percentage of students who are college and career ready from 80.6% to 85% by 2017	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
5	Maintain proficiency in Arts & Humanities, Practical Living Career Studies, Primary and Writing Programs in Bell County as evidenced by Program Review Results.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
6	Novice Reduction	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Increase the averaged combined reading and math K-prep scores for elementary from 58.1% to 77.2% in 2019 and for middle from 68.5% to 75.3% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for elementary to 68.1% and middle to 70.5% by 05/31/2017 as measured by the school report card.

Strategy 1:

RTI - Our Response to Intervention Program will continue to be implemented school wide.

Category: Continuous Improvement

Activity - Tier 1 Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review student MAP data and determine students placement into intervention program (RTI)	Academic Support Program	08/01/2016	05/31/2017	\$0	District Funding	Jennifer Blankenship, Principal

Strategy 2:

School Readiness - School Readiness will be determined by administering a Kindergarten Screener.

Category: Early Learning

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarteners with the common statewide screener. (BRIGANCE)	Academic Support Program	08/01/2016	05/31/2017	\$0	State Funds	Kindergarten Teachers, Heather Cornett

Activity - Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will disseminate results of the K screener to parents.	Parent Involvement	08/01/2016	05/31/2017	\$0	No Funding Required	Kindergarten Teachers

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 53.0% in 2016 to 75.0% in 2019 for elementary and from 64.3% in 2016 to 73.5% in 2019 for middle school.

Comprehensive School Improvement Plan

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Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 53% to 65% for elementary and from 64.3% to 67% for middle school. by 05/31/2017 as measured by the school report card.

Strategy 1:

Best Practice for GAP - Best Practices will be implemented in order to decrease our gap score.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze student achievement by gap groups using MAP, classroom assessments and KPREP.	Academic Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	Jennifer Blankenship Susan Brock

Activity - Staff Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership will determine the assignment of staff to best serve the identified students. (SFA, Reading Mastery, Novel Studies)	Academic Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	Jennifer Blankenship Heather Cornett Susan Brock

Activity - At Risk Students	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 groups. Cross reference the PtGT results with other forms of academic and non-academic data to determine which students are at immediate risk for failure and require intensive intervention and support.	Academic Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	Cindy Hickman, GEAR-UP Specialist Kara Davis

Strategy 2:

Screeners - The screener will be administered 3 times per year.

Category: Continuous Improvement

Activity - MAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be administered the MAP assessment 3 times per year in reading and math. The results from the assessment will be used to determine RTI placement.	Academic Support Program	08/01/2016	05/31/2017	\$0	District Funding	Jennifer Blankenship MAP proctors Susan Brock

Strategy 3:

TELL survey - Teachers will participate in the TELL survey.

Category: Stakeholder Engagement

Activity - Teacher Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in the TELL survey and analyze the results at the leadership level and at the staff level.	Parent Involvement	08/01/2016	05/31/2017	\$0	No Funding Required	Kara Davis

Goal 3: 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 Collaborate to increase the effectiveness of principals based on the annual local summary of evidence data. by 05/31/2017 as measured by The school report card.

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: Teacher PGES

Activity - District Principal Coach	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	08/01/2016	06/01/2017	\$0	No Funding Required	Jennifer Blankenship

Activity - District Principal 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.	Professional Learning	08/01/2016	06/01/2017	\$0	No Funding Required	Jennifer Blankenship and District PGES POC: Jennifer Yankey

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

Bell Central School Center

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.	Professional Learning	08/01/2016	06/01/2017	\$0	No Funding Required	Jennifer Blankenship and PGES POC: Jennifer Yankey
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Activity - Principal Site Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of a minimum of two site visits (one per semester) completed by the superintendent/designee for each administrator.	Professional Learning	08/01/2016	06/01/2017	\$716	District Funding	Jennifer Blankenship

Measurable Objective 2:

collaborate to increase/maintain the percentage of effective teachers and other professionals based on by 06/01/2017 as measured by local summary of evidence data. .

