KDE Comprehensive School

Improvement Plan

Boone County High School

Boone County

Mark Raleigh, Principal
7056 Burlington Pike
Florence, KY 41042

TABLE OF CONTENTS

KDE Compliance and Accountability - Schools

KDE Assurances - School

The Missing Piece

Improvement Plan Stakeholder Involvement

School Safety Report

Equitable Access Diagnostic

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?

Boone County High School is a large comprehensive high school located in Florence, KY. We are very fortunate to live close to Cincinnati, Ohio and have access to all of the amenities of a large city, but yet still maintain a sense of a small town community. Demographically our school is about 82% white, our two largest minority populations are African American and Hispanic, each representing about 9% of our population. We have a significant at-risk population of about 51% that qualifies for free or reduced lunch. Our special education population is around 10% of our population and our transient rate is about 8%. We have a significant ELL population representing languages from about 30 different countries. Our community is a mix of blue and white collar workers. Our faculty on average has about 15 years of teaching experience. Most live in the Northern Kentucky area, with many living in Boone County.

Boone County High School is very fortunate and proud of our diversity. Our students are provided with a better view of the real word that helps prepare them for life in the work place, community and an appreciation of others.

For the 14-15 school year we were the highest perfoming school of Boone County's four public high schools. Our challenges are similar to most large diverse school. How do we assist our transient students to maximize their potential, increase math skills across the board, meet the needs of our ELL, minority and Special Education students and still push our most gifted students?

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.

Boone County High School is a comprehensive high school offering a daily block schedule to enhance instruction and better meet the needs of our diverse student body. Students are provided with learning opportunities ranging from basic skill development to college-level courses. Our mission is to provide an environment in which all members of the school community attain high achievement as they master academic and social expectations. All staff commit to support activities that will assure the outcome.

All students at BCHS are provided with equitable resources, programs, services, facilities, and opportunities to achieve scores on standardized assessments equal to the scores of others. All faculty members consistently differentiate instruction to meet the needs of all students as measured by unit and daily lesson plans, observations, assessment data, student products, and evaluations. BCHS will continue to initiate or expand programs, resources, and facilities to assure equitable access as measured by inventories, state reports, meeting minutes, observations, unit and daily lesson plans and again evaluations of programs and services. We will reexamine our program and course offerings annually to make adjustments to better meet student needs.

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.

BCHS has shown growth and improvement in the EPAS System. We have been making gains on our PLAN and ACT student scores. We have shown improvement each year on the overall student score. Under the old CATS assessment system we had been making annual gains in Reading, Math, Science, Social-Studies and On-Demand Writing. We are now in the fourth year of the KPREP System. Our EOC scores in Social-Studies and Reading have been strong and we are continuing to move our non-duplicated gap group, although this group will remain an area of focus. In 2015 our College and Career Readiness calculation improved from 69% to 70.8% and our graduation percentage improved by 3%.

Boone County High School holds its arts programs in high regard. At BCHS, we have AP Art offerings, as well as many electives in Band and Choir. Our Band and Choir Programs scored at the Distinguished level at the KMEA Festival, our forensic team annually places first or second at KESDA and KHSSL. In addition we have many play and musical opportunities for our students.

Boone County High School has produced the 2011 Kentucky Teacher of the Year, the 2013 English and Language Arts Teacher of the Year and the 2014 NABT Biology Teacher of the Year. Staff members are involved in national initiatives and one teacher was a finalist for the Presidential Award for Excellence in Science Teaching.

Additional Information

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

Boone County High School is committed to ensuring that every student is college, career and life ready. We are committed and dedicated to the well-being of each one of our students.

We are currently implementing the Positive Behavior Implementation System: Our focus is on teaching all of our students to be: Prepared, Respectful, have Integrity, be Disciplined, and strive for Excellence. These are traits that will serve them well in life in all facets and aligns with our district goal of all students being College, Career and Life Ready.

We offer a rich selection of courses that allow students to explore possible career interests, provide a solid academic foundation, engage and excite learning and again prepare students for the next level and opportunities.

For the 15-16 school year we are expanding the Read180 program to assist our struggling readers in achieving proficiency in reading and will be continuing our rigorous senior intervention model in order to better support our seniors in becoming college ready.

15-16 CSIP Goals

Overview

Plan Name

15-16 CSIP Goals

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of students who are college and career ready to 73% by 2016.	Objectives: 3 Strategies: 5 Activities: 8	Academic	$0
2	Increase student acheivement for all student groups in the achievement gap measure so that proficiency increases to 69.9% in 2017.	Objectives: 4 Strategies: 12 Activities: 12	Academic	$0
3	Increase the average freshman graduation rate from 89.2% to 93% by 2016	Objectives: 1 Strategies: 1 Activities: 9	Organizational	$10000
4	Increase the combined average math and reading K-Prep proficiency from 50.7 to 75.4 in 2017.	Objectives: 2 Strategies: 4 Activities: 12	Academic	$2000
5	Increase the percent of effective teachers and leaders	Objectives: 1 Strategies: 2 Activities: 6	Organizational	$0
6	Improve the quality and rigor of our Arts programs	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
7	Maintain or increase the average graduation rate to meet or exceed the delivery target	Objectives: 1 Strategies: 1 Activities: 9	Organizational	$0
8	Reduce the overall number of students scoring novice on the K-PREP assessment by 10%	Objectives: 5 Strategies: 2 Activities: 5	Academic	$0

Goal 1: Increase the percentage of students who are college and career ready to 73% by 2016.

Measurable Objective 1:

A total of 218 Twelfth grade students will demonstrate a proficiency by meeting benchmark on the ACT Reading Assessment in English Language Arts by 06/30/2016 as measured by meeting benchmar4k on the ACT..

Strategy 1:

Acceleration - By using instructional strategies and interventions to improve the students skill set so they can meet benchmark on an approved formative assessment

for College Readiness.

Category:

Research Cited: Best Practice

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of interventions (Read180, Fast ForWord, Interventions class as appropriate) for students who did not meet benchmark and other student level evaluation data for the purpose of specifying targeted inteventions.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Fast ForWord Lab Coordinator, Teachers, Administration and Instructional Coach

Strategy 2:

Targeted Interventions - Identify students that are not at benchmark based on the current EPAS assessment system. Provide a system of interventions that focus on

improving student skill sets and then retest to increase the number at benchmark

Category:

Research Cited: Best Practice

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review of available data to analyze gaps in instructional programming for identification of students who did not meet benchmarks and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Teachers, Administration and Building Coach

Measurable Objective 2:

A total of 218 Twelfth grade students will demonstrate a proficiency score on the ACT mathmatics assessment in Mathematics by 06/30/2016 as measured by meeing benchmark on the ACT assessment..

Strategy 1:

Acceleration - Identify students who are deficient in particular skill sets based on their EPAS data and provide intense interventions to improve student skills sets so that

students will score at Benchmark on an approved College Readiness Assessment

Category:

Research Cited: Best Practice

Activity - Acceleration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of interventions for students who did not meet benchmarks and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Teachers, Administration and Building Coach

Strategy 2:

Targeted Interventions - Students who do not meet benchmark on the EPAS System will be provided specific interventions based on their skill deficit. The goal is

improve their skills so they will meet benchmark on furure assessments.

Category:

Research Cited: Best Practice

Activity - Gap Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review of available data to analyze gaps in instructional programming for identification of students who did not meet benchmark and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Teachers, Administration and Building Coach

Measurable Objective 3:

A total of 30 Twelfth grade students will demonstrate a proficiency by passing their KOSSA Assessment or earning an Industry Certificate and passing all required Work Keys Assessments. in Career & Technical by 06/30/2016 as measured by the number of students identified as Career Ready based on the CTE benchmarks..

Strategy 1:

CTE Enhancements - Develop clear career pathways. This will aide in counselors explaining course options for students and should increase the number of students

taking CTE courses and those completing a career major.

Category:

Research Cited: BEST Practice

Activity - CTE Expansion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Align the Career Pathways for each CTE program available at BCHS with updated KDE requirements, including reducing the number of elective courses that do not lead to a certification pathway. Continue to look for opportunities to expand pathway offerings based on student interests and that align with staff certifications. Continue preparation for implementing the Robotics and Computer Science pathways for the 16-17 school year. | Career Preparation/Orientation | 08/01/2015 | 06/30/2016 | $0 | No Funding Required | CTE Coordinator, Counselors, Teachers, Administration and Building Coach |

Activity - CCR Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide Professional Development Training on the College and Career Readiness measures to all staff members at BCHS. Professional learning for non-CTE teachers of 9th and 10th grade classes will include making them aware of pathway options in order for them to more effective guide students in making instructional choices that best meet their needs and interests.	Professional Learning	08/01/2015	06/30/2016	$0	No Funding Required	CTE lead, Instructional Coach and Administration

Activity - CTE Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue alignment of CTE curriculum with KOSSA, Industry Certificate Standards and Common Core Standards to increase the number of preparatory students who successfully achieve CCR measures.	Professional Learning	08/01/2015	06/30/2016	$0	No Funding Required	Instructional Coach, CTE Teachers and Administration

Activity - Increase awareness of CTE offerings and benefits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make all students, teachers and parents aware of CTE pathway offerings and the course requirements for each. Intentionally inform and council underclass students/parents as to career pathway options.	Career Preparation/Orientation	08/01/2015	06/30/2016	$0	No Funding Required	Counselors, CTE Lead, Administration

Goal 2: Increase student acheivement for all student groups in the achievement gap measure so that proficiency increases to 69.9% in 2017.

