



Closing the Achievement Gap

Bath County High School

Bath County

Mrs. Melanie Erwin, Principal
645 Chenault Drive
Owingsville, KY 40360

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Introduction

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

KDE Closing the Achievement Gap

Introduction

Pursuant to KRS 158.649 reporting requirements for achievement gap shall be October 1 of each year. The principal shall convene a public meeting to present and discuss the plan for closing the achievement gap prior to the submission to the superintendent and local board for review. The local board of education shall review, in a public meeting, the portion of each school's Comprehensive School Improvement Plan (CSIP) addressing the activities and schedule to reduce achievement gaps if a district has more than 20 schools. This can be a consolidated district report in accordance to KRS 160.340 (3)(b).

Achievement gap means a substantive performance difference in each of the tested areas by grade level of the state testing system between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free or reduced-price meals.

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

Achievement Gap Groups Identification

Statement or Question: Use the School Report Card to identify your school's gaps groups. Select all that apply.

Response:

- With Disability
- Free/Reduced Price Meals
- Male

Achievement Gap Summary

Describe the school's climate and culture.

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

Bath County High School houses grades 9 - 12 with approximately 600 students. Our teacher to student ratio is 16 to 1. Our student population is predominately Caucasian, with a minority population of less than 1 percent. Approximately 7% of our student population has Individual Educational Plans. Approximately 74% of our population qualify for free and reduced lunch and we have a high transient population of approximately 35%. Our spending per pupil is calculated to be \$7,055 per year. We report less than 1% of suspensions of law violations and believe that our student's behavior is one the biggest accomplishments for our school. Our student attendance rate averages 90% and our graduation rate is currently 74%. With the high number of students qualifying for free and reduced lunch and our high transit population, we do face a challenge in deterring students from dropping out of school due to financial issues at home or academic challenges. We strive constantly to motivate and support our student population. The school employs 38 full time certified employees and 17 classified employees. We currently have 3 teachers that are National Board Certified. Our teachers years have 14.8 average years of experience in the field. We currently have 4 special education teachers. Over 55% of our teachers hold a Master's degree or higher.

Our school is blessed to offer dual credit courses, in collaboration with Morehead State University, in the content areas of English, Mathematics, Spanish, Speech, Computers, and Sociology. Our close proximity to the university has been a great benefit to our student body, with numerous students receiving scholarships and grants to continue their post secondary education. We are also very proud of our classification as a Vocational Center with our offering of six vocational programs: Agricultural, Business, Consumer Sciences, Health Sciences, and Informational Technologies. We also have a wonderful collaborative relationship with our local vocational schools (Montgomery County Technical Center and Maysville Community and Technical College) that provide dual credit offerings for our students. As a school system we do face challenges typical for a rural community facing economic challenges. We are constantly facing issues with student motivation and high expectations. We believe in the success of our students and are dedicated to continue to improve our efforts so that all students can experience success!

Describe the strategies that were implemented that helped to close the achievement gap.

Our school has implemented numerous strategies to help close the achievement gap. Our strategies include the following: Standards Based Grading; Study Zone Period for students to retake or receive additional assistance with learning targets in which they are having difficulty; Graduation Success Academy (Credit Recovery); Excel and Extra Study Zone classes designed to provide students with additional instructional assistance based on their test data; Collaborative Teaching Classes; and the Highly Structured Classroom.

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Describe the barriers that prevented the school from closing the achievement gap.

School Attendance, especially with the target population has hindered our efforts to close the gap. Also, limited Special Education

Provide specific examples from the CSIP as to how the district and school collaborated to ensure that the achievement gap was addressed.

Our district and school has collaborated to ensure that the achievement gap was addressed by the following: Assignment of Collaborative Special Education Teachers to our building; funding for the Credit Recovery (Graduation Success Program); Participation with the KDE CoTeaching Grant; Support and funding for Professional Development Activities to address Instructional Needs Students Targeted in our Gap area; and funding for an additional Math Teacher with Title I funds to reduce class sizes in our Math classes.

Describe the process to involve teachers, leaders, and other stakeholders to review the CSIP and its progress to close the achievement gap.

Creation of the CSIP is a collaborative process between our teachers, administrators, and SBDM. After data analysis of our test scores, our teachers create goals and strategies to improve achievement. Our administration compiles that information and creates the CSIP. The CSIP is then posted on our school website, emailed to our stakeholders through our daily announcements, and discussed at every SBDM council meeting. Comments, concerns, and recommendations are welcomed by all stakeholders.

Achievement Gap Diagnostic

Describe how data are used to inform your school's improvement plan to address the achievement gap.

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

Measurable Objective 1:
 collaborate to eliminate the suspension gap between students with and students without disabilities from 2.30% to 0% by 05/30/2016 as measured by Infinite Campus Behavior Report.