Strategy 1:

PGES for Teachers - 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 - PLC	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	08/01/2016	06/01/2017	\$0	Other	Principal: Jennifer Blankenship Assistant Principal: Susan Brock

Activity - Peer Observers	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	Professional Learning	08/01/2016	08/01/2017	\$0	No Funding Required	District PGES POC: Jennifer Yankey District Principals

Activity - Principal Certified Evaluation Training	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.	Professional Learning	08/01/2016	08/01/2017	\$0	No Funding Required	District PGES POC: Jennifer Yankey

Goal 4: to increase the percentage of students who are college and career ready from 80.6% to 85% by 2017

Measurable Objective 1:

collaborate to to increase the percentage of Bell Central School Center students who are CCR to 80.6% by 05/31/2017 as measured by The school report card.

Strategy 1:

Targeted Interventions - Students intervention will be focused on specific areas of needs based on data.

Category: Continuous Improvement

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All eighth grade students are mentored monthly using specific guidelines.	Academic Support Program	08/01/2016	06/01/2017	\$0	No Funding Required	GEAR UP Academic Specialist

Strategy 2:

College and Career Advising - Middle grade students will participate in multiple College and Career Readiness Activities

Category: Career Readiness Pathways

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Operation Preparation for all 8th Grade students	Career Preparation/Orientation	08/01/2016	06/01/2017	\$0	Grant Funds	GEAR UP Academic Specialist

Activity - College Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Middle Grade students will participate in College/Career related field trip.	Field Trip	08/01/2016	06/01/2017	\$0	Grant Funds	GEAR UP Academic Specialist

Activity - College Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a College Day where ALL students and Staff wear a College T-Shirt of their choice.	Policy and Process	08/01/2016	06/01/2017	\$0	No Funding Required	Principal and Teachers

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

Bell Central School Center

The ILP teacher will monitor the completion of the ILP at the school level, along with a District Representative monitoring the completion at the district level at least bi-annually.	Career Preparation/Orientation	08/01/2016	06/01/2017	\$0	No Funding Required	Denise Greer: ILP Teacher at Bell Central Jennifer Yankey: ILP District Representative
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Goal 5: Maintain proficiency in Arts & Humanities, Practical Living Career Studies, Primary and Writing Programs in Bell County as evidenced by Program Review Results.

Measurable Objective 1:

collaborate to maintain proficiency in Arts & Humanities, Practical Living Career Studies, Primary, and Writing Programs by 06/01/2017 as measured by Program Review Scoring Results.

Strategy 1:

Program Review - Staff will review current Program Reviews and identify areas of need.

Category: Continuous Improvement

Activity - Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Teams will examine the rubrics used in the program review (Arts and Humanities, Practical Living, Writing and Primary). Each team will review existing evidence to make an overall program assessment.	Academic Support Program	08/01/2016	08/01/2017	\$0	No Funding Required	Program Review Team Leads
Activity - Teacher Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers from all content areas will be assigned to a program review team and will help gather evidence and implement effective programs	Academic Support Program	08/01/2016	08/01/2017	\$0	No Funding Required	Jennifer Blankenship and Susan Brock
Activity - Submitting Scores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Leads will submit Program Review Ratings and information into ASSIST for district and state review.	Academic Support Program	06/01/2016	08/01/2017	\$0	No Funding Required	Program Review Team Leads
Activity - GAPS in Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Bell Central School Center

Each Program Review Team will identify and analyze gaps in their specific program review to determine next steps for continued improvements.	Academic Support Program	08/01/2016	06/01/2017	\$0	No Funding Required	Program Review Teams
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Goal 6: Novice Reduction

Measurable Objective 1:

collaborate to decrease the percent of students scoring novice in math K-Prep scores for elementary from 15.8 to 7.9 in 2021 and in reading K-prep for middle from 13.5 to 6.7 in 2021. by 05/31/2021 as measured by K-Prep Assessment.