Measurable Objective 1:

45% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics in Mathematics by 06/30/2016 as measured by the percent of students in the gap group acheiving proficient or distinguished marks on the Algebra II End of Course exam..

Strategy 1:

Professional Collaboration1 - Teachers collaborating and working together to identify, implement and refine strategies to meet the needs of diverse learners.

Category:

Research Cited: Schools that work, PLC

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0	No Funding Required	Instructional Coach, PBIS team, Team leaders, Principals

Strategy 2:

Progress Monitoring - Individual student data from EPAS, STAR, and EoC/K-Prep assessments used to establish individual learning goals and monitor students progress towards these goals.

Category:

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Teachers, Instructional Coach, Prinicpals

Strategy 3:

Best Practice/Meeting needs of diverse learners - Utilizing interventions and community resources to meet the needs of diverse learners.

Category:

Activity - IEP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Special Education teachers, Collaborative teachers, Team leaders, Instructional Coach, Special Education Coordinator

Measurable Objective 2:

60% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/30/2016 as measured by the percent of students in the gap group acheiving proficient or distinguished marks on the English II End of Course exam..

Strategy 1:

Professional Collaboration - Teachers collaborating and working together to identify, implement and refine strategies to meet the needs of diverse learners.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0	No Funding Required	Instructional Coach, Team leaders, PBIS team, Principals

Strategy 2:

Progress Monitoring - Individual student data from EPAS, STAR, and EoC/K-Prep assessments used to establish individual learning goals and monitor students progress towards these goals.

Category:

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Teachers, Instructional Coach, Principals

Strategy 3:

Best Practice/Meeting needs of diverse learners - Utilizing interventions and community resources to meet the needs of diverse learners.

Category:

Activity - IEP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Special Education and Collaborative teachers, Team leaders, Instructional Coach, Special Education Coordinator

---

Measurable Objective 3:

66% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in social studies in Social Studies by 06/30/2016 as measured by the percent of students in the gap group acheiving proficient or distinguished marks on the US History End of Course exam..

Strategy 1:

Professional Collaboration - Teachers collaborating and working together to identify, implement and refine strategies to meet the needs of diverse learners.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0	No Funding Required	Team leaders, PBIS team, Instructional Coach, Principals

Strategy 2:

Progress Monitoring - Individual student data from EPAS, STAR, and EoC/K-Prep assessments used to establish individual learning goals and monitor students

progress towards these goals.

Category:

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Teachers, Instructional Coach, Principals

Strategy 3:

Best Practice/Meeting needs of diverse learners - Utilizing interventions and community resources to meet the needs of diverse learners.

Category:

Activity - IEP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

---

Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Special Education and Collaborative Teachers, Team Leaders, Special Education Coordinator, Instructional Coach

Measurable Objective 4:

50% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science in Science by 06/30/2016 as measured by the percent of students in the gap group acheiving proficient or distinguished marks on the Biology End of Course exam..

Strategy 1:

Professional Collaboration - Teachers collaborating and working together to identify, implement and refine strategies to meet the needs of diverse learners.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0	No Funding Required	Team Leaders, PBIS Team, Instructional Coach, Principals

Strategy 2:

Progress Monitoring - Individual student data from EPAS, STAR, and EoC/K-Prep assessments used to establish individual learning goals and monitor students

progress towards these goals.

Category:

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Teachers, Instructional Coach, Principals

Strategy 3:

Best Practice/Meeting needs of diverse learners - Utilizing interventions and community resources to meet the needs of diverse learners.

Category:

Activity - IEP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Special education and Collaborative teachers, Team Leaders, Instructional Coach, Special Education Coordinator

Goal 3: Increase the average freshman graduation rate from 89.2% to 93% by 2016

Measurable Objective 1:

collaborate to improve our graduation rate to 94% by 06/30/2016 as measured by meeting our target graduation rate as defined ini our Delivery goals on the SRC..

Strategy 1:

Persistence to graduation - A tool to identify students at risk so that we can intervene early and provide assistance to keep them on track to graduate

Category:

Research Cited: Part of our PBIS System

Activity - Persistence to graduation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will utilize the Persistence of Graduation Too, EPAS intervention rosters, and other tools to identify students who are at risk of failing, develop plans to assist those students, and provide models of parent communciation, interventions to ensure success for the students.	Academic Support Program	08/01/2013	08/01/2014	$0	No Funding Required	Guidance, Teachers, Administration and Building Coach

Activity - ILP/CTE Connection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will utlize the ILP and other information including counseling in order to place freshmen in CTE courses aligned with their career interest	Career Preparation/Orientation	08/01/2015	06/30/2016	$0	No Funding Required	Guidance, Administration, Teachers and Buiding Coach

Activity - IEP and 504 Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will continue to utilize EPAS data and ILP information to plan for instruction to develop the IEP and 504 plans.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Guidance, Administration, Special Education Teachers, Teachers and Building Coach

Activity - Intervention Rosters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will use data from EPAS, KPREP to develop intervention rosters in combination with other tools to identify students at risk, develop plans to communciate that plan to students and teachers.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Guidance, Administration, Teachers, and Building Coach

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS through PBIS and Advisory/Advisee Model will focus on attendance and dropout prevention.	Behavioral Support Program	08/01/2015	06/30/2016	$0	District Funding	PBIS Trainer provided by district, PBIS implementation Team, PBIS Coach and all staff at BCHS

Activity - Alternative Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will continue to utilze various alternative programs such as Drop-In, ACE, TTL and other future district and school options.	Academic Support Program	08/01/2015	06/30/2016	$0	General Fund	Guidance, Adminstration and District Staff

Activity - Dual Enrollment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will continue to provide opportunities for students to earn high school credit while attending high school through dual enrollment, acceleration and AP programing.	Other	08/01/2015	06/30/2016	$0	General Fund	Guidance, Administation, Teachers and Building Coach

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

BCHS will continue to provide access to credit recovery courses to meet high school graduation requirements.	Academic Support Program	08/01/2015	06/30/2016	$10000	School Council Funds	Guidance, Administation, Teachers, and Building Coach

Activity - SIT Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will develop a student intevention team process that is focused on addressing root causes of behavior, and to identify and explore alternatives to suspension	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Adminstration, Guidance, Teachers and Building Coach

Goal 4: Increase the combined average math and reading K-Prep proficiency from 50.7 to 75.4 in 2017.

Measurable Objective 1:

53% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in the skills represented in the KCAS. in Mathematics by 06/30/2016 as measured by the percent of students acheiving proficient or distinguished marks on the Algebra II End of Course exam..

Strategy 1:

Math Initiative - Teachers and students working together to refine the mathematical practices demonstrated and developed daily in the classroom. Teachers utilize formative assessment strategies and rigorous tasks in order to facilitate learning for all students.

Category:

Research Cited: 5 Strategies for formative assessment (Wiliam and Black); Tactics for effective mathematics instruction (Shannon); Classroom challenges and tasks (Shell Centre)

Activity - 21st Century Learning and math practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Include in planning and instructional process a clear focus on 21st Century skills to include intentional instruction in critical and creative thinking skills and the 8 mathematical practice standards so that students have purposeful support in becoming responsible, creative, independent lifelong learners.	Other	08/01/2015	06/30/2016	$0	No Funding Required	Teachers, Team leaders, Instructional coach, Principals (monitoring)

Activity - Teacher Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Continue to expand the use of teacher teams to drive instructional decisions, reflect on student work and enrich instructional practice.	Professional Learning	08/01/2015	06/30/2016	$0	No Funding Required	Team Leaders, Instructional Coach, Principals (monitoring)

Activity - MDC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement and refine the strategies for formative learning and resources made available through the Mathematics Design Collaborative. Teachers collaborate with vertical team including teachers from middle schools.	Professional Learning	08/01/2015	06/30/2016	$0	Other	Instructional Coach, MDC Teacher leaders, Team Leader

Strategy 2:

Curriculum Assessment and Alignment - Teachers working collaboratively to develop, reflect on and refine the curriculum in Mathematics aligned to the KCAS, Quality Core and College Readiness Standards.

