



KDE Comprehensive School Improvement Plan

Bath County High School
Bath County

Paul Wesley Prater, Principal
645 Chenault Drive
Owingsville, KY 40360

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

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 21 to 1. Our student population is predominately Caucasian, with a minority population of less than 1 percent. Approximately 6% of our student population has Individual Educational Plans. Approximately 71% of our population qualify for free and reduced lunch and we have a high transient population of approximately 35%. The school employs 41 full time certified employees and 17 classified employees. Our student attendance rate averages 90% and our graduation rate is currently 76%. With the high number of students qualifying for free and reduced lunch and our high transit population, we do face a challenge in deterring students from dropping out of school due to financial issues at home or academic challenges. We strive constantly to motivate and support our student population.

Our school is blessed to offer dual credit courses, in collaboration with Morehead State University, in the content areas of English, Mathematics, and Sociology. Our close proximity to the universtiy has been a great benefit to our student body, with numerous students receiving scholarships and grants to continue their post secondary education. We are also very proud of our classification as a Vocational Center with our offering of six vocational programs: Agricultural, Business, Consumer Sciences, Heath Sciences, and 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!

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The purpose of Bath County High School is to provide the best quality education to the youth of our community in order to prepare our students for college and career readiness and future possibilities.

Our mission as the faculty, staff, and parents of Bath County High School is to provide a safe and nurturing environment where all students can achieve success regardless of socioeconomic status, gender, race, or previous academic performance. As a progressive school we will diligently strive to provide the best instructional program possible in order to improve student achievement and instill in each student a lifetime desire to learn. United! we accept the responsibility of educating the future members of our community.

Vision: Our vision is to become a Top 25 in the State of KY.

Values: Bath County High School values education and student achievement.

Bath County High School values high expectations.

Bath County High School values opportunities for all students to achieve success.

Bath County High School values the principle of college and career readiness for all.

Bath County High School values the expectation that all should be a involved citizen and an asset to their community.

Bath County High School demonstrates its dedication to our focus, mission, and values through our constant effort to improve the quality of our educational programs. We focus on student needs and elimination of barriers to student learning. Our programs focus on preparing students for college and career readiness by offering real world learning experiences and college readiness instruction. At BCHS we have accepted the challenge of educating our youth and will do all possible to ensure our students succeed!

Notable Achievements and Areas of Improvement

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

Bath County High School is constantly striving to provide enhanced educational opportunities to our students. Within the past three years we proud to offer/achieve the following:

- * Expanded our collaborative effort with Morehead State University to offer more Dual Credit Classes
- *We have made progress on the ACT for the last four consecutive years. With an increase of .4 this past year (statewide ACT for juniors.
- *We will create and conduct an ACT Boot Camp to offer extra support for our students. The focus will be on each part of the ACT and help sessions will be scheduled twice each week as a part of the boot camp.
- *On the PLAN test 55.4% of our students meet the college benchmark in English. On the ACT 43.7% of our juniors met the college benchmark in English.
- *Every CTE department at Bath County High School offers some type of Work-Based Learning (for example, Wildcat Exchange Bank, Sew Sew Shop, MNA training, and BCTV)
- * We are focused on incorporating various types of technology into our lessons, including smartboard technology, iPods, Kindles, Kindle Fires, Mobile Netbooks, 6 Computer Labs, Turning Point clickers, etc.
- * We have added to our schedule a Study Zone in the zero period of our school day to allow our students time to read, study, and do homework; more importantly though, this zero period will allow us to offer tutorial services to our Gap Group students in all four content areas (math, science, social studies, and ELA).
- * We have committed our school to the High Schools That Work initiative. This research based program is designed around 10 Key Principles of Success for High Schools. BCHS has chosen the 2 Key Principles of Literacy and Assessment as our focus as we begin this improvement approach.

Our Areas of Need are as follows:

- *Our high school ranked in the 16th percentile in the state of Kentucky.
- * The achievement of our students in our GAP group were very low. This was our lowest area of performance where we earned only 18.1 points and at a 20% weight that is only 3.6%
- * Our lowest K-Prep Score was in Writing with only 21.4% proficient/distinguished. Our lowest E.O.C. Scores overall were in Biology with 22.6% proficient/distinguished. Our largest gap from state average was in Writing where we were 22.24% below state average and in Algebra II where we were 17.2% below state average.
- * On the PLAN test we had the highest scores in science with an average of 17.2, however only 15.9% of our students meet the college benchmark in science. On the ACT our highest averages were in science as well with an 18.5. Only 34.5% of our juniors met the college benchmark in mathematics.
- * Only 33,8% of our graduates were College and/or Career Ready last year.