Strategy 1:

RTI - Students will be placed in RTI during their academic rotation classes to get move instruction on Reading or Math

Category: Continuous Improvement

Activity - Teir 1 Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review student MAP data and determine student placement into intervention program RTI	Academic Support Program	08/01/2016	05/31/2021	\$0	No Funding Required	Jennifer Blankenship

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Site Visits	Completion of a minimum of two site visits (one per semester) completed by the superintendent/designee for each administrator.	Professional Learning	08/01/2016	06/01/2017	\$716	Jennifer Blankenship
MAP	Students will be administered the MAP assessment 3 times per year in reading and math. The results from the assessment will be used to determine RTI placement.	Academic Support Program	08/01/2016	05/31/2017	\$0	Jennifer Blankenship MAP proctors Susan Brock
Tier 1 Analysis	Review student MAP data and determine students placement into intervention program (RTI)	Academic Support Program	08/01/2016	05/31/2017	\$0	Jennifer Blankenship, Principal
Total					\$716	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC	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	08/01/2016	06/01/2017	\$0	Principal: Jennifer Blankenship Assistant Principal: Susan Brock
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff Assignment	Leadership will determine the assignment of staff to best serve the identified students. (SFA, Reading Mastery, Novel Studies)	Academic Support Program	08/01/2016	05/31/2017	\$0	Jennifer Blankenship Heather Cornett Susan Brock

Comprehensive School Improvement Plan

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Mentoring	All eighth grade students are mentored monthly using specific guidelines.	Academic Support Program	08/01/2016	06/01/2017	\$0	GEAR UP Academic Specialist
Data Analysis	Staff will analyze student achievement by gap groups using MAP, classroom assessments and KPREP.	Academic Support Program	08/01/2016	05/31/2017	\$0	Jennifer Blankenship Susan Brock
Teacher Assignment	Teachers from all content areas will be assigned to a program review team and will help gather evidence and implement effective programs	Academic Support Program	08/01/2016	08/01/2017	\$0	Jennifer Blankenship and Susan Brock
Rubrics	Program Review Teams will examine the rubrics used in the program review (Arts and Humanities, Practical Living, Writing and Primary). Each team will review existing evidence to make an overall program assessment.	Academic Support Program	08/01/2016	08/01/2017	\$0	Program Review Team Leads
Submitting Scores	Program Review Leads will submit Program Review Ratings and information into ASSIST for district and state review.	Academic Support Program	06/01/2016	08/01/2017	\$0	Program Review Team Leads
Results	Teachers will disseminate results of the K screener to parents.	Parent Involvement	08/01/2016	05/31/2017	\$0	Kindergarten Teachers
District Principal 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.	Professional Learning	08/01/2016	06/01/2017	\$0	Jennifer Blankenship and District PGES POC: Jennifer Yankey
ILP Completion	The ILP teacher will monitor the completion of the ILP at the school level, along with a District Representative monitoring the completion at the district level at least bi-annually.	Career Preparation/Orientation	08/01/2016	06/01/2017	\$0	Denise Greer: ILP Teacher at Bell Central Jennifer Yankey: ILP District Representative
Peer Observers	Teachers serving as peer observers will complete the required PBS Peer Observation module AND the district provided training	Professional Learning	08/01/2016	08/01/2017	\$0	District PGES POC: Jennifer Yankey District Principals
At Risk Students	Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk student groups. Cross reference the PtGT results with other forms of academic and non-academic data to determine which students are at immediate risk for failure and require intensive intervention and support.	Academic Support Program	08/01/2016	05/31/2017	\$0	Cindy Hickman, GEAR-UP Specialist Kara Davis
College Day	Establish a College Day where ALL students and Staff wear a College T-Shirt of their choice.	Policy and Process	08/01/2016	06/01/2017	\$0	Principal and Teachers
GAPS in Programs	Each Program Review Team will identify and analyze gaps in their specific program review to determine next steps for continued improvements.	Academic Support Program	08/01/2016	06/01/2017	\$0	Program Review Teams

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Principal 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.	Professional Learning	08/01/2016	06/01/2017	\$0	Jennifer Blankenship and PGES POC: Jennifer Yankey
Teir 1 Analysis	Review student MAP data and determine student placement into intervention program RTI	Academic Support Program	08/01/2016	05/31/2021	\$0	Jennifer Blankenship
Principal Cerified Evaluation Training	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.	Professional Learning	08/01/2016	08/01/2017	\$0	District PGES POC: Jennifer Yankey
District Principal Coach	District Principal Coach – supports the implementation of PPGES through principal coaching including on site visits, cadre meetings, etc.	Policy and Process	08/01/2016	06/01/2017	\$0	Jennifer Blankenship
Teacher Survey	Teachers will participate in the TELL survey and analyze the results at the leadership level and at the staff level.	Parent Involvement	08/01/2016	05/31/2017	\$0	Kara Davis
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Screener	Assess all kindergarteners with the common statewide screener. (BRIGANCE)	Academic Support Program	08/01/2016	05/31/2017	\$0	Kindergarten Teachers, Heather Cornett
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College Field Trips	All Middles Grade students will participate in College/Career related field trip.	Field Trip	08/01/2016	06/01/2017	\$0	GEAR UP Academic Specialist
Operation Preparation	Implement Operation Preparation for all 8th Grade students	Career Preparation/Orientation	08/01/2016	06/01/2017	\$0	GEAR UP Academic Specialist
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		