Strategy1:
 Parent Involvement - BCBS will strive to improve our current parent involvement, as well as our community involvement strategies, for the purpose of removing barriers from student learning. Our school will work with our school faculty and staff, students, parents, and community stakeholders to develop a Parent Involvement Policy, to review and revise our Title I Compact with our Students and Parents, and to develop effective strategies to assist our students achievement.
 Category: Stakeholder Engagement
 Research Cited: High Schools That Work

Activity - Review of Title I Compact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The BCBS SBDM Council will led the review and revision of our Title I Compact and Parent Involvement Policies.	Policy and Process	08/06/2015	05/30/2016	\$0 - No Funding Required	BCBS Principal and SBDM Council

Strategy2:
 Alternative to Suspension - BCBS will develop and implement alternative to suspension for students with IEPs.
 Category:
 Research Cited:

Activity - Supervised Study Zone	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students had poor academic performance and/or attendance for the 2015-2016 school year will be assigned to the Supervised Study Zone Class- ROAR Program. This program will focus on preparing students for success at BCBS.	Behavioral Support Program	08/06/2015	05/31/2016	\$0 - No Funding Required	BCBS Administration, BCBS EBD Teacher, ROAR Instructor and Classroom Instructional Assistant

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

Activity - Research Effective Classroom Management Strategies Geared for Males	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will research various classroom management strategies geared at towards males. Our males students account for 85% of all disciplinary referrals.	Behavioral Support Program	01/02/2016	06/30/2016	\$500 - Other	BCHS Leadership and District Safe School Coordinator

Measurable Objective 2:

collaborate to increase the averaged combined reading and math proficiency ratings for all students in nonduplicated gap from 34.5% to 53.3% by 05/30/2016 as measured by K-Prep.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCBS will implement a full time Reading Intervention Program. This program is designed to provide intensive reading intervention instruction to 9th and 10th grade students that scoring in the bottom 20% in the area of reading. Identified students will be scheduled into a Block Reading Intervention Class in lieu of an elective. MAP assessment program will be used to monitor student performance.	Academic Support Program	08/06/2015	05/30/2016	\$45000 - District Funding	District Administration BCBS Administration and SBDM Reading Specialist

Activity - Math Pull Out Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention services will be provided to students that are lacking necessary skills to reach proficiency in mathematics. Assistance will be provided to at-risk and gap group students through a collaborative and pull-out intervention program.	Academic Support Program	08/06/2015	05/30/2016	\$0 - No Funding Required	BCBS Administration and Math Teachers

Activity - Study Zone	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During our zero period, Study Zone, BCBS will offer tutoring services to our Gap Group students in all four content areas (math, science, social studies, and ELA)	Tutoring	08/06/2015	05/31/2016	\$0 - No Funding Required	Principals, Teachers

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Activity - Mentor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All IEP students will be assigned a Faculty/Staff Mentor. The purpose of this mentor is to provide academic and behavioral support for the student to help them to be successful in school.	Academic Support Program	09/01/2015	05/30/2016	\$0 - No Funding Required	BCHS Special Education Department, Guidance Counselors, and School Administration

Goal 2:

Reduce Novice by 50% by 2020

Measurable Objective 1:

collaborate to reduce novice students by 10% for the next 5 years by 06/30/2020 as measured by K-Prep.

Strategy1:

improve the alignment and delivery of our student support services - We will reduce the percentage of gap students scoring novice by implementing a multi-tiered system of interventions as measured by K-PREP. To accomplish this we will increase the number of students scoring proficient/distinguished with the following set targeted goals:

- reading from 55.4% P/D to 61% P/D in 2015-2016
- mathematics from 8.7% P/D to 43.4% P/D in 2015-2016*
- writing from 42.6% P/D to 44.5% P/D in 2015-2016
- science from 33.7% P/D to 36.0% P/D in 2015-2016
- social studies from 56.4% P/D to 57.4% P/D in 2015-2016

Category: Continuous Improvement

Research Cited:

Activity - Leadership Monitoring and Revising of Current Rtl Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will analyze our current intervention system to determine what best practice components we have in place and what we need to implement. The leadership will set target goals for gap groups by tested area (reading, math, science, social studies, and writing) and will revised policies on Excel, Extra, and Study Zone and communicate it to staff.	Academic Support Program	01/02/2016	12/30/2016	\$0 - No Funding Required	School Leadership

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Activity - More Effective Implementation of RtI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers understand Tier I intervention and what it looks like inside the classroom. Also, teachers will be able to effectively use the PASS system to deliver Tier II interventions to enhance student learning and success and will be effective requesting schedule changes for Study Zone to effectively deliver Tier II interventions. • Teachers will understand what Tier III interventions are.	Tutoring Academic Support Program	01/02/2016	12/30/2016	\$0 - No Funding Required	BCHS Leadership and Teachers