Category:

Research Cited: CCSSO standards development

Activity - Alignment to standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue the development, refinement, and implementation of standards-based units of study aligned to KCAS, Quality Core, and the College Readiness Standards.	Direct Instruction	08/01/2015	06/30/2016	$0	No Funding Required	Instructional Coach, Team Leaders, PLCs, Principals (monitoring)

Activity - Use of Benchmarks and common assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Facilitate the development and implementation of common assessments and Quality Core benchmarks. Ensure assessments align with EPAS, KCAS and Quality Core standards and that provide students opportunities to demonstrate mastery at high levels.	Academic Support Program	08/01/2015	06/30/2016	$2000	Perkins	Instructional Coach, Team Leaders, PLCs, Principals (monitoring)

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Support teachers in utilizing CIITS as a tool to enhance student learning, assessment design, and resources. Teachers utilize the technology to research, develop, and refine through collaboration these tools in a standards-based environment.	Professional Learning	08/01/2015	06/30/2016	$0	State Funds	Team Leaders, Instructional Coach, school technology coordinator, Principals (monitoring)

Measurable Objective 2:

68% of Ninth and Tenth grade students will demonstrate a proficiency in reading in English Language Arts by 06/30/2016 as measured by the percent of students acheiving proficient or distinguished marks on the English II End of Course exam..

Strategy 1:

Literacy Initiative - Teachers and students working together to utilize strategies in reading and writing to access content and to incorporate 21st century skills in the

learning.

Category:

Research Cited: LDC, marzano

Activity - 21st Century Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Include in planning and instructional process a clear focus on 21st Century skills to include intentional instruction in critical and creative thinking skills so that students have purposeful support in becoming responsible, creative, independent lifelong learners.	Direct Instruction	08/01/2015	06/30/2016	$0	No Funding Required	Team Leaders, Instructional Coach, Principals (monitoring)

Activity - Teacher Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to expand the use of teacher teams to drive instructional decisions, reflect on student work and enrich instructional practice.	Professional Learning	08/01/2015	06/30/2016	$0	No Funding Required	Team Leaders, Instructional Coach, Principals

Activity - LDC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students working together in social studies and science to incorporate literacy strategies into instruction that focus on building students' capacity in accessing learning through reading and writing.	Professional Learning	08/01/2015	06/30/2016	$0	No Funding Required	Instructional Coach, Team leaders, Principals.

Strategy 2:

Curriculum Assessment and Alignment - Teachers working collaboratively to develop, reflect on and refine the curriculum in literacy aligned to the KCAS, Quality Core and College Readiness Standards.

Category:

Research Cited: CCSSO standards development

Activity - Alignment to standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue the development, refinement, and implementation of standards-based units of study aligned to KCAS, Quality Core, and the College Readiness Standards.	Direct Instruction	08/01/2015	06/30/2016	$0	Other	Instructional Coach, Team leaders, principals

Activity - Use of Benchmarks and common assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Facilitate the development and implementation of common assessments and Quality Core benchmarks. Ensure assessments align with EPAS, KCAS and Quality Core standards and that provide students opportunities to demonstrate mastery at high levels.	Professional Learning	08/01/2015	06/30/2016	$0	No Funding Required	Team Leaders, Instructional Coach, Principals

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support teachers in utilizing CIITS as a tool to enhance student learning, assessment design, and resources. Teachers utilize the technology to research, develop, and refine through collaboration these tools in a standards-based environment.	Professional Learning	08/01/2015	06/30/2016	$0	No Funding Required	Team Leaders, Instructional Coach, School technology coordinator, Principals

Goal 5: Increase the percent of effective teachers and leaders

Measurable Objective 1:

collaborate to increase the percentage of effective teachers and leaders by 06/30/2016 as measured by TPGES and PPGES.

Strategy 1:

Building capacity of teacher leaders - Build teacher capacity in the four domains of the Kentucky Teacher Effectiveness Framework.

Category: Continuous Improvement

Research Cited: Danielson Framework

Activity - Goal review and instructional planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Individual and/or small group meetings with instructional coach to review SMART goals and the rubric and framework on Teacher Effectiveness, plan strategies to meet those goals	Professional Learning	08/01/2015	06/30/2016	$0	No Funding Required	Instructional Coach, Principals, Teachers, and district personal

Activity - Peer observation review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with administrators (and PLC members and/or Instructional Coach as desired) to reflect on observation findings and plan instruction to identify areas of exemplary practice and address areas of needed improvement.	Professional Learning	06/30/2015	06/30/2015	$0	No Funding Required	Peer observers, Administration, PLC members, Instructional Coach

Activity - Supporting student growth goal attainment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support teachers in meeting their identified student growth goals by assisting with monitoring progress and identifying instructional strategies that maximize student proficiency.	Academic Support Program	01/01/2015	06/30/2016	$0	No Funding Required	Instructional Coach, PLC team members, Administrators

Activity - Monitor Implementation of Certified Evaluation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor implementation of the district CEP based on the TPGES and provide feedback to evaluators regarding strengths/weaknesses of the plan, process/timeline issues and other feedback useful to the district 50/50 committee for making adjustments.	Policy and Process	01/01/2015	06/30/2016	$0	No Funding Required	Administrators, Team leaders

Activity - Global competency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
World language staff will identify schoolwide areas for incorporation of global competencies into the curriculum outside world language classes. Improving global competencies of teachers and students will strengthen teacher effectiveness as well as improve achievement of students in targeted demographic groups.	Academic Support Program, Community Engagement, Professional Learning	01/01/2016	06/30/2016	$0	No Funding Required	World language staff, department heads, instructional coach, program review leads

Strategy 2:

Effective dissemination of teacher learning - Teacher learning from professional development activities will be more effectively shared

Category: Professional Learning & Support

Research Cited: Best practice, TELL survey

Activity - Dissemination of professional learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TELL survey results indicate a need to share teacher professional learning more effectively. SBDM will establish an ad-hoc committee to make recommendations for practices/programs/opportunities to disseminate the result of individual teacher professional learning.	Professional Learning	01/01/2015	06/30/2016	$0	No Funding Required	SBDM Council, Administration

Goal 6: Improve the quality and rigor of our Arts programs

Measurable Objective 1:

A 10% increase of Twelfth grade students will complete a portfolio or performance in AP Art class in Art & Humanities by 09/01/2014 as measured by AP results.

Strategy 1:

AP Training - Visual Arts teachers will continue AP training to ensure they are completing best practice to prepare students

Category:

Activity - AP Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP training	Professional Learning	05/01/2014	09/30/2014	$0	District Funding	Jason Kunk Jessica Issacs

Goal 7: Maintain or increase the average graduation rate to meet or exceed the delivery target

Measurable Objective 1:

demonstrate a proficiency by maintaining our graduation rate at or above our delivery target by 06/30/2017 as measured by graduation rate on the School Report Card.

Strategy 1:

Persistence to graduation - Students at risk will be identified in order to provide early interventions and provide assistance to keep them on a path to graduation.

Category: Persistance to Graduation

Research Cited: Part of the PBIS system

Activity - Persistance to graduation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| BCHS will utilize the Persistence of Graduation Too, EPAS intervention rosters, and other tools to identify students who are at risk of failing, develop plans to assist those students, and provide models of parent communciation, interventions to ensure success for the students. | Academic Support Program | 01/01/2015 | 06/30/2017 | $0 | No Funding Required | Guidance, Teachers, Administration and Instructional Coach |

Activity - ILP/CTE Connection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will utlize the ILP and other information including counseling in order to place freshmen in CTE courses aligned with their career interest	Career Preparation/Orientation	01/01/2015	06/30/2017	$0	No Funding Required	Guidance, Administrators, Teachers and Instructional Coach

Activity - IEP and 504 Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will continue to utilize EPAS data and ILP information to plan for instruction to develop the IEP and 504 plans.	Academic Support Program	01/01/2015	06/30/2017	$0	No Funding Required	Guidance, Administration, Special Education Teachers, Teachers and Instructional Coach

Activity - Intervention Rosters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will use data from EPAS, KPREP to develop intervention rosters in combination with other tools to identify students at risk, develop plans to communciate that plan to students and teachers.	Academic Support Program	01/01/2015	06/30/2017	$0	No Funding Required	Guidance, Administration, Teachers, and Instructional Coach

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS through PBIS and Advisory/Advisee Model will focus on attendance and dropout prevention.	Behavioral Support Program	01/01/2015	06/30/2017	$0	District Funding	PBIS Implementation Team and BCHS staff

Activity - Alternative Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| BCHS will continue to utilze various alternative programs such as Drop-In, ACE, TTL and other future district and school options. | Academic Support Program | 01/01/2015 | 06/30/2017 | $0 | General Fund | Guidance, Administration and District Staff |

Activity - Dual Enrollment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will continue to provide opportunities for students to earn college credit while attending high school through dual enrollment, acceleration and AP programing.	Other	01/01/2015	06/30/2017	$0	General Fund	Guidance, Administration, Teachers and Instructional Coach

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will continue to provide access to credit recovery courses to meet high school graduation requirements, including the use of Apex Learning virtual courses where available.	Academic Support Program	01/01/2015	06/30/2017	$0	No Funding Required	Guidance, Administration, Teachers and Instructional Coach

Activity - SIT Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will continue the use of a student intevention team process that is focused on addressing root causes of behavior, and to identify and explore alternatives to suspension	Academic Support Program	01/01/2015	06/30/2017	$0	No Funding Required	Administration, Guidance, Teachers and Instructional Coach

Goal 8: Reduce the overall number of students scoring novice on the K-PREP assessment by 10%

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency by scoring higher than novice in Mathematics by 06/30/2016 as measured by on the Algebra II EOC exam..