Additional Information

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

Bath County High School is dedicated to providing the best education to every student. We know that our success must be a collaborative effort with our district, our community, and our state. BCHS would like to welcome all stakeholders to participate on our path of constant improvement.

BCHS 2016 CSIP

Overview

Plan Name

BCHS 2016 CSIP

Plan Description

BCHS 2016 CSIP

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: 8	Organizational	\$45500
2	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.	Objectives: 2 Strategies: 3 Activities: 13	Organizational	\$10000
3	Increase the average cohort graduation rate from 76% to 90% by 2015	Objectives: 2 Strategies: 3 Activities: 7	Organizational	\$2500
4	Increase the percentage of students who are college-and-career ready from to by	Objectives: 1 Strategies: 4 Activities: 8	Organizational	\$0
5	Reduce Novice by 50% by 2020	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$3000

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 34.5% to 53.3% by 05/30/2016 as measured by K-Prep.

Strategy 1:

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

Category: Continuous Improvement

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

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will implement a full time Reading Intervention Program. This program is designed to 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 BCHS Administration 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	08/06/2015	05/30/2016	\$0	No Funding Required	BCHS Administration and Math Teachers

Activity - Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

Measurable Objective 2:

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.

Strategy 1:

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

Category:

Activity - Supervised Study Zone	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students had poor academic performance and/or attendance for the 2013-2014 school year will be assigned to the Supervised Study Zone Class. During this class our YSC Director and Guidance Counselors will track the group grades and attendance. Student conferences and parent contact will be made weekly to ensure that the students are on track.	Behavioral Support Program	08/18/2014	05/29/2015	\$0	No Funding Required	BCHS Administration, BCHS YSC Coordinator, and Pathways Counselors, and Supervised Study Zone Teacher
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Activity - Alternative to Suspension Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	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

Strategy 2:

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	Resource Assigned	Source Of Funding	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

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 K-Prep.

Strategy 1:

Math Department Improvement Plans - The BCHS 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

Activity - Curriculum Revision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	BCHS Math Department

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Activity - EXCEL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

Activity - Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will learn more about thee 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	BCHS Math Department and BCHS Administration

Strategy 2:

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

Category: Continuous Improvement

Activity - Benchmark Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

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Activity - Study Zone for Targeted Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	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.

Strategy 1:

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

Activity - Science Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 - Science ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 - Science Targeted Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 - Social Studies Quality Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 - Study Island for Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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
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Activity - EOC Test Prep for US History	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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.	Academic Support Program, Tutoring	01/02/2016	12/30/2016	\$0	No Funding Required	Social Studies Teachers

Activity - Program Review Collaborative Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 BCHS Teachers

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.

Strategy 1:

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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

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

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

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

Activity - ROAR Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Behavioral Support Program, Academic Support Program, Other	08/06/2015	12/30/2016	\$0	No Funding Required	BCHS Administration, Guidance Counselor, YSC Director, ACP Teacher, and ROAR Classroom Teachers

Strategy 2:

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

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Activity - ILP, Interest Survey, and Test Data Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS 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.	Academic Support Program, Parent Involvement	07/01/2016	12/30/2016	\$2000	Title I Schoolwide	BCHS 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.

Strategy 1:

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

Activity - Increase Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCBS 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

Activity - Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

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.

Strategy 1:

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.

Category: Continuous Improvement

Research Cited: High Schools That Work

Activity - WIN Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

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Activity - Targeted Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in each program will target students for extra assistance with KOSSA, Workkeys or ASVAB. Those students who have a 40 or above, but not a 50 will be taking the ASVAB again. Before the seniors re-take the ASVAB again those students with scores 40 or above will be doing practice with the CTE Guidance Counselor in an ASVAB Prep Class. Students will also be identified and 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

Strategy 2:

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

Category: Career Readiness Pathways

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

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

Strategy 3:

ACT Prep - All BCHS 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 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

Activity - EXCEL Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<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 BCCHS Teachers
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Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>BCCHS 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.</p>	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	BCCHS Administration and BCCHS Teachers

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Activity - In- Class ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

Strategy 4:

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

Category: Continuous Improvement

Activity - Expanded Membership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

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.