Activity - Enhance Understanding of RtI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training as to how to understand our academic and gap data for our students including the number of students scoring novice. Also, teachers and leadership will be trained on the multi-tiered system of interventions (Study Zone) to ensure a common message of purpose and expectations. This training will include analyzing the data on the current intervention system and usage (i.e. PASS usage).	Academic Support Program Professional Learning	01/02/2016	12/30/2016	\$2000 - General Fund	BCHS and District Administration and BCCHS Teachers

Activity - Training for Tier I, II , and III Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training as to better understand Tier I intervention and what it looks like inside the classroom. The Pat Quinn (rTi guy) materials and resources will be used to help train teachers.	Academic Support Program	01/02/2016	12/30/2016	\$1000 - District Funding	District and School Leadership, BCCHS Teachers

Describe how the plan will be monitored to ensure that the strategies/activities that address the achievement gap are fully implemented.

Effective and thorough monitoring will be implemented to ensure implementation of RtI strategies. Feedback, guidance, and professional development will be provided to faculty/staff to ensure understanding of the barriers and special need needs of our students in this group.

Cite the goals/objectives/strategies in the plan that specifically addresses how the teaching and learning conditions will be positive and foster success for teachers and students.

Goal 1:

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

Measurable Objective 1:

collaborate to eliminate the suspension gap between students with and students without disabilities from 2.30% to 0% by 05/30/2016 as

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measured by Infinite Campus Behavior Report.

Strategy1:

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

Category:

Research Cited:

Activity - Research Effective Classroom Management Strategies Geared for Males	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will research various classroom management strategies geared at towards males. Our males students account for 85% of all disciplinary referrals.	Behavioral Support Program	01/02/2016	06/30/2016	\$500 - Other	BCHS Leadership and District Safe School Coordinator

Activity - Supervised Study Zone	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students had poor academic performance and/or attendance for the 2015-2016 school year will be assigned to the Supervised Study Zone Class- ROAR Program. This program will focus on preparing students for success at BCHS.	Behavioral Support Program	08/06/2015	05/31/2016	\$0 - No Funding Required	BCHS Administration, BCHS EBD Teacher, ROAR Instructor and Classroom Instructional Assistant

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

Strategy2:

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

Category: Stakeholder Engagement

Research Cited: High Schools That Work

Activity - Review of Title I Compact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The BCHS SBDM Council will led the review and revision of our Title I Compact and Parent Involvement Policies.	Policy and Process	08/06/2015	05/30/2016	\$0 - No Funding Required	BCHS Principal and SBDM Council

Measurable Objective 2:

collaborate to increase the averaged combined reading and math proficiency ratings for all students in nonduplicated gap from 34.5% to

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53.3% by 05/30/2016 as measured by K-Prep.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Math Pull Out Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention services will be provided to students that are lacking necessary skills to reach proficiency in mathematics. Assistance will be provided to at-risk and gap group students through a collaborative and pull-out intervention program.	Academic Support Program	08/06/2015	05/30/2016	\$0 - No Funding Required	BCCHS Administration and Math Teachers

Activity - Study Zone	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During our zero period, Study Zone, BCCHS will offer tutoring services to our Gap Group students in all four content areas (math, science, social studies, and ELA)	Tutoring	08/06/2015	05/31/2016	\$0 - No Funding Required	Principals, Teachers

Activity - Mentor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All IEP students will be assigned a Faculty/Staff Mentor. The purpose of this mentor is to provide academic and behavioral support for the student to help them to be successful in school.	Academic Support Program	09/01/2015	05/30/2016	\$0 - No Funding Required	BCCHS Special Education Department, Guidance Counselors, and School Administration

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCCHS will implement a full time Reading Intervention Program. This program is designed to provide intensive reading intervention instruction to 9th and 10th grade students that scoring in the bottom 20% in the area of reading. Identified students will be scheduled into a Block Reading Intervention Class in lieu of an elective. MAP assessment program will be used to monitor student performance.	Academic Support Program	08/06/2015	05/30/2016	\$45000 - District Funding	District Administration BCCHS Administration and SBDM Reading Specialist

Goal 2:

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

Measurable Objective 1:

collaborate to increase the overall Reading and Math score for Bath County High School from 34.5 to 53.3 by 06/30/2016 as measured by

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K-Prep.

Strategy1:

Math Department Improvement Plans - The BCBS Math Department will be revising our current curriculum, updating our current EXCEL practice, and enhancing our current test prep strategies in order for our students to be more successful on state Math Assessments.