(shared) Strategy 1:

Targeted guidance and intervention - Teachers and guidance staff will collaborate to identify students at risk of novice performance in order to target supports.

Category: Learning Systems

Research Cited: DuFour's Professional Learning Communities at Work

Activity - Academic intervention teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student support teams consisting of guidance staff, teachers and administrators will work together to identify supports such as parental meetings, academic assistance, behavioral or academic contracts in order to improve student learning outcomes.	Parent Involvement, Behavioral Support Program, Academic Support Program	01/04/2016	06/30/2016	$0	No Funding Required	Guidance staff, administration, instructional coach, teachers

Activity - Targeted content literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will work with PLC groups and the instructional coach to design instructional and assessment tasks that support students in the application of content literacy. Examples include the use of ACT-like questions requiring interaction with text or other information and the inclusion of text/information interactions on formative and summative classroom assessments.	Direct Instruction, Academic Support Program	01/01/2016	06/30/2017	$0	No Funding Required	Instructional staff, instructional coach, department heads, administrators

Activity - Diverse educator recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administration will attempt to recruit instructional staff reflective of the diversity of students in our school. Administration will work with KDE's Minority Recruitment program to encourage recipients of KDE Minority Recruitment Scholarships to consider applying for employment at Boone County High School.	Recruitment and Retention	01/01/2016	08/31/2016	$0	No Funding Required	Administration, instructional coach

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency by scoring higher than novice in English Language Arts by 06/30/2016 as measured by on the English II EOC exam..

(shared) Strategy 1:

Targeted guidance and intervention - Teachers and guidance staff will collaborate to identify students at risk of novice performance in order to target supports.

Category: Learning Systems

Research Cited: DuFour's Professional Learning Communities at Work

Activity - Academic intervention teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Student support teams consisting of guidance staff, teachers and administrators will work together to identify supports such as parental meetings, academic assistance, behavioral or academic contracts in order to improve student learning outcomes.	Parent Involvement, Behavioral Support Program, Academic Support Program	01/04/2016	06/30/2016	$0	No Funding Required	Guidance staff, administration, instructional coach, teachers

Activity - Targeted content literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will work with PLC groups and the instructional coach to design instructional and assessment tasks that support students in the application of content literacy. Examples include the use of ACT-like questions requiring interaction with text or other information and the inclusion of text/information interactions on formative and summative classroom assessments.	Direct Instruction, Academic Support Program	01/01/2016	06/30/2017	$0	No Funding Required	Instructional staff, instructional coach, department heads, administrators

Activity - Diverse educator recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administration will attempt to recruit instructional staff reflective of the diversity of students in our school. Administration will work with KDE's Minority Recruitment program to encourage recipients of KDE Minority Recruitment Scholarships to consider applying for employment at Boone County High School.	Recruitment and Retention	01/01/2016	08/31/2016	$0	No Funding Required	Administration, instructional coach

Measurable Objective 3:

A 10% increase of All Students will demonstrate a proficiency by scoring higher than novice in Science by 06/30/2016 as measured by on the Biology EOC exam..

(shared) Strategy 1:

Targeted guidance and intervention - Teachers and guidance staff will collaborate to identify students at risk of novice performance in order to target supports.

Category: Learning Systems

Research Cited: DuFour's Professional Learning Communities at Work

Activity - Academic intervention teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student support teams consisting of guidance staff, teachers and administrators will work together to identify supports such as parental meetings, academic assistance, behavioral or academic contracts in order to improve student learning outcomes.	Parent Involvement, Behavioral Support Program, Academic Support Program	01/04/2016	06/30/2016	$0	No Funding Required	Guidance staff, administration, instructional coach, teachers

Activity - Targeted content literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will work with PLC groups and the instructional coach to design instructional and assessment tasks that support students in the application of content literacy. Examples include the use of ACT-like questions requiring interaction with text or other information and the inclusion of text/information interactions on formative and summative classroom assessments.	Direct Instruction, Academic Support Program	01/01/2016	06/30/2017	$0	No Funding Required	Instructional staff, instructional coach, department heads, administrators

Activity - Diverse educator recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administration will attempt to recruit instructional staff reflective of the diversity of students in our school. Administration will work with KDE's Minority Recruitment program to encourage recipients of KDE Minority Recruitment Scholarships to consider applying for employment at Boone County High School.	Recruitment and Retention	01/01/2016	08/31/2016	$0	No Funding Required	Administration, instructional coach

Measurable Objective 4:

A 10% increase of All Students will demonstrate a proficiency by scoring higher than novice in Social Studies by 06/30/2016 as measured by on the US History EOC exam..

(shared) Strategy 1:

Targeted guidance and intervention - Teachers and guidance staff will collaborate to identify students at risk of novice performance in order to target supports.

Category: Learning Systems

Research Cited: DuFour's Professional Learning Communities at Work

Activity - Academic intervention teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student support teams consisting of guidance staff, teachers and administrators will work together to identify supports such as parental meetings, academic assistance, behavioral or academic contracts in order to improve student learning outcomes.	Parent Involvement, Behavioral Support Program, Academic Support Program	01/04/2016	06/30/2016	$0	No Funding Required	Guidance staff, administration, instructional coach, teachers

Activity - Targeted content literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will work with PLC groups and the instructional coach to design instructional and assessment tasks that support students in the application of content literacy. Examples include the use of ACT-like questions requiring interaction with text or other information and the inclusion of text/information interactions on formative and summative classroom assessments.	Direct Instruction, Academic Support Program	01/01/2016	06/30/2017	$0	No Funding Required	Instructional staff, instructional coach, department heads, administrators

Activity - Diverse educator recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administration will attempt to recruit instructional staff reflective of the diversity of students in our school. Administration will work with KDE's Minority Recruitment program to encourage recipients of KDE Minority Recruitment Scholarships to consider applying for employment at Boone County High School.	Recruitment and Retention	01/01/2016	08/31/2016	$0	No Funding Required	Administration, instructional coach

Measurable Objective 5:

A 10% increase of All Students will demonstrate a proficiency by scoring higher than novice in Writing by 06/30/2016 as measured by on the KPREP On Demand writing assessment..

(shared) Strategy 1:

Targeted guidance and intervention - Teachers and guidance staff will collaborate to identify students at risk of novice performance in order to target supports.

Category: Learning Systems

Research Cited: DuFour's Professional Learning Communities at Work

Activity - Academic intervention teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student support teams consisting of guidance staff, teachers and administrators will work together to identify supports such as parental meetings, academic assistance, behavioral or academic contracts in order to improve student learning outcomes.	Parent Involvement, Behavioral Support Program, Academic Support Program	01/04/2016	06/30/2016	$0	No Funding Required	Guidance staff, administration, instructional coach, teachers

Activity - Targeted content literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will work with PLC groups and the instructional coach to design instructional and assessment tasks that support students in the application of content literacy. Examples include the use of ACT-like questions requiring interaction with text or other information and the inclusion of text/information interactions on formative and summative classroom assessments.	Direct Instruction, Academic Support Program	01/01/2016	06/30/2017	$0	No Funding Required	Instructional staff, instructional coach, department heads, administrators

Activity - Diverse educator recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administration will attempt to recruit instructional staff reflective of the diversity of students in our school. Administration will work with KDE's Minority Recruitment program to encourage recipients of KDE Minority Recruitment Scholarships to consider applying for employment at Boone County High School.	Recruitment and Retention	01/01/2016	08/31/2016	$0	No Funding Required	Administration, instructional coach

Strategy 2:

Writing support in content areas - Teachers in areas other than English/Language Arts will increase opportunities for students to write and receive feedback on their work.