Strategy 1:

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

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- 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

Activity - Enhance Understanding of Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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).	Professional Learning, Academic Support Program	01/02/2016	12/30/2016	\$2000	General Fund	BCHS and District Administration and BCCHS Teachers

Activity - Leadership Monitoring and Revising of Current Rtl Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	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

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Activity - More Effective Implementation of Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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.	Academic Support Program, Tutoring	01/02/2016	12/30/2016	\$0	No Funding Required	BCHS Leadership and Teachers

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
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	08/06/2015	05/30/2016	\$45000	District Administration BCHS Administration and SBDM Reading Specialist
Training for Tier I, II, and III Interventions	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 and School Leadership, BCCHS Teachers
Study Island for Social Studies	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	Social Studies Teachers and BCCHS Leadership
Test Prep	We will learn more about the 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	BCCHS Math Department and BCCHS Administration
Total					\$56000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase Communication	BCCHS 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	All BCCHS Faculty and Staff

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Enhance Understanding of RtI	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).	Professional Learning, Academic Support Program	01/02/2016	12/30/2016	\$2000	BCHS and District Administration and BCCHS Teachers
Total					\$2500	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP, Interest Survey, and Test Data Training	BCCHS 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.	Academic Support Program, Parent Involvement	07/01/2016	12/30/2016	\$2000	BCCHS Administration
Total					\$2000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Research Effective Classroom Management Strategies Geared for Males	BCCHS 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	BCCHS Leadership and District Safe School Coordinator
Total					\$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/06/2015	05/30/2016	\$0	BCCHS Administration and Math Teachers
Benchmark Assessment	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	ELA Teachers

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WIN Learning	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	All CTE Teachers, CTE Coordinator, and BCHS Administration
Curriculum Revision	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	BCHS Math Department
Study Zone	During our zero period, Study Zone, BCHS will offer tutoring services to our Gap Group students in all four content areas (math, science, social studies, and ELA)	Tutoring	08/06/2015	05/31/2016	\$0	Principals, Teachers
Science Targeted Tutoring	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	Science Teachers and BCHS Leadership
Claiming Kids	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	CTE Teachers and CTE Coordinator

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EXCEL Classes	<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	BCHS Administration and BCHS Teachers
Study Island	<p>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.</p>	Academic Support Program	01/04/2016	12/30/2016	\$0	BCHS Administration and BCHS Teachers
More Effective Implementation of Rtl	<p>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.</p> <ul style="list-style-type: none"> • Teachers will understand what Tier III interventions are. 	Academic Support Program, Tutoring	01/02/2016	12/30/2016	\$0	BCHS Leadership and Teachers

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EOC Test Prep for US History	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.	Academic Support Program, Tutoring	01/02/2016	12/30/2016	\$0	Social Studies Teachers
Alternative to Suspension Research	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	BCHS Administration and Teachers Assigned to Research Team.
Study Zone for Targeted Students	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	ELA Teachers
Assessments	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	All ELA Teachers
Science ACT Prep	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	Science Teachers
Operation Preparation	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	All School Staff District Personnel
Review of Title I Compact	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	BCHS Principal and SBDM Council
Expanded Membership	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	CTE Coordinator

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Program Review Collaborative Activities	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	BCHS Leadership, Program Review Team Chairs, and BCCHS Teachers
Leadership Monitoring and Revising of Current Rtl Practices	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	School Leadership
Mentor Program	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	BCHS Special Education Department, Guidance Counselors, and School Administration
Credit Recovery Programs	Students that have failed a required course or are lacking in elective credits to graduate are provided the opportunity to obtain needed credits through enrollment in Graduation Success or EXTRA classes. Graduation Success Classes allow students to utilize a Computer Based Curriculum program to complete courses to earn credits and can be taken in lieu of an effective course. The GSA option allows students the opportunity to earn more than one credit during an allotted period depending on the effort provided by the student. EXTRA classes are offered during our Zero (0) period and instructed by content area teachers. These classes provide targeted interventions that focus on skills that the students may lack that prevent their academic success. Students may only obtain one credit with their enrollment in an EXTRA course.	Academic Support Program	01/02/2016	12/30/2016	\$0	School Administration GSA Administration and Staff EXTRA Teachers
Science Vocabulary	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	Science Teachers