Category: Continuous Improvement

Research Cited:

Activity - Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will learn more about three new testing platform for the Algebra 2 EOC. We will then pass this information along to our students. We will also use Study Island to do pre-assessments and post-assessments for the EOC.	Academic Support Program	01/02/2016	03/02/2017	\$5000 - District Funding	BCBS Math Department and BCBS Administration

Activity - Curriculum Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will rewrite our curriculum for each math class to encompass all of the common core standards as well as the ACT standards. We will continue to analyze and update the material as needed. This will be evidenced through the curriculum documents located on our k-drive. We will also continue to keep close contact with the 7th and 8th grade Algebra classes to ensure that vertical alignment is a top priority. This will be evidenced through the vertical alignment monthly meeting minutes also located on the k-drive.	Direct Instruction	08/06/2015	06/30/2016	\$0 - No Funding Required	BCBS Math Department

Activity - EXCEL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will change our EXCEL practices to focus attention on those units of study that frequently get left out of the Algebra 2 classes due to time constraints. Our units of study will be Sequences & Series and Data Relations, Probability & Statistics. We will be focusing on the students who are assigned to our EXCEL classes during Study Zone time for the EOC, COMPASS, and ACT.	Academic Support Program	01/02/2016	03/02/2017	\$0 - No Funding Required	Math Department

Strategy2:

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

Category: Continuous Improvement

Research Cited:

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Activity - Benchmark Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student in English II and III classes will be taking a benchmark assessment by the end of the year in both Reading and English. EXCEL will begin using Study Island as a supplemental resource for individual study on specific skills.	Academic Support Program	08/01/2016	06/30/2017	\$0 - No Funding Required	ELA Teachers

Activity - Study Zone for Targeted Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The English department will begin utilizing the Study Zone classes in the morning for targeted students in Reading. Students will use Study Island and other resources from CIITS to ensure RTI is being performed in a way to reduce novices and increase apprentices to proficient.	Academic Support Program	01/02/2016	12/29/2017	\$0 - No Funding Required	ELA Teachers

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Once we have discovered the new testing platform and changes made in CIITS we will use these resources to better prepare students for the EOC test at the end of the year.	Academic Support Program	01/02/2016	12/30/2016	\$0 - No Funding Required	All ELA Teachers

Measurable Objective 2:

collaborate to receive the classification of a proficient school by 11/01/2017 as measured by K-Prep.

Strategy1:

Improve EOC Scores - BCHS has developed 30, 60, and 90 day plans in all content areas for the purpose of moving our school to proficiency.

Category: Continuous Improvement

Research Cited:

Activity - Science Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Integrated Science I and II teacher will add a vocabulary learning target starting with the next unit taught to help students prepare for the Biology EOC. This will be assessed formatively but not summatively because the vocabulary is embedded in the other learning targets and is, in essence, assessed within those learning targets. Activities will be built around the vocabulary words. Examples include but are not limited to Go Find, creating images, Flash Cards (old fashioned and/or app generated), Quizlet, Taboo, Who am I, etc...	Academic Support Program	01/02/2016	12/30/2016	\$0 - No Funding Required	Science Teachers

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Activity - Social Studies Quality Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will utilize the EOC Quality Core released items to expose our students to the types of questions they may encounter on the test. These will be used as formative assessments with each unit.	Academic Support Program	01/02/2016	12/30/2016	\$0 - No Funding Required	Social Studies Teachers

Activity - Program Review Collaborative Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will provide teachers the opportunities to work together to develop collaborative lessons and units for the purpose of enhancing our students exposure to our program review assessed areas.	Academic Support Program	01/02/2016	12/30/2016	\$0 - No Funding Required	BCHS Leadership, Program Review Team Chairs, and BCCHS Teachers

Activity - Science ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Integrated Science I, Intro to Physics, and Intro to Chemistry will use tables, charts, and/or ACT/ACT-like questions for bell ringers in classes 2-3 days a week to help prepare students for the ACT. Integrated Science II will use Flashback questions from Integrated Science I 2-3 days a week to help students prepare for the Biology EOC. Further, they will use tables, charts, and/or ACT questions for bell ringers in classes 2-3 days a week to help prepare students for the ACT. When possible, they will utilize both types of bell ringers simultaneously. A bell ringer binder will be kept for each required class.	Academic Support Program	01/02/2016	12/30/2016	\$0 - No Funding Required	Science Teachers

Activity - EOC Test Prep for US History	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will create quizlet reviews of the most important facts in US History that they will need to remember. We are in the process of creating the most important facts ~500 to allow the students to review continually for the EOC since US History is so factually based.	Tutoring Academic Support Program	01/02/2016	12/30/2016	\$0 - No Funding Required	Social Studies Teachers

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Activity - Science Targeted Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A list of sophomores has been attained from the Guidance Department. The Science department will go through each student and discuss how well we think each student will perform (Novice, Apprentice, Proficient, or Distinguished) on the Biology EOC. We will identify students that we feel are on the cusp of being Apprentice and those that we feel are on the cusp of being Proficient. From that list, we are going to identify the students that we feel will work to become Apprentice or Proficient if given the extra help and incentive. The list will be given to Mrs. Porter, Mrs. Crockett, and Mr. Prater to try to get those students assigned to Ms. Anderson's Study Zone next semester. Ms. Anderson will work with those students to help them achieve highest potential. Students will be rotated through the program in two-week intervals. The Science department will come up with an incentive program to keep all parties motivated.	Tutoring	01/02/2016	12/30/2016	\$0 - No Funding Required	Science Teachers and BCHS Leadership