Category: Integrated Methods for Learning

Activity - Stop, drop and write	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue implementation of the Stop, Drop and Write program as has been done in previous years.	Academic Support Program	08/01/2015	06/30/2016	$0	No Funding Required	Teachers, writing program lead, administration

Activity - LDC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teacher will design or download and then implement authentic writing tasks such as LDC modules or similar transactive writing tasks	Academic Support Program	01/01/2016	06/30/2016	$0	No Funding Required	All teachers except ELA, instructional coach, administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Alignment to standards	Continue the development, refinement, and implementation of standards-based units of study aligned to KCAS, Quality Core, and the College Readiness Standards.	Direct Instruction	08/01/2015	06/30/2016	$0	Instructional Coach, Team leaders, principals
MDC	Continue to implement and refine the strategies for formative learning and resources made available through the Mathematics Design Collaborative. Teachers collaborate with vertical team including teachers from middle schools.	Professional Learning	08/01/2015	06/30/2016	$0	Instructional Coach, MDC Teacher leaders, Team Leader
				Total	$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS	Support teachers in utilizing CIITS as a tool to enhance student learning, assessment design, and resources. Teachers utilize the technology to research, develop, and refine through collaboration these tools in a standards-based environment.	Professional Learning	08/01/2015	06/30/2016	$0	Team Leaders, Instructional Coach, school technology coordinator, Principals (monitoring)
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AP Training	AP training	Professional Learning	05/01/2014	09/30/2014	$0	Jason Kunk Jessica Issacs

PBIS	BCHS through PBIS and Advisory/Advisee Model will focus on attendance and dropout prevention.	Behavioral Support Program	08/01/2015	06/30/2016	$0	PBIS Trainer provided by district, PBIS implementation Team, PBIS Coach and all staff at BCHS
PBIS	BCHS through PBIS and Advisory/Advisee Model will focus on attendance and dropout prevention.	Behavioral Support Program	01/01/2015	06/30/2017	$0	PBIS Implementation Team and BCHS staff
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic intervention teams	Student support teams consisting of guidance staff, teachers and administrators will work together to identify supports such as parental meetings, academic assistance, behavioral or academic contracts in order to improve student learning outcomes.	Parent Involvement, Behavioral Support Program, Academic Support Program	01/04/2016	06/30/2016	$0	Guidance staff, administration, instructional coach, teachers
Alignment to standards	Continue the development, refinement, and implementation of standards-based units of study aligned to KCAS, Quality Core, and the College Readiness Standards.	Direct Instruction	08/01/2015	06/30/2016	$0	Instructional Coach, Team Leaders, PLCs, Principals (monitoring)
IEP and 504 Development	BCHS will continue to utilize EPAS data and ILP information to plan for instruction to develop the IEP and 504 plans.	Academic Support Program	01/01/2015	06/30/2017	$0	Guidance, Administration, Special Education Teachers, Teachers and Instructional Coach
Persistance to graduation	BCHS will utilize the Persistence of Graduation Too, EPAS intervention rosters, and other tools to identify students who are at risk of failing, develop plans to assist those students, and provide models of parent communciation, interventions to ensure success for the students.	Academic Support Program	01/01/2015	06/30/2017	$0	Guidance, Teachers, Administration and Instructional Coach

Stop, drop and write	Teachers will continue implementation of the Stop, Drop and Write program as has been done in previous years.	Academic Support Program	08/01/2015	06/30/2016	$0	Teachers, writing program lead, administration
Teacher Teams	Continue to expand the use of teacher teams to drive instructional decisions, reflect on student work and enrich instructional practice.	Professional Learning	08/01/2015	06/30/2016	$0	Team Leaders, Instructional Coach, Principals
ILP/CTE Connection	BCHS will utlize the ILP and other information including counseling in order to place freshmen in CTE courses aligned with their career interest	Career Preparation/Orientation	01/01/2015	06/30/2017	$0	Guidance, Administrators, Teachers and Instructional Coach
Interventions	Review of available data to analyze gaps in instructional programming for identification of students who did not meet benchmarks and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/01/2015	06/30/2016	$0	Teachers, Administration and Building Coach
LDC	Content area teacher will design or download and then implement authentic writing tasks such as LDC modules or similar transactive writing tasks	Academic Support Program	01/01/2016	06/30/2016	$0	All teachers except ELA, instructional coach, administrators
Diverse educator recruitment	Building administration will attempt to recruit instructional staff reflective of the diversity of students in our school. Administration will work with KDE's Minority Recruitment program to encourage recipients of KDE Minority Recruitment Scholarships to consider applying for employment at Boone County High School.	Recruitment and Retention	01/01/2016	08/31/2016	$0	Administration, instructional coach
LDC	Teachers and students working together in social studies and science to incorporate literacy strategies into instruction that focus on building students' capacity in accessing learning through reading and writing.	Professional Learning	08/01/2015	06/30/2016	$0	Instructional Coach, Team leaders, Principals.
Targeted content literacy	All instructional staff will work with PLC groups and the instructional coach to design instructional and assessment tasks that support students in the application of content literacy. Examples include the use of ACT-like questions requiring interaction with text or other information and the inclusion of text/information interactions on formative and summative classroom assessments.	Direct Instruction, Academic Support Program	01/01/2016	06/30/2017	$0	Instructional staff, instructional coach, department heads, administrators

IEP	Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0	Special Education teachers, Collaborative teachers, Team leaders, Instructional Coach, Special Education Coordinator
Dissemination of professional learning	TELL survey results indicate a need to share teacher professional learning more effectively. SBDM will establish an ad-hoc committee to make recommendations for practices/programs/opportunities to disseminate the result of individual teacher professional learning.	Professional Learning	01/01/2015	06/30/2016	$0	SBDM Council, Administration
Teacher Teams	Continue to expand the use of teacher teams to drive instructional decisions, reflect on student work and enrich instructional practice.	Professional Learning	08/01/2015	06/30/2016	$0	Team Leaders, Instructional Coach, Principals (monitoring)
CIITS	Support teachers in utilizing CIITS as a tool to enhance student learning, assessment design, and resources. Teachers utilize the technology to research, develop, and refine through collaboration these tools in a standards-based environment.	Professional Learning	08/01/2015	06/30/2016	$0	Team Leaders, Instructional Coach, School technology coordinator, Principals
IEP	Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0	Special Education and Collaborative Teachers, Team Leaders, Special Education Coordinator, Instructional Coach

IEP	Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0	Special Education and Collaborative teachers, Team leaders, Instructional Coach, Special Education Coordinator
Increase awareness of CTE offerings and benefits	Make all students, teachers and parents aware of CTE pathway offerings and the course requirements for each. Intentionally inform and council underclass students/parents as to career pathway options.	Career Preparation/Orientation	08/01/2015	06/30/2016	$0	Counselors, CTE Lead, Administration
SIT Team	BCHS will continue the use of a student intevention team process that is focused on addressing root causes of behavior, and to identify and explore alternatives to suspension	Academic Support Program	01/01/2015	06/30/2017	$0	Administration, Guidance, Teachers and Instructional Coach
CCR Professional Development	Continue to provide Professional Development Training on the College and Career Readiness measures to all staff members at BCHS. Professional learning for non-CTE teachers of 9th and 10th grade classes will include making them aware of pathway options in order for them to more effective guide students in making instructional choices that best meet their needs and interests.	Professional Learning	08/01/2015	06/30/2016	$0	CTE lead, Instructional Coach and Administration
ILP/CTE Connection	BCHS will utlize the ILP and other information including counseling in order to place freshmen in CTE courses aligned with their career interest	Career Preparation/Orientation	08/01/2015	06/30/2016	$0	Guidance, Administration, Teachers and Buiding Coach
CTE Expansion	Align the Career Pathways for each CTE program available at BCHS with updated KDE requirements, including reducing the number of elective courses that do not lead to a certification pathway. Continue to look for opportunities to expand pathway offerings based on student interests and that align with staff certifications. Continue preparation for implementing the Robotics and Computer Science pathways for the 16-17 school year.	Career Preparation/Orientation	08/01/2015	06/30/2016	$0	CTE Coordinator, Counselors, Teachers, Administration and Building Coach
Interventions	Implementation of interventions (Read180, Fast ForWord, Interventions class as appropriate) for students who did not meet benchmark and other student level evaluation data for the purpose of specifying targeted inteventions.	Academic Support Program	08/01/2015	06/30/2016	$0	Fast ForWord Lab Coordinator, Teachers, Administration and Instructional Coach

Peer observation review	Teachers will meet with administrators (and PLC members and/or Instructional Coach as desired) to reflect on observation findings and plan instruction to identify areas of exemplary practice and address areas of needed improvement.	Professional Learning	06/30/2015	06/30/2015	$0	Peer observers, Administration, PLC members, Instructional Coach
Intervention Rosters	BCHS will use data from EPAS, KPREP to develop intervention rosters in combination with other tools to identify students at risk, develop plans to communciate that plan to students and teachers.	Academic Support Program	08/01/2015	06/30/2016	$0	Guidance, Administration, Teachers, and Building Coach
Use of Benchmarks and common assessments	Facilitate the development and implementation of common assessments and Quality Core benchmarks. Ensure assessments align with EPAS, KCAS and Quality Core standards and that provide students opportunities to demonstrate mastery at high levels.	Professional Learning	08/01/2015	06/30/2016	$0	Team Leaders, Instructional Coach, Principals
Interventions	Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0	Teachers, Instructional Coach, Principals
21st Century Learning and math practices	Include in planning and instructional process a clear focus on 21st Century skills to include intentional instruction in critical and creative thinking skills and the 8 mathematical practice standards so that students have purposeful support in becoming responsible, creative, independent lifelong learners.	Other	08/01/2015	06/30/2016	$0	Teachers, Team leaders, Instructional coach, Principals (monitoring)
Goal review and instructional planning	Individual and/or small group meetings with instructional coach to review SMART goals and the rubric and framework on Teacher Effectiveness, plan strategies to meet those goals	Professional Learning	08/01/2015	06/30/2016	$0	Instructional Coach, Principals, Teachers, and district personal
Credit Recovery	BCHS will continue to provide access to credit recovery courses to meet high school graduation requirements, including the use of Apex Learning virtual courses where available.	Academic Support Program	01/01/2015	06/30/2017	$0	Guidance, Administration, Teachers and Instructional Coach
Gap Analysis	Review of available data to analyze gaps in instructional programming for identification of students who did not meet benchmark and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/01/2015	06/30/2016	$0	Teachers, Administration and Building Coach