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In- Class ACT Prep	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	All English/Language Arts Teachers
EXCEL	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	Math Department
Supervised Study Zone	Students had poor academic performance and/or attendance for the 2013-2014 school year will be assigned to the Supervised Study Zone Class. During this class our YSC Director and Guidance Counselors will track the group grades and attendance. Student conferences and parent contact will be made weekly to ensure that the students are on track.	Behavioral Support Program	08/18/2014	05/29/2015	\$0	BCHS Administration, BCYS Coordinator, and Pathways Counselors, and Supervised Study Zone Teacher
ROAR Program	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 BCBS.	Behavioral Support Program, Academic Support Program, Other	08/06/2015	12/30/2016	\$0	BCBS Administration, Guidance Counselor, YSC Director, ACP Teacher, and ROAR Classroom Teachers

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Student Intervention Team	The BCHS Student Intervention Team consists of the BCHS Assistant Principal, Guidance Counselors, School Nurse, YSC Coordinator, District DPP, local Pathways Counselors, and Juvenile Court Designated Worker. This group will work to create interventions for students demonstrating at risk behavior such as poor attendance, classroom misbehaviors, or signs of mental distress. The group will meet weekly and discuss student issues and intervention strategies	Behavioral Support Program	01/02/2016	12/30/2016	\$0	BCHS Principal, Assistant Principal, Guidance Counselors, School Nurse, District DPP, Court Designated Worker, YSC Coordinator, and Pathways Counselor
Mentoring Program	BCHS 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	BCHS Leadership and YSC Coordinator
Targeted Test Prep	Teachers in each program will target students for extra assistance with KOSSA, Workkeys or ASVAB. Those students who have a 40 or above, but not a 50 will be taking the ASVAB again. Before the seniors re-take the ASVAB again those students with scores 40 or above will be doing practice with the CTE Guidance Counselor in an ASVAB Prep Class. Students will also be identified and 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	CTE Counselor and CTE Teachers
Social Studies Quality Core	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	Social Studies Teachers
Alternative Educational Program Options	BCHS will collaborate with the Second Chance Academy (SCA), Graduation Success Academy (GSA) and GSA Night School programs to offer at-risk students alternatives to dropping out of high school. These programs allow students that can not, or have not, been successful in the traditional classroom setting the opportunity to obtain their high school credit by alternative means. Funding is designated in the Bath County CDIP.	Academic Support Program	01/02/2016	12/30/2016	\$0	BCHS Administration SCA Administration and Staff GSA Administration and Staff District Administration
Total					\$0	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

How to improve student achievement at BCBS? The data tells us that we have specific areas of need in which must be addressed- especially our Math Instruction. Some data analysis is needed to determine the gaps in our instruction/curriculum.

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 experience an increase in our Program Review Program and English Scores. We contribute these improvements to our school wide focus on literacy.

Opportunities for Improvement

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

Our greatest area of need is in mathematics. Our Math department in collaboration with our middle school math department is currently revising our curriculum to look for gap areas.

Conclusion

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

Our next steps after revising our curriculum is to address the needs of our RTI Program.

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 cohort graduation rate from 76% to 90% by 2015

Measurable Objective 1:

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 - BCHS 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
BCHS 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.	Academic Support Program Behavioral Support Program	01/02/2016	12/30/2016	\$0 - No Funding Required	BCHS Leadership and YSC Coordinator

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.	Community Engagement Behavioral Support Program	01/02/2016	12/30/2016	\$500 - General Fund	All BCHS Faculty and Staff

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 and middle students from 44% to 72% in 2017.

Measurable Objective 1:

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 - 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 - 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

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

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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 - 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

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 BCCHS 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 BCCHS Leadership

Measurable Objective 2:

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 K-Prep.

Strategy1:

Math Department Improvement Plans - The BCCHS 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.

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Category: Continuous Improvement

Research Cited:

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

Activity - Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will learn more about the 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	BCHS Math Department and BCHS 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	BCHS 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:

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

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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

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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 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:

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

Category:

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Research Cited:

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

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 2013-2014 school year will be assigned to the Supervised Study Zone Class. During this class our YSC Director and Guidance Counselors will track the group grades and attendance. Student conferences and parent contact will be made weekly to ensure that the students are on track.	Behavioral Support Program	08/18/2014	05/29/2015	\$0 - No Funding Required	BCHS Administration, BCBS YSC Coordinator, and Pathways Counselors, and Supervised Study Zone Teacher

Strategy2:

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

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.