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

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	We do not recruit teachers however we do try our very best to retain those highly qualified teachers.	

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 Central School Center

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

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Bell Central School Center

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 Central School Center

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	www.bell.kyschools.us It is located under Bell Central School Center	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes	All of our teachers are highly qualified, but if this did happen we would notify all of our parents.	

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

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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 the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 53.0% in 2016 to 75.0% in 2019 for elementary and from 64.3% in 2016 to 73.5% in 2019 for middle school.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 53% to 65% for elementary and from 64.3% to 67% for middle school. by 05/31/2017 as measured by the school report card.

Strategy1:

Best Practice for GAP - Best Practices will be implemented in order to decrease our gap score.

Category: Continuous Improvement

Research Cited:

Activity - At Risk Students	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 groups. Cross reference the PtGT results with other forms of academic and non-academic data to determine which students are at immediate risk for failure and require intensive intervention and support.	Academic Support Program	08/01/2016	05/31/2017	\$0 - No Funding Required	Cindy Hickman, GEAR-UP Specialist Kara Davis

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will analyze student achievement by gap groups using MAP, classroom assessments and KPREP.	Academic Support Program	08/01/2016	05/31/2017	\$0 - No Funding Required	Jennifer Blankenship Susan Brock

Activity - Staff Assignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will determine the assignment of staff to best serve the identified students. (SFA, Reading Mastery, Novel Studies)	Academic Support Program	08/01/2016	05/31/2017	\$0 - No Funding Required	Jennifer Blankenship Heather Cornett Susan Brock

Strategy2:

Screeners - The screener will be administered 3 times per year.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Bell Central School Center

Activity - MAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be administered the MAP assessment 3 times per year in reading and math. The results from the assessment will be used to determine RTI placement.	Academic Support Program	08/01/2016	05/31/2017	\$0 - District Funding	Jennifer Blankenship MAP proctors Susan Brock

Strategy3:

TELL survey - Teachers will participate in the TELL survey.

Category: Stakeholder Engagement

Research Cited:

Activity - Teacher Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the TELL survey and analyze the results at the leadership level and at the staff level.	Parent Involvement	08/01/2016	05/31/2017	\$0 - No Funding Required	Kara Davis

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 scores for elementary from 58.1% to 77.2% in 2019 and for middle from 68.5% to 75.3% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for elementary to 68.1% and middle to 70.5% by 05/31/2017 as measured by the school report card.

Strategy1:

School Readiness - School Readiness will be determined by administering a Kindergarten Screener.

Category: Early Learning

Research Cited:

Activity - Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will disseminate results of the K screener to parents.	Parent Involvement	08/01/2016	05/31/2017	\$0 - No Funding Required	Kindergarten Teachers

Comprehensive School Improvement Plan

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Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners with the common statewide screener. (BRIGANCE)	Academic Support Program	08/01/2016	05/31/2017	\$0 - State Funds	Kindergarten Teachers, Heather Cornett

Strategy2:

RTI - Our Response to Intervention Program will continue to be implemented school wide.

Category: Continuous Improvement

Research Cited:

Activity - Tier 1 Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review student MAP data and determine students placement into intervention program (RTI)	Academic Support Program	08/01/2016	05/31/2017	\$0 - District Funding	Jennifer Blankenship, Principal

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

Goal 1:

Increase the averaged combined reading and math K-prep scores for elementary from 58.1% to 77.2% in 2019 and for middle from 68.5% to 75.3% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for elementary to 68.1% and middle to 70.5% by 05/31/2017 as measured by the school report card.

Strategy1:

School Readiness - School Readiness will be determined by administering a Kindergarten Screener.