Activity - Study Island for Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use Study Island as a formative assessment tool and once again expose students to the content that will be seen on the EOC in May. Once we know more about the full version of Study Island we will also use it for class instruction.	Academic Support Program	01/02/2016	12/30/2016	\$5000 - District Funding	Social Studies Teachers and BCHS Leadership

Goal 3:

Increase the average cohort graduation rate from 76% to 90% by 2015

Measurable Objective 1:

collaborate to increase to the average cohort graduation rate from 90% by 05/29/2015 as measured by the average cohort graduation rate.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

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Activity - ROAR Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>This year we have added a new Study Zone class called ROAR. This intervention class serves to offer intense support to our students who show signs of extreme high risk for failure or dropping out of school. Mr. Lyons will refer students who begin to frequently have discipline issues. Students who get their second office referral for ACP or reach 15 break detentions will be referred to Mr. Elliot and Mrs. Lane and the student's Study Zone will be changed to ROAR regardless of what Study Zone class they are in (even Excel and Extra). Mrs. Erwin will monitor at risk students through attendance. Any student that receives a third unexcused absence will be referred to Mr. Elliot and Mrs. Lane and that student's Study Zone schedule will be changed to ROAR. The counselors will do the schedule changes in collaboration with Mr. Elliot and Mrs. Lane. Once students are in ROAR the goal is to identify the problem and using all available resources and personnel help the student to get back on track and out of ROAR. The primary overall goal of ROAR is to provide our students with the extra support sometimes needed so they can be successful at BCHS.</p>	<p>Academic Support Program Behavioral Support Program Other</p>	08/06/2015	12/30/2016	\$0 - No Funding Required	<p>BCHS Administration, Guidance Counselor, YSC Director, ACP Teacher, and ROAR Classroom Teachers</p>

Activity - Alternative Educational Program Options	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>BCHS will collaborate with the Second Chance Academy (SCA), Graduation Success Academy (GSA) and GSA Night School programs to offer at-risk students alternatives to dropping out of high school. These programs allow students that can not, or have not, been successful in the traditional classroom setting the opportunity to obtain their high school credit by alternative means. Funding is designated in the Bath County CDIP.</p>	<p>Academic Support Program</p>	01/02/2016	12/30/2016	\$0 - No Funding Required	<p>BCHS Administration SCA Administration and Staff GSA Administration and Staff District Administration</p>

Activity - Credit Recovery Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students that have failed a required course or are lacking in elective credits to graduate are provided the opportunity to obtain needed credits through enrollment in Graduation Success or EXTRA classes. Graduation Success Classes allow students to utilize a Computer Based Curriculum program to complete courses to earn credits and can be taken in lieu of an effective course. The GSA option allows students the opportunity to earn more than one credit during an allotted period depending on the effort provided by the student. EXTRA classes are offered during our Zero (0) period and instructed by content area teachers. These classes provide targeted interventions that focus on skills that the students may lack that prevent their academic success. Students may only obtain one credit with their enrollment in an EXTRA course.</p>	<p>Academic Support Program</p>	01/02/2016	12/30/2016	\$0 - No Funding Required	<p>School Administration GSA Administration and Staff EXTRA Teachers</p>

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Activity - Student Intervention Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The BCBS Student Intervention Team consists of the BCBS Assistant Principal, Guidance Counselors, School Nurse, YSC Coordinator, District DPP, local Pathways Counselors, and Juvenile Court Designated Worker. This group will work to create interventions for students demonstrating at risk behavior such as poor attendance, classroom misbehaviors, or signs of mental distress. The group will meet weekly and discuss student issues and intervention strategies	Behavioral Support Program	01/02/2016	12/30/2016	\$0 - No Funding Required	BCBS Principal, Assistant Principal, Guidance Counselors, School Nurse, District DPP, Court Designated Worker, YSC Coordinator, and Pathways Counselor

Strategy2:

Academic and Career Advising - Counselor, Teachers, and School Administrators will advise students on course that target their ILP's, Interest Survey, and testing data results.

Category: Persistence to Graduation

Research Cited:

Activity - ILP, Interest Survey, and Test Data Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCBS will train its teachers and in turn its students and parents as how to utilize data for the our student's ILP, Interest Surveys, and other test data in order to assist our student in post secondary goals.	Parent Involvement Academic Support Program	07/01/2016	12/30/2016	\$2000 - Title I Schoolwide	BCBS Administration

Measurable Objective 2:

collaborate to increase our equity measure of Community Engagement and Support from 79.5% to 88% by 12/30/2016 as measured by as measured by the TELL survey.

Strategy1:

Increase Community Involvement - BCBS will undertake various activities to increase our community's involvement and support in the education of our students.