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Category: Continuous Improvement

Research Cited:

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will implement a full time Reading Intervention Program. This program is designed to 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 BCHS Administration and SBDM Reading Specialist

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

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

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

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

Goal 1:

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

Measurable Objective 1:

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.

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Strategy1:

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

Category: Continuous Improvement

Research Cited:

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 BCHS Faculty and Staff

Activity - Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS 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	BCHS Leadership and YSC Coordinator

Measurable Objective 2:

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

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

Activity - ROAR Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 BCBS.	Behavioral Support Program Other Academic Support Program	08/06/2015	12/30/2016	\$0 - No Funding Required	BCBS Administration, Guidance Counselor, YSC Director, ACP Teacher, and ROAR Classroom Teachers

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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.	Academic Support Program Parent Involvement	07/01/2016	12/30/2016	\$2000 - Title I Schoolwide	BCBS Administration

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

Goal 1:

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

Career Readiness Preparation- WIN Learning - BCBS 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

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and classrooms that empower our workforce with the relevant skills and knowledge to build a smarter, more sustainable economy.

Category: Continuous Improvement

Research Cited: High Schools That Work

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

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

Strategy2:

Enhance Utilization of CTE Advisory Council - BCHS will work with our CTE teachers, BCHS 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

Strategy3:

ACT Prep - All BCHS 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

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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 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 - 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

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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 BCCHS Teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>BCCHS 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.</p>	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	BCCHS Administration and BCCHS Teachers

Strategy4:

Career Advising and Mentoring - BCCHS 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:

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

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

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

Goal 1:

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

Measurable Objective 1:

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 - 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 BCHS Teachers

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
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		

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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		

KDE Comprehensive School Improvement Plan

Bath County High School

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

KDE Comprehensive School Improvement Plan

Bath County High School

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

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		

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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

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.	N/A		

KDE Comprehensive School Improvement Plan

Bath County High School

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

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.	N/A		

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		

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?

All BCBS teachers

Principal Paul Prater

Assistant Principal - Melanie Erwin

Guidance Counselor- Tamela Porter and Melinda Crockett

YSC Coordinator- Cindy Kerns

Relationship Building

Overall Rating: 2.0

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

	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).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Some parents report they are welcome to visit school.	Apprentice

	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 are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 2.14

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	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.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	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).	Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference.	Novice

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

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Bath County High School

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

Decision Making

Overall Rating: 1.29

	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 has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	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 sends council minutes to largest parent organization with no follow-up.	Novice

	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 action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	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 does not encourage parent participation on SBDM committees or school planning.	Novice

	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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

KDE Comprehensive School Improvement Plan

Bath County High School

	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: 2.17

	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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	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.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	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 that they are informed as required by law to participate in Individual Education Plans, Individual Learning Plans, and intervention strategies.	Novice

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

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

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

Learning Opportunities

Overall Rating: 1.67

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

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Some student work of various levels is exhibited in the classroom.	Novice

	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 some information to parents to learn how to support their child's learning.	Novice

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.17

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).	Apprentice

	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 maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