Interventions	Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0	Teachers, Instructional Coach, Principals
Monitor Implementation of Certified Evaluation Plan	Teachers will monitor implementation of the district CEP based on the TPGES and provide feedback to evaluators regarding strengths/weaknesses of the plan, process/timeline issues and other feedback useful to the district 50/50 committee for making adjustments.	Policy and Process	01/01/2015	06/30/2016	$0	Administrators, Team leaders
CTE Alignment	Continue alignment of CTE curriculum with KOSSA, Industry Certificate Standards and Common Core Standards to increase the number of preparatory students who successfully achieve CCR measures.	Professional Learning	08/01/2015	06/30/2016	$0	Instructional Coach, CTE Teachers and Administration
Professional Development	Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0	Team leaders, PBIS team, Instructional Coach, Principals
Interventions	Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0	Teachers, Instructional Coach, Prinicpals
Acceleration	Implementation of interventions for students who did not meet benchmarks and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/01/2015	06/30/2016	$0	Teachers, Administration and Building Coach
Global competency	World language staff will identify schoolwide areas for incorporation of global competencies into the curriculum outside world language classes. Improving global competencies of teachers and students will strengthen teacher effectiveness as well as improve achievement of students in targeted demographic groups.	Academic Support Program, Community Engagement, Professional Learning	01/01/2016	06/30/2016	$0	World language staff, department heads, instructional coach, program review leads
Persistence to graduation	BCHS will utilize the Persistence of Graduation Too, EPAS intervention rosters, and other tools to identify students who are at risk of failing, develop plans to assist those students, and provide models of parent communcation, interventions to ensure success for the students.	Academic Support Program	08/01/2013	08/01/2014	$0	Guidance, Teachers, Administration and Building Coach
21st Century Skills	Include in planning and instructional process a clear focus on 21st Century skills to include intentional instruction in critical and creative thinking skills so that students have purposeful support in becoming responsible, creative, independent lifelong learners.	Direct Instruction	08/01/2015	06/30/2016	$0	Team Leaders, Instructional Coach, Principals (monitoring)

IEP	Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0	Special education and Collaborative teachers, Team Leaders, Instructional Coach, Special Education Coordinator
Intervention Rosters	BCHS will use data from EPAS, KPREP to develop intervention rosters in combination with other tools to identify students at risk, develop plans to communciate that plan to students and teachers.	Academic Support Program	01/01/2015	06/30/2017	$0	Guidance, Administration, Teachers, and Instructional Coach
IEP and 504 Development	BCHS will continue to utilize EPAS data and ILP information to plan for instruction to develop the IEP and 504 plans.	Academic Support Program	08/01/2015	06/30/2016	$0	Guidance, Administration, Special Education Teachers, Teachers and Building Coach
Interventions	Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0	Teachers, Instructional Coach, Principals
Professional Development	Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0	Instructional Coach, Team leaders, PBIS team, Principals
Professional Development	Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0	Instructional Coach, PBIS team, Team leaders, Principals
SIT Team	BCHS will develop a student intevention team process that is focused on addressing root causes of behavior, and to identify and explore alternatives to suspension	Academic Support Program	08/01/2015	06/30/2016	$0	Adminstration, Guidance, Teachers and Building Coach

Supporting student growth goal attainment	Support teachers in meeting their identified student growth goals by assisting with monitoring progress and identifying instructional strategies that maximize student proficiency.	Academic Support Program	01/01/2015	06/30/2016	$0	Instructional Coach, PLC team members, Administrators
Professional Development	Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0	Team Leaders, PBIS Team, Instructional Coach, Principals
				Total	$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery	BCHS will continue to provide access to credit recovery courses to meet high school graduation requirements.	Academic Support Program	08/01/2015	06/30/2016	$10000	Guidance, Administation, Teachers, and Building Coach
				Total	$10000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Alternative Programs	BCHS will continue to utilze various alternative programs such as Drop-In, ACE, TTL and other future district and school options.	Academic Support Program	01/01/2015	06/30/2017	$0	Guidance, Administration and District Staff
Alternative Programs	BCHS will continue to utilze various alternative programs such as Drop-In, ACE, TTL and other future district and school options.	Academic Support Program	08/01/2015	06/30/2016	$0	Guidance, Adminstration and District Staff
Dual Enrollment	BCHS will continue to provide opportunities for students to earn high school credit while attending high school through dual enrollment, acceleration and AP programing.	Other	08/01/2015	06/30/2016	$0	Guidance, Administation, Teachers and Building Coach

Dual Enrollment	BCHS will continue to provide opportunities for students to earn college credit while attending high school through dual enrollment, acceleration and AP programing.	Other	01/01/2015	06/30/2017	$0	Guidance, Administration, Teachers and Instructional Coach
				Total	$0	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of Benchmarks and common assessments	Facilitate the development and implementation of common assessments and Quality Core benchmarks. Ensure assessments align with EPAS, KCAS and Quality Core standards and that provide students opportunities to demonstrate mastery at high levels.	Academic Support Program	08/01/2015	06/30/2016	$2000	Instructional Coach, Team Leaders, PLCs, Principals (monitoring)
				Total	$2000	

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?

Looking at student achievement and school culture data provides our school community with rich information on multiple levels. On a large scale, we look for specific trends in student demonstration of mastery. For example, the K-Prep end of course reports provide trends around content strands that inform the refinement of our assessments and curriculum as a school, our implementation as teachers, and the needs of individual students.

The data provided to us around career and college readiness has helped us to better understand the skills and understandings our students must be able to demonstrate in order to be successful in college, careers and life. We have used this set of information to answer "how well is our curriculum serving students to help them prepare for their future goals?" and "What interventions we need to have ready for entering seniors as we help them make plans?" This information has led us to refine our use of transitional courses, add to other available CTE pathways in our school, and refine the use of the ILP.

One important trend that we are increasingly focused on in our data is the performance of our non-duplicated gap group. We hope to be able to identify areas of improvement to identify as examples of the practices we wish to continue and perhaps expand. We also hope to find areas to be targeted for improvement.

Questions we hope to answer with our data include:

1. Who are our students most at-risk of not achieving college or career readiness? The first step in providing interventions is to i9dentify those students most in need of assistance.

2. Are there specific teachers or groups of teachers that are having greater success than average with regard to closing the achievement gaps in their classrooms? If so, what are they doing differently and how can those practices be expanded to other classrooms?

3. Are there practices that need to be reduced or eliminated?

4. Are their specific course options or course pathways that have higher than average records of success?

5. Are there course options/pathways that seem to be of limited benefit to students, or that don't lead to college or career readiness?

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?

Academically, our students demonstrated significant improvement on the End of Course assessments in English 2 (62% to 63.2% P/D) and Algebra 2 (47% to 49.2% P/D). The number of our students who are Career and College Ready also continues to steadily improve, from 68.6% to 70.2%.

Our MDC and LDC work is strengthening the instructional skills of our teachers, and we are providing our students with authentic and practical experiences which enrich their foundation. Regular PLC meetings among the Math Teachers have shown to be effective in aligning instruction to the curriculum and will be continued.. We are refining our implementation of IEP's, strengthening the collaboration between special education the traditional core subject teachers and continuing to align our lesson plans, unit plans and assessments through PLC work groups.

Building upon the use of STAR data to identify students for early reading intervention referenced in last year's plan, we have seen encouraging data from implementing Read180 with 10th grade students. This year we are expanding implementation by scheduling a class of seniors who have not met benchmark in reading.

Data was used to identify those seniors not meeting benchmarks in mathematics and ELA. Those students will be scheduled for targeted intervention courses during the second semester, as was done with great success in the 14-15 school year.

PLC groups have worked collaboratively in many departments to identify enduring skills and to create departmental goals, rubrics and plans as we move forward in our implementation of the TPGES.

We have experienced some notable successes with Career and Technical Education as well. BCHS students have dramatically increased in the number that are both college AND career ready. Pathways are being added to meet student interests and students are being counseled into participating in CTE pathways aligned to their interests.

Opportunities for Improvement

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

The number of students scoring at the proficiency level on the Algebra 2 EOC continues to be the lowest of the four EOC exams, although there has been a slight increase over the 14-15 school year.

There is a 22% disparity between the number of 10th vs.11th grade students that are P/D in On-Demand Writing. Improving the number of students that are college ready and at grade level in reading still remains a priority.