Category: Early Learning

Research Cited:

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners with the common statewide screener. (BRIGANCE)	Academic Support Program	08/01/2016	05/31/2017	\$0 - State Funds	Kindergarten Teachers, Heather Cornett

Activity - Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will disseminate results of the K screener to parents.	Parent Involvement	08/01/2016	05/31/2017	\$0 - No Funding Required	Kindergarten Teachers

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

Goal 1:

Increase the averaged combined reading and math K-prep scores for elementary from 58.1% to 77.2% in 2019 and for middle from 68.5% to 75.3% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for elementary to 68.1% and middle to 70.5% by 05/31/2017 as measured by the school report card.

Strategy1:

School Readiness - School Readiness will be determined by administering a Kindergarten Screener.

Category: Early Learning

Research Cited:

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners with the common statewide screener. (BRIGANCE)	Academic Support Program	08/01/2016	05/31/2017	\$0 - State Funds	Kindergarten Teachers, Heather Cornett

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

Goal 1:

Increase the averaged combined reading and math K-prep scores for elementary from 58.1% to 77.2% in 2019 and for middle from 68.5% to 75.3% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for elementary to 68.1% and middle to 70.5% by 05/31/2017 as measured by the school report card.

Strategy1:

RTI - Our Response to Intervention Program will continue to be implemented school wide.

Category: Continuous Improvement

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Research Cited:

Activity - Tier 1 Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review student MAP data and determine students placement into intervention program (RTI)	Academic Support Program	08/01/2016	05/31/2017	\$0 - District Funding	Jennifer Blankenship, Principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 53.0% in 2016 to 75.0% in 2019 for elementary and from 64.3% in 2016 to 73.5% in 2019 for middle school.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 53% to 65% for elementary and from 64.3% to 67% for middle school. by 05/31/2017 as measured by the school report card.

Strategy1:

TELL survey - Teachers will participate in the TELL survey.

Category: Stakeholder Engagement

Research Cited:

Activity - Teacher Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the TELL survey and analyze the results at the leadership level and at the staff level.	Parent Involvement	08/01/2016	05/31/2017	\$0 - No Funding Required	Kara Davis

Strategy2:

Best Practice for GAP - Best Practices will be implemented in order to decrease our gap score.

Category: Continuous Improvement

Research Cited:

Activity - At Risk Students	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 groups. Cross reference the PtGT results with other forms of academic and non-academic data to determine which students are at immediate risk for failure and require intensive intervention and support.	Academic Support Program	08/01/2016	05/31/2017	\$0 - No Funding Required	Cindy Hickman, GEAR-UP Specialist Kara Davis

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Activity - Staff Assignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will determine the assignment of staff to best serve the identified students. (SFA, Reading Mastery, Novel Studies)	Academic Support Program	08/01/2016	05/31/2017	\$0 - No Funding Required	Jennifer Blankenship Heather Cornett Susan Brock

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will analyze student achievement by gap groups using MAP, classroom assessments and KPREP.	Academic Support Program	08/01/2016	05/31/2017	\$0 - No Funding Required	Jennifer Blankenship Susan Brock

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Maintain proficiency in Arts & Humanities, Practical Living Career Studies, Primary and Writing Programs in Bell County as evidenced by Program Review Results.

Measurable Objective 1:

collaborate to maintain proficiency in Arts & Humanities, Practical Living Career Studies, Primary, and Writing Programs by 06/01/2017 as measured by Program Review Scoring Results.

Strategy1:

Program Review - Staff will review current Program Reviews and identify areas of need.

Category: Continuous Improvement

Research Cited:

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Activity - GAPS in Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Program Review Team will identify and analyze gaps in their specific program review to determine next steps for continued improvements.	Academic Support Program	08/01/2016	06/01/2017	\$0 - No Funding Required	Program Review Teams

Activity - Submitting Scores	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Leads will submit Program Review Ratings and information into ASSIST for district and state review.	Academic Support Program	06/01/2016	08/01/2017	\$0 - No Funding Required	Program Review Team Leads

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Teams will examine the rubrics used in the program review (Arts and Humanities, Practical Living, Writing and Primary). Each team will review existing evidence to make an overall program assessment.	Academic Support Program	08/01/2016	08/01/2017	\$0 - No Funding Required	Program Review Team Leads