Category: Continuous Improvement

Research Cited:

Activity - Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCBS will expand our current mentoring program to enlist mentors from our community to assist our students in becoming successful in their academic and personal lives.	Behavioral Support Program Academic Support Program	01/02/2016	12/30/2016	\$0 - No Funding Required	BCBS Leadership and YSC Coordinator

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Activity - Increase Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will increase communication with our community by implementing the following: expand delivery of our daily emailed announcements by advertising sign-ups in our local newspaper and radio; expand delivery of our monthly newspaper by submitting printed copies to local businesses for distribution; and better utilization of our local newspaper and radio station to publicize upcoming events and school announcements.	Behavioral Support Program Community Engagement	01/02/2016	12/30/2016	\$500 - General Fund	All BCBS Faculty and Staff

Goal 4:

Increase the percentage of students who are college-and-career ready from to by

Measurable Objective 1:

collaborate to increase the number of students college-and-career ready from 50.4 % to 70.0% by 06/30/2016 as measured by the Unbridled Learning Formula.

Strategy1:

Enhance Utilization of CTE Advisory Council - BCBS will work with our CTE teachers, BCBS Administration, District Administration, Post-Secondary Institutions, Students, and Community partners to enhance our CTE program.

Category: Continuous Improvement

Research Cited:

Activity - Expanded Membership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our CTE program will offer invitations to obtain a more diverse membership to our CTE Advisory Council to the following stakeholders: District Administration; Post-Secondary Representatives; Students; Parents; YSC Coordinator; and other interested representatives.	Academic Support Program	07/01/2016	12/30/2016	\$0 - No Funding Required	CTE Coordinator

Strategy2:

ACT Prep - All BCBS teachers will create and implement test prep strategies to help prepare our students for the ACT. All areas will implement ACT standards into their curriculum documents and create assessments that assess their students understanding of those standards. We will purchase Study Island for an ACT preparation resource for our students and teachers. ACT rTi will be moved to the senior year. After juniors take the ACT in March of each year, those that meet benchmark will be allowed to take speech, participate in a fitness class, serve as a mentor, help with morning announcements, be an academic tutor, participate in a book club, etc... Those that did not meet benchmark on the ACT in one or more areas would be targeted with intervention based on their career path and ACT results. This would be done as follows:

§ A student really close to meeting benchmark on the ACT in one or more areas would be placed into Excel (ACT) and the teacher assigned to this class would work with the senior counselor to get the student registered for the ACT again as a senior and then provide the rTi instruction needed to get them to benchmark.

§ A student not close to benchmark on the ACT would be targeted for KOSSA, WorkKeys, KYOTE, or ASVAB and placed into one of those

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Excels based on their career path and the possibility of being a completer. The teacher of these classes would work with the vocational counselor to schedule appropriate testing for these students in the appropriate area and provide the rTi instruction needed for the student to “pass” the appropriate career ready assessment.

- o Excel (KOSSA)

- o Excel (WorkKeys)

- o Excel (KYOTE)

- o Excel (ASVAB)

Category: Continuous Improvement

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will purchase the Study Island Test Prep Program. Students and teachers will have access to this program to help prepare our students for the ACT assessment by two means: 1) Teachers can integrate Study Island activities, assignments into their classroom ACT prep activities; 2) Students can work independently to prepare for the assessment.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	BCHS Administration and BCCHS Teachers

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Activity - EXCEL Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>We will purchase Study Island for an ACT preparation resource for our students and teachers. ACT rTi will be moved to the senior year. After juniors take the ACT in March of each year, those that meet benchmark will be allowed to take speech, participate in a fitness class, serve as a mentor, help with morning announcements, be an academic tutor, participate in a book club, etc... Those that did not meet benchmark on the ACT in one or more areas would be targeted with intervention based on their career path and ACT results. This would be done as follows:</p> <p>§ A student really close to meeting benchmark on the ACT in one or more areas would be placed into Excel (ACT) and the teacher assigned to this class would work with the senior counselor to get the student registered for the ACT again as a senior and then provide the rTi instruction needed to get them to benchmark.</p> <p>§ A student not close to benchmark on the ACT would be targeted for KOSSA, WorkKeys, KYOTE, or ASVAB and placed into one of those Excels based on their career path and the possibility of being a completer. The teacher of these classes would work with the vocational counselor to schedule appropriate testing for these students in the appropriate area and provide the rTi instruction needed for the student to "pass" the appropriate career ready assessment.</p> <ul style="list-style-type: none"> o Excel (KOSSA) o Excel (WorkKeys) o Excel (KYOTE) o Excel (ASVAB) 	Academic Support Program	03/01/2016	03/07/2017	\$0 - No Funding Required	BCHS Administration and BCCH Teachers

Activity - In- Class ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student in English III classes will be taking a benchmark assessment by the end of the year in both Reading and English. EXCEL will begin using Study Island as a supplemental resource for individual study on specific skills.	Academic Support Program	12/01/2015	12/30/2016	\$0 - No Funding Required	All English/Language Arts Teachers