Performance of the non-duplicated gap group is a priority concern in all content areas. P/D disparities in the four EOC exams range from 10 to
12%. The lowest performing subgroups within the gap group alternate between Hispanic and students with disabilities (IEP) depending on the content area and/or availability of data.

As described in the prior section, we are providing intentional interventions to address skill deficits in Reading, English and Mathematics to increase the opportunity for student success. We are utilizing transitional course and Tier 2 interventions to assist with achieving this goal. We have also met to evaluate and revise the career pathways we offer so that more students can become Career Ready. Curriculum alignment and changes to pathway offerings has occurred in response to this meeting, and to mandated changes from the KDE. Career pathways have been determined for students and communicated to the guidance and scheduling workers so that students may earn industry certificates.

In Math we are continuing to utilize PLC time to work on curriculum alignment, common assessments and analyze student work. We also have made a course sequence change to enrich the student content base for future success. We continue to investigate innovative instructional approaches that will reduce the need for higher level interventions in the future.
Identification of individual students in the gap group and discussions of their instructional plan and supports will be more intentional through the use of the monitoring strategies detailed in our Achievement Gap Plan. The Imagine Learning instructional program will be implemented to assist English Language Learners in improving English language mastery.

As in years past, BCHS teacher responses to the TELL KY survey that were lowest centered around differentiation and
sharing of professional development and teacher input on school decisions.

Conclusion

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

Boone County High School is proud of our success and our classification as a Distinguished/Progressing school, but we realize that the nature of a continuous improvement assessment model demands that we always look for ways to improve. Moving forward into the next year we plan to continue those strategies that have proven to be successful as we look for new ones to implement as well.

We will continue to implement the strategies and activities (where appropriate) contained in the 14-15 CSIP because of the strong performance improvements we observed over the past year. We will monitor the new strategies we have only begun to implement to determine if they should be continued, modified or expanded. We will identify and intentionally target students in the non-duplicated gap group in order to provide appropriate supports based on their specific needs.

Identification, intervention and monitoring of students in danger of scoring novice will the priority of our improvement plan, as reflected in our Novice Reduction goals for 15-16.

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 percent of effective teachers and leaders

Measurable Objective 1:

collaborate to increase the percentage of effective teachers and leaders by 06/30/2016 as measured by TPGES and PPGES.

Strategy1:

Building capacity of teacher leaders - Build teacher capacity in the four domains of the Kentucky Teacher Effectiveness Framework.

Category: Continuous Improvement

Research Cited: Danielson Framework

Activity - Goal review and instructional planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individual and/or small group meetings with instructional coach to review SMART goals and the rubric and framework on Teacher Effectiveness, plan strategies to meet those goals	Professional Learning	08/01/2015	06/30/2016	$0 - No Funding Required	Instructional Coach, Principals, Teachers, and district personal

Activity - Supporting student growth goal attainment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support teachers in meeting their identified student growth goals by assisting with monitoring progress and identifying instructional strategies that maximize student proficiency.	Academic Support Program	01/01/2015	06/30/2016	$0 - No Funding Required	Instructional Coach, PLC team members, Administrators

Activity - Peer observation review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with administrators (and PLC members and/or Instructional Coach as desired) to reflect on observation findings and plan instruction to identify areas of exemplary practice and address areas of needed improvement.	Professional Learning	06/30/2015	06/30/2015	$0 - No Funding Required	Peer observers, Administration, PLC members, Instructional Coach

Activity - Monitor Implementation of Certified Evaluation Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor implementation of the district CEP based on the TPGES and provide feedback to evaluators regarding strengths/weaknesses of the plan, process/timeline issues and other feedback useful to the district 50/50 committee for making adjustments.	Policy and Process	01/01/2015	06/30/2016	$0 - No Funding Required	Administrators, Team leaders

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

Goal 1:

Increase the combined average math and reading K-Prep proficiency from 50.7 to 75.4 in 2017.

Measurable Objective 1:

68% of Ninth and Tenth grade students will demonstrate a proficiency in reading in English Language Arts by 06/30/2016 as measured by the percent of students acheiving proficient or distinguished marks on the English II End of Course exam..

Strategy1:

Literacy Initiative - Teachers and students working together to utilize strategies in reading and writing to access content and to incorporate 21st century skills in the learning.

Category:

Research Cited: LDC, marzano

Activity - Teacher Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to expand the use of teacher teams to drive instructional decisions, reflect on student work and enrich instructional practice.	Professional Learning	08/01/2015	06/30/2016	$0 - No Funding Required	Team Leaders, Instructional Coach, Principals

Activity - 21st Century Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Include in planning and instructional process a clear focus on 21st Century skills to include intentional instruction in critical and creative thinking skills so that students have purposeful support in becoming responsible, creative, independent lifelong learners.	Direct Instruction	08/01/2015	06/30/2016	$0 - No Funding Required	Team Leaders, Instructional Coach, Principals (monitoring)

Activity - LDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students working together in social studies and science to incorporate literacy strategies into instruction that focus on building students' capacity in accessing learning through reading and writing.	Professional Learning	08/01/2015	06/30/2016	$0 - No Funding Required	Instructional Coach, Team leaders, Principals.

Strategy2:

Curriculum Assessment and Alignment - Teachers working collaboratively to develop, reflect on and refine the curriculum in literacy aligned

to the KCAS, Quality Core and College Readiness Standards.

Category:

Research Cited: CCSSO standards development

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support teachers in utilizing CIITS as a tool to enhance student learning, assessment design, and resources. Teachers utilize the technology to research, develop, and refine through collaboration these tools in a standards-based environment.	Professional Learning	08/01/2015	06/30/2016	$0 - No Funding Required	Team Leaders, Instructional Coach, School technology coordinator, Principals

Activity - Use of Benchmarks and common assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitate the development and implementation of common assessments and Quality Core benchmarks. Ensure assessments align with EPAS, KCAS and Quality Core standards and that provide students opportunities to demonstrate mastery at high levels.	Professional Learning	08/01/2015	06/30/2016	$0 - No Funding Required	Team Leaders, Instructional Coach, Principals

Activity - Alignment to standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the development, refinement, and implementation of standards-based units of study aligned to KCAS, Quality Core, and the College Readiness Standards.	Direct Instruction	08/01/2015	06/30/2016	$0 - Other	Instructional Coach, Team leaders, principals

Measurable Objective 2:

53% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in the skills represented in the KCAS. in

Mathematics by 06/30/2016 as measured by the percent of students acheiving proficient or distinguished marks on the Algebra II End of

Course exam..

Strategy1:

Math Initiative - Teachers and students working together to refine the mathematical practices demonstrated and developed daily in the

classroom. Teachers utilize formative assessment strategies and rigorous tasks in order to facilitate learning for all students.

Category:

Research Cited: 5 Strategies for formative assessment (Wiliam and Black); Tactics for effective mathematics instruction (Shannon);

Classroom challenges and tasks (Shell Centre)

Activity - Teacher Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to expand the use of teacher teams to drive instructional decisions, reflect on student work and enrich instructional practice.	Professional Learning	08/01/2015	06/30/2016	$0 - No Funding Required	Team Leaders, Instructional Coach, Principals (monitoring)

Activity - 21st Century Learning and math practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Include in planning and instructional process a clear focus on 21st Century skills to include intentional instruction in critical and creative thinking skills and the 8 mathematical practice standards so that students have purposeful support in becoming responsible, creative, independent lifelong learners.	Other	08/01/2015	06/30/2016	$0 - No Funding Required	Teachers, Team leaders, Instructional coach, Principals (monitoring)

Activity - MDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement and refine the strategies for formative learning and resources made available through the Mathematics Design Collaborative. Teachers collaborate with vertical team including teachers from middle schools.	Professional Learning	08/01/2015	06/30/2016	$0 - Other	Instructional Coach, MDC Teacher leaders, Team Leader

Strategy2:

Curriculum Assessment and Alignment - Teachers working collaboratively to develop, reflect on and refine the curriculum in Mathematics

aligned to the KCAS, Quality Core and College Readiness Standards.

Category:

Research Cited: CCSSO standards development

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support teachers in utilizing CIITS as a tool to enhance student learning, assessment design, and resources. Teachers utilize the technology to research, develop, and refine through collaboration these tools in a standards-based environment.	Professional Learning	08/01/2015	06/30/2016	$0 - State Funds	Team Leaders, Instructional Coach, school technology coordinator, Principals (monitoring)

Activity - Alignment to standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the development, refinement, and implementation of standards-based units of study aligned to KCAS, Quality Core, and the College Readiness Standards.	Direct Instruction	08/01/2015	06/30/2016	$0 - No Funding Required	Instructional Coach, Team Leaders, PLCs, Principals (monitoring)

Activity - Use of Benchmarks and common assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitate the development and implementation of common assessments and Quality Core benchmarks. Ensure assessments align with EPAS, KCAS and Quality Core standards and that provide students opportunities to demonstrate mastery at high levels.	Academic Support Program	08/01/2015	06/30/2016	$2000 - Perkins	Instructional Coach, Team Leaders, PLCs, Principals (monitoring)

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

N/A (this question does not apply)**Narrative:**

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 student acheivement for all student groups in the achievement gap measure so that proficiency increases to 69.9% in 2017.