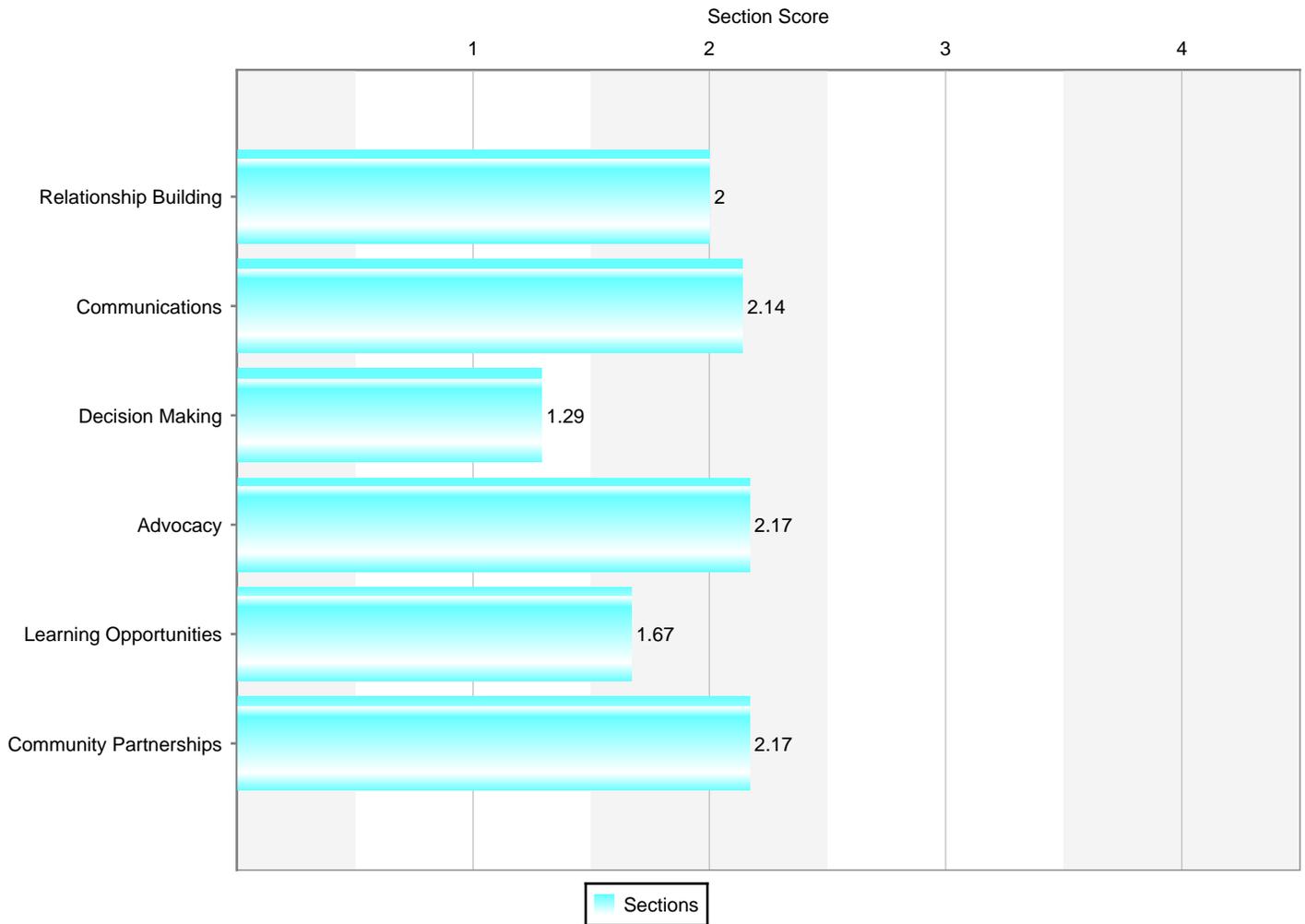
Reflection

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

It is clear that our school needs to take measures to get our community and parents more involved with our school.

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.

BCHS strives to involve all stakeholders in the development, revisions, and monitoring of our CSIP. Our school surveyed various stakeholders including the following: Parents, Students, and Faculty and Staff to determine areas of need for our improvement plan. Stakeholders were encouraged to provide strategies to address our areas in which improvement is needed.

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

All BCBS teachers/staff participated in improvement plan process in some capacity. All teachers/staff completed surveys; all departments developed 30-60-90 day improvement goals in collaboration with school administration; over 85% of students completed surveys; over 100 students were interviewed to allowed to provide more specific feedback and ideas for improvement; over 75 parents completed surveys; and all members of the BCBS SBDM were active in the development, review, and acceptance of the 2015 CSIP.

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 2015 CSIP will be placed on the school's website for review and feedback. An one- call will be provided for all stakeholders to obtain a copy of the plan.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes	Our Emergency Management Plan is updated and reviewed through out the school year.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	Our Emergency Management Plan is adopted at the beginning of every school year. The 2015-2016 BCHS Emergency Management Plan was adopted by our SBDM on August 11, 2015.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Our SBDM adopted our plan on August 11, 2015.	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes	First Responders have been provided a copy of our updated EMP and all floor plans for our school.	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	Our EMP is reviewed and updated through out the school year by our Emergency Management Team. First responders are always invited to our EMT meetings. Our EMT meets with our local first responders every year before the beginning of the school year. Our meeting this year was conducted on August 3, 2015.	First Responders Invitation Sign In Sheet Minutes from Meeting

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	All faculty and staff was provided a copy and participated in a professional development session on August 3, 2015 regarding the BCHS EMT.	