Strategy3:

Career Readiness Preparation- WIN Learning - BCHS will be exploring the possibility to obtain WIN (Worldwide Interactive Network) to prepare our students. WIN Learning is a career readiness web based resource/service, that can assist teachers in preparing students to be successful on KOSSA, WorkKeys, Industry Certifications, COMPASS, KYOTE, or ASVAB. Many high school and technical centers across Kentucky are using WIN Learning and have career readiness numbers above 80% and several 100%. Win Learning is a web based service that helps ensure all learners have the skills to be career and college ready. WIN's Personalized Career Readiness System helps students understand and prepare for the realities of the workplace through personalized learning and relevant career-driven education. The 21st century is already producing the most remarkable and unpredictable leaps in human history. Readiness in tomorrow's economy requires skill and knowledge for the jobs that lie ahead. To be competitive in the global market, America must prepare college and career ready learners and classrooms that empower our workforce with the relevant skills and knowledge to build a smarter, more sustainable economy.

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Category: Continuous Improvement

Research Cited: High Schools That Work

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

Activity - WIN Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WIN Learning is a career readiness web based resource/service, that can assist teachers in preparing students to be successful on KOSSA, WorkKeys, Industry Certifications, COMPASS, KYOTE, or ASVAB. Many high school and technical centers across Kentucky are using WIN Learning and have career readiness numbers above 80% and several 100%.	Academic Support Program	08/08/2016	12/16/2016	\$0 - No Funding Required	All CTE Teachers, CTE Coordinator, and BCHS Administration

Strategy4:

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

Category: Career Readiness Pathways

Research Cited:

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The BCHS Operation Preparation program has been revamped for the 2015-2016 school year. Sophomore students completed career interest surveys in October so that career prep and mentoring sessions will be more aligned with the student's career goals. Career Mentoring sessions and BCHS Career Fair is scheduled for February 2016.	Career Preparation/ Orientation	12/01/2015	02/29/2016	\$0 - No Funding Required	All School Staff District Personnel

Activity - Claiming Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers for each CTE area will look at the BCHS CCR spreadsheet on the K-Drive to identify students in their program who are not Career Ready. These students will be claimed and worked with in order to get them career ready.	Career Preparation/ Orientation Other	01/04/2016	02/29/2016	\$0 - No Funding Required	CTE Teachers and CTE Coordinator

Closing the Achievement Gap

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Goal 5:

Reduce Novice by 50% by 2020

Measurable Objective 1:

collaborate to reduce novice students by 10% for the next 5 years by 06/30/2020 as measured by K-Prep.

Strategy1:

improve the alignment and delivery of our student support services - We will reduce the percentage of gap students scoring novice by implementing a multi-tiered system of interventions as measured by K-PREP. To accomplish this we will increase the number of students scoring proficient/distinguished with the following set targeted goals:

- reading from 55.4% P/D to 61% P/D in 2015-2016
- mathematics from 8.7% P/D to 43.4% P/D in 2015-2016*
- writing from 42.6% P/D to 44.5% P/D in 2015-2016
- science from 33.7% P/D to 36.0% P/D in 2015-2016
- social studies from 56.4% P/D to 57.4% P/D in 2015-2016

Category: Continuous Improvement

Research Cited:

Activity - Enhance Understanding of Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training as to how to understand our academic and gap data for our students including the number of students scoring novice. Also, teachers and leadership will be trained on the multi-tiered system of interventions (Study Zone) to ensure a common message of purpose and expectations. This training will include analyzing the data on the current intervention system and usage (i.e. PASS usage).	Academic Support Program Professional Learning	01/02/2016	12/30/2016	\$2000 - General Fund	BCHS and District Administration and BCCHS Teachers

Activity - More Effective Implementation of Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers understand Tier I intervention and what it looks like inside the classroom. Also, teachers will be able to effectively use the PASS system to deliver Tier II interventions to enhance student learning and success and will be effective requesting schedule changes for Study Zone to effectively deliver Tier II interventions. • Teachers will understand what Tier III interventions are.	Tutoring Academic Support Program	01/02/2016	12/30/2016	\$0 - No Funding Required	BCCHS Leadership and Teachers

Closing the Achievement Gap

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Activity - Leadership Monitoring and Revising of Current RtI Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will analyze our current intervention system to determine what best practice components we have in place and what we need to implement. The leadership will set target goals for gap groups by tested area (reading, math, science, social studies, and writing) and will revised policies on Excel, Extra, and Study Zone and communicate it to staff.	Academic Support Program	01/02/2016	12/30/2016	\$0 - No Funding Required	School Leadership

Activity - Training for Tier I, II , and III Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training as to better understand Tier I intervention and what it looks like inside the classroom. The Pat Quinn (rTi guy) materials and resources will be used to help train teachers.	Academic Support Program	01/02/2016	12/30/2016	\$1000 - District Funding	District and School Leadership, BCHS Teachers

Describe the actions that will be taken to remove the barriers that prevented the school from closing the achievement gap.