Activity - Teacher Assignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers from all content areas will be assigned to a program review team and will help gather evidence and implement effective programs	Academic Support Program	08/01/2016	08/01/2017	\$0 - No Funding Required	Jennifer Blankenship and Susan Brock

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 Central School Center is located on US 25E between the cities of Pineville and Middleboro in Southeast Kentucky and serves students preschool through 8th grade. We house students from all over Bell County with the majority of our students coming from the communities of Arjay, Clear Creek, Meldum, Colmar, and Middlesboro. We are the largest elementary school in the Bell County School District, with a current enrollment of 585 students and a 25:1 student/teacher ratio and a faculty/staff of 96. We have seen a decline in our enrollment since the Coal Industry has closed (last year we had an enrollment of 631). Bell County had at one time a booming coal industry however, today all but a few of the coal mines have closed their doors. We are seeing families have to move away from our area in order to find work and it is effecting the enrollment across the district.

The goal of the Bell Central faculty and staff is to provide the highest quality education possible for each and every student. We strive to meet the needs of all students and remove any barriers that may hinder educational growth. We have a 83% free and reduce lunch population in our building as well as many students being raised in one parent homes or by grandparents. Many of our students face barriers that seem impossible to overcome (drugs in the home, no electricity or running water, abusive homes, no food, etc.) however with the help of our faculty/staff and our community resources (Social Services, Lion's Club, RoHo, and Lighthouse Missions) we are able to remove many barriers and provide an excellent education to the students of Southeast Kentucky.

In addition to academics, our students have the opportunity to participate in numerous educational and extracurricular activities. These activities include Governor's Cup, Junior BETA, Math Counts, Robotics, Girls Scouts, Boys Scouts, Girls' and Boys' Basketball, Cheerleading and we are about to introduce an Archery Team. We have shown steady, consistent growth and look forward to another successful year. Our elementary and middle school received a Distinguished rating on the 2014/15 KPREP test and we are a school of Distinction at both levels. Our middle school was ranked #3 in the state. Our staff and students are very hard workers and we all share the same common goal...to be the BEST we can be at EVERYTHING.

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.

Bell Central School Center believes that all students are equal, and that we, as educators, should treat each student like they are our own children. Our Mission Statement is as follows: We, the Bell Central Educational Community, accept the privilege and responsibility of providing a safe and nurturing environment conducive to the development of each individual student, enabling them to become productive members of society.

We offer many extra curricular activities to help develop our students as individuals who have the desire and ability to succeed in school as well as in life. We reward positive behavior, attendance and academic achievements. We offer a Renaissance Club for 6th-8th grade students who have Perfect Attendance, Honor Roll/Principal's List and Good Behavior each 6 weeks. Our students are loved, respected and challenged daily.

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.

Bell Central has shown a steady, consistent growth in our state's accountability test as well as in the MAP assessment. Our elementary and middle school was awarded a score of Distinguished on the 2015-2016 K-Prep test. We were the only school within the surrounding counties (Bell, Knox and Harlan) to receive the score of Distinguished in both the elementary and middle grades. Our middle school and Elementary are Schools of Distinction. We are continuing to show strong improvements in the area of academics year after year. During our MAP Assessment for the 2015-2016 school year, Bell Central School Center was ranked #1 above all other schools in the district in all content areas for percentage of students on grade level and student growth. We are currently working on decreasing the number of students who score novice on the K-Prep test and increasing our number of 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.

Our school currently uses Success For All (SFA) as our core Reading Program in our Primary and Middle schools and Singapore Math and SFA Math as our

core Math Programs for K-8th grades.

We offer many additional programs that help our students overcome many academic obstacles they face, such as;

Reading Mastery, for K-3rd grade students struggling in Reading.

Corrective Reading for students in 4th-8th grades that struggle in Reading.

Our School is also serviced through GEAR UP, which helps prepare our students to be College and Career Ready.

Bell Central School Center is home to Once Upon a Friday, a Reading Incentive for our K-3rd grade students that encourages parents, grandparents and community volunteers to come every Friday and read with one of our students. This enables us to instill a love of reading within our students and shows the community how important reading is to Bell Central. We average around 130 volunteer readers every Friday.