KDE Comprehensive School Improvement Plan

Bath County High School

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	All local first responders were invited to review on Emergency Management Plan at the convenience and to attend a meeting held on August 3, 2015 to discuss with school administration and our EMT.	

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes	Evacuation routes with primary and secondary routes are posted on every door. Severe Weather plans; Buddy Classroom instructions; Earthquake instructions; and Lockdown procedures are also posted on every door in the building.	

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Our local Fire Marshall reviews our designated safe zones and make recommendations to improve school safety procedures yearly. Safe Zones were reviewed on August 3, 2015.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	Earthquake procedures are posted in every room. Earthquake drill are practice at least 3 times yearly.	

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		BCHS Visitor Control Policy

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Drill verification forms are completed and submitted after each drill to the District Safe Schools Coordinator.	15-16 Drill Log

KDE Comprehensive School Improvement Plan

Bath County High School

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	All drills are scheduled at the beginning of the school year. Modifications are made to the drill schedule as needed.	

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

- * Limitations in teacher requirement and attainment
- * Limitations of teacher common planning and administrative mentoring
- * More effective feedback and monitoring must be devised in regards to our current teacher evaluation system
- * More teacher participation in content specific professional development activities

What sources of data were used to determine the barriers?

- * TELL Survey
- * Teacher Surveys
- * Administrative Surveys

What are the root causes of those identified barriers?

Teachers are needing more performance focused professional development to improve their effectiveness in the classroom.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

BCHS need specific assistance in the areas of assessment and instruction.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

Bath County Schools is proud of being an equal employment opportunity employer. We do not discriminate on the basis of race, sex, color, religion, national origin, age, disability or veteran status in the provision of educational opportunities and benefits pursuant to Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Data is the driving force in determining all student assignment decisions. Students are placed in areas in which their success is best achieved. An extension interview process is undertaken by all applicants to ensure the best, qualified applicant is selected for our school. An experienced and/or collaborative teachers is assigned to inexperienced teachers to provide assistance in our classes in which Special Education Students and/or LEP students, and/or students with other classifications that may effect their school performance.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

Student data is analyzed to determine what areas in which our students need more intensive assistance. For example, our latest school report card notes Math as our lowest area. Based on this information, our school have secured a 5th mathematics instructor position by using Title I Funds; created a cooperative Professional Learning Team with member from BCHS and BCMS to revise our current curriculums; and created Co-Teaching classes in the master schedule to ensure that all students have ready access to a Math Teacher to assist with their learning.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

Our school focuses on providing our students effective practices to support learning for all students. Our school has less than 1% minority and/or LEP student population, over 75% low income students, and less than 5% Exceptional Children. Our school focuses on empowering our teachers to address each of our students individual needs.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

Our teacher works to recruit and retain the most effective teachers by providing the following:

- * On-going professional development support
- * On-going classroom management support
- * Effective school-wide communication
- * School-wide focus on classroom learning - Class time is kept for learning with minimum interruptions
- * Administrative Support with academic and disciplinary issues

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

All BCHS are provided to following professional support system for their first 2 years at our school (or longer if deemed necessary by the school administration):

- * Assignment of a resource or mentor teacher
- * Assignment to an additional "Team Alpha" PLC- (this PLC focuses on effective teacher strategies and expectation for BCHS teachers)

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

PGES data analysis is conducted by school administration to determine if there is trends of ineffectiveness with our teachers' scores. This data is used to drive our Professional Development Plan. Individual Professional Learning may be required for teachers that have ratings below accomplished in specific areas.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

Extensive data analysis is conducted to address working conditions for our faculty and staff. This data is analyzed in a collaborative setting with administration and teachers. Areas of strength and areas of weakness were determined as well as strategies to improve our areas of weakness. Recommendations from this data analysis was presented to the SBDM for consideration. Additional recommendations were made to the Bath County Board of Education regarding recommendations not within in the power and scope of the SBDM. Data from our TELL survey will be shared in our school presentations to local college recruitment/job fairs.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Goal - improve Graduation Rate-

Objective and Strategies regarding improving Community Engagement and Support