Effective and thorough monitoring will be implemented to ensure implementation of RtI strategies. Feedback, guidance, and professional development will be provided to faculty/staff to ensure understanding of the barriers and special needs of our students in this group.

Stakeholder Engagement and Collaboration

Statement or Question: Select all of the ways in which the school will engage and collaborate with stakeholders to develop the strategies that address the achievement gap.

Response:

- Home Visits
- Parent information resources (PTA/PTO/SBDM, other)
- Partnership with community groups and businesses
- Communication (local newspapers, parent newsletters, school website, school activities, surveys)
- Parent engagement with students in the classroom or during school activities

Plan for Closing the Achievement Gap

Overview

Plan Name

Plan for Closing the Achievement Gap

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017	Objectives: 2 Strategies: 3 Activities: 6	Organizational	\$45000

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

Measurable Objective 1:

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

Strategy 1:

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

Category:

Research Cited: High Schools That Work/KDE

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

Strategy 2:

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

Category:

Activity - Study Zone	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During our zero period, Study Zone, BCBS will offer tutoring services to our Gap Group students in all four content areas (math, science, social studies, and ELA)	Tutoring	08/08/2013	05/30/2014	\$0	No Funding Required	Principals, Teachers

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCBS will implement a full time Reading Intervention Program. This program is designed to provide intensive reading intervention instruction to 9th and 10th grade students that scoring in the bottom 20% in the area of reading. Identified students will be scheduled into a Block Reading Intervention Class in leiu of an elective. MAP assessment program will be used to monitor student performance.	Academic Support Program	08/01/2013	05/29/2015	\$45000	District Funding	District Adminstration BCBS Adminstration and SBDM Reading Specialist

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Activity - Math Pull Out Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention services will be provided to students that are lacking necessary skills to reach proficiency in mathematics. Assistance will be provided to at-risk and gap group students through a collaborative and pull-out intervention program.	Academic Support Program	08/08/2013	05/30/2014	\$0	No Funding Required	BCHS Administration and Math Teachers

Measurable Objective 2:

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

Strategy 1:

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

Category:

Activity - Behavior Support Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCBS, BCBS YSC, and Owingsville Pathways will develop, recruit, and implement a Student Behavior Support Club. This group will meet during club days and focus on improving students' behavior, self improvement, and self esteem.	Behavioral Support Program	01/06/2014	05/30/2014	\$0	No Funding Required	BCBS Administration , BCBS YSC Coordinator, and Pathways Counselors

Activity - Alternative to Suspension Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCBS will develop a team to research and develop a list of possible alternative and strategies to suspensions for our student population with IEPs.	Behavioral Support Program	01/06/2014	05/30/2014	\$0	No Funding Required	BCBS Administration and Teachers Assigned to Research Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Zone	During our zero period, Study Zone, BCBS will offer tutoring services to our Gap Group students in all four content areas (math, science, social studies, and ELA)	Tutoring	08/08/2013	05/30/2014	\$0	Principals, Teachers
Co-Teaching Grant	BCBS will implement a Co-Teaching Program funded by our Co-Teaching Grant for the purpose of improving instructional for students identified in our gap categories..	Academic Support Program	08/08/2013	05/30/2014	\$0	Principals, Teachers, District DOSE, and District Supervisor of Instruction
Behavior Support Club	BCBS, BCBS YSC, and Owingsville Pathways will develop, recruit, and implement a Student Behavior Support Club. This group will meet during club days and focus on improving students' behavior, self improvement, and self esteem.	Behavioral Support Program	01/06/2014	05/30/2014	\$0	BCBS Administration, BCBS YSC Coordinator, and Pathways Counselors
Math Pull Out Intervention Program	Intervention services will be provided to students that are lacking necessary skills to reach proficiency in mathematics. Assistance will be provided to at-risk and gap group students through a collaborative and pull-out intervention program.	Academic Support Program	08/08/2013	05/30/2014	\$0	BCBS Administration and Math Teachers
Alternative to Suspension Research	BCBS will develop a team to research and develop a list of possible alternative and strategies to suspensions for our student population with IEPs.	Behavioral Support Program	01/06/2014	05/30/2014	\$0	BCBS Administration and Teachers Assigned to Research Team
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Closing the Achievement Gap

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Reading Intervention	BCHS will implement a full time Reading Intervention Program. This program is designed to provide intensive reading intervention instruction to 9th and 10th grade students that scoring in the bottom 20% in the area of reading. Identified students will be scheduled into a Block Reading Intervention Class in lieu of an elective. MAP assessment program will be used to monitor student performance.	Academic Support Program	08/01/2013	05/29/2015	\$45000	District Administration BCHS Administration and SBDM Reading Specialist
Total					\$45000	