Measurable Objective 1:

45% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics in Mathematics by 06/30/2016 as measured by the percent of students in the gap group acheiving proficient or distinguished marks on the Algebra II End of Course exam..

Strategy1:

Professional Collaboration1 - Teachers collaborating and working together to identify, implement and refine strategies to meet the needs of diverse learners.

Category:

Research Cited: Schools that work, PLC

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0 - No Funding Required	Instructional Coach, PBIS team, Team leaders, Principals

Strategy2:

Progress Monitoring - Individual student data from EPAS, STAR, and EoC/K-Prep assessments used to establish individual learning goals

and monitor students progress towards these goals.

Category:

Research Cited:

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Teachers, Instructional Coach, Prinicpals

Strategy3:

Best Practice/Meeting needs of diverse learners - Utilizing interventions and community resources to meet the needs of diverse learners.

Category:

Research Cited:

Activity - IEP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Special Education teachers, Collaborative teachers, Team leaders, Instructional Coach, Special Education Coordinator

Measurable Objective 2:

66% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners,

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in social studies in

Social Studies by 06/30/2016 as measured by the percent of students in the gap group acheiving proficient or distinguished marks on the US

History End of Course exam..

Strategy1:

Professional Collaboration - Teachers collaborating and working together to identify, implement and refine strategies to meet the needs of

diverse learners.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0 - No Funding Required	Team leaders, PBIS team, Instructional Coach, Principals

Strategy2:

Progress Monitoring - Individual student data from EPAS, STAR, and EoC/K-Prep assessments used to establish individual learning goals and monitor students progress towards these goals.

Category:

Research Cited:

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Teachers, Instructional Coach, Principals

Strategy3:

Best Practice/Meeting needs of diverse learners - Utilizing interventions and community resources to meet the needs of diverse learners.

Category:

Research Cited:

Activity - IEP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Special Education and Collaborative Teachers, Team Leaders, Special Education Coordinator, Instructional Coach

Measurable Objective 3:

60% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/30/2016 as measured by the percent of students in the gap group acheiving proficient or distinguished marks on the English II End of Course exam..

Strategy1:

Best Practice/Meeting needs of diverse learners - Utilizing interventions and community resources to meet the needs of diverse learners.

Category:

Research Cited:

Activity - IEP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Special Education and Collaborative teachers, Team leaders, Instructional Coach, Special Education Coordinator

Strategy2:

Professional Collaboration - Teachers collaborating and working together to identify, implement and refine strategies to meet the needs of

diverse learners.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0 - No Funding Required	Instructional Coach, Team leaders, PBIS team, Principals

Strategy3:

Progress Monitoring - Individual student data from EPAS, STAR, and EoC/K-Prep assessments used to establish individual learning goals

and monitor students progress towards these goals.

Category:

Research Cited:

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Teachers, Instructional Coach, Principals

Measurable Objective 4:

50% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners,

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science in

Science by 06/30/2016 as measured by the percent of students in the gap group acheiving proficient or distinguished marks on the Biology

End of Course exam..

Strategy1:

Best Practice/Meeting needs of diverse learners - Utilizing interventions and community resources to meet the needs of diverse learners.

Category:

Research Cited:

Activity - IEP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Special education and Collaborative teachers, Team Leaders, Instructional Coach, Special Education Coordinator

Strategy2:

Professional Collaboration - Teachers collaborating and working together to identify, implement and refine strategies to meet the needs of diverse learners.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2015	06/30/2016	$0 - No Funding Required	Team Leaders, PBIS Team, Instructional Coach, Principals

Strategy3:

Progress Monitoring - Individual student data from EPAS, STAR, and EoC/K-Prep assessments used to establish individual learning goals and monitor students progress towards these goals.

Category:

Research Cited:

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Teachers, Instructional Coach, Principals

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

Goal 1:

Increase the average freshman graduation rate from 89.2% to 93% by 2016

Measurable Objective 1:

collaborate to improve our graduation rate to 94% by 06/30/2016 as measured by meeting our target graduation rate as defined ini our Delivery goals on the SRC..

Strategy1:

Persistence to graduation - A tool to identify students at risk so that we can intervene early and provide assistance to keep them on track to

graduate

Category:

Research Cited: Part of our PBIS System

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will continue to provide access to credit recovery courses to meet high school graduation requirements.	Academic Support Program	08/01/2015	06/30/2016	$10000 - School Council Funds	Guidance, Administation, Teachers, and Building Coach

Activity - ILP/CTE Connection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will utlize the ILP and other information including counseling in order to place freshmen in CTE courses aligned with their career interest	Career Preparation/ Orientation	08/01/2015	06/30/2016	$0 - No Funding Required	Guidance, Administration, Teachers and Buiding Coach

Activity - Alternative Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will continue to utilze various alternative programs such as Drop-In, ACE, TTL and other future district and school options.	Academic Support Program	08/01/2015	06/30/2016	$0 - General Fund	Guidance, Adminstration and District Staff

Activity - Persistence to graduation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will utilize the Persistence of Graduation Too, EPAS intervention rosters, and other tools to identify students who are at risk of failing, develop plans to assist those students, and provide models of parent communciation, interventions to ensure success for the students.	Academic Support Program	08/01/2013	08/01/2014	$0 - No Funding Required	Guidance, Teachers, Administration and Building Coach

Activity - IEP and 504 Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will continue to utilize EPAS data and ILP information to plan for instruction to develop the IEP and 504 plans.	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Guidance, Administration, Special Education Teachers, Teachers and Building Coach

Activity - Intervention Rosters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will use data from EPAS, KPREP to develop intervention rosters in combination with other tools to identify students at risk, develop plans to communciate that plan to students and teachers.	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Guidance, Administration, Teachers, and Building Coach

Activity - SIT Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will develop a student intevention team process that is focused on addressing root causes of behavior, and to identify and explore alternatives to suspension	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Adminstration, Guidance, Teachers and Building Coach

Activity - Dual Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will continue to provide opportunities for students to earn high school credit while attending high school through dual enrollment, acceleration and AP programing.	Other	08/01/2015	06/30/2016	$0 - General Fund	Guidance, Administation, Teachers and Building Coach

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS through PBIS and Advisory/Advisee Model will focus on attendance and dropout prevention.	Behavioral Support Program	08/01/2015	06/30/2016	$0 - District Funding	PBIS Trainer provided by district, PBIS implementation Team, PBIS Coach and all staff at BCHS

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 to 73% by 2016.

Measurable Objective 1:

A total of 30 Twelfth grade students will demonstrate a proficiency by passing their KOSSA Assessment or earning an Industry Certificate and passing all required Work Keys Assessments. in Career & Technical by 06/30/2016 as measured by the number of students identified as Career Ready based on the CTE benchmarks..

Strategy1:

CTE Enhancements - Develop clear career pathways. This will aide in counselors explaining course options for students and should increase the number of students taking CTE courses and those completing a career major.

Category:

Research Cited: BEST Practice

Activity - CTE Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue alignment of CTE curriculum with KOSSA, Industry Certificate Standards and Common Core Standards to increase the number of preparatory students who successfully achieve CCR measures.	Professional Learning	08/01/2015	06/30/2016	$0 - No Funding Required	Instructional Coach, CTE Teachers and Administration

Activity - Increase awareness of CTE offerings and benefits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make all students, teachers and parents aware of CTE pathway offerings and the course requirements for each. Intentionally inform and council underclass students/parents as to career pathway options.	Career Preparation/ Orientation	08/01/2015	06/30/2016	$0 - No Funding Required	Counselors, CTE Lead, Administration

Activity - CCR Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide Professional Development Training on the College and Career Readiness measures to all staff members at BCHS. Professional learning for non-CTE teachers of 9th and 10th grade classes will include making them aware of pathway options in order for them to more effective guide students in making instructional choices that best meet their needs and interests.	Professional Learning	08/01/2015	06/30/2016	$0 - No Funding Required	CTE lead, Instructional Coach and Administration

Activity - CTE Expansion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Align the Career Pathways for each CTE program available at BCHS with updated KDE requirements, including reducing the number of elective courses that do not lead to a certification pathway. Continue to look for opportunities to expand pathway offerings based on student interests and that align with staff certifications. Continue preparation for implementing the Robotics and Computer Science pathways for the 16-17 school year.	Career Preparation/ Orientation	08/01/2015	06/30/2016	$0 - No Funding Required	CTE Coordinator, Counselors, Teachers, Administration and Building Coach

Measurable Objective 2:

A total of 218 Twelfth grade students will demonstrate a proficiency score on the ACT mathmatics assessment in Mathematics by 06/30/2016 as measured by meeing benchmark on the ACT assessment..

Strategy1:

Targeted Interventions - Students who do not meet benchmark on the EPAS System will be provided specific interventions based on their skill deficit. The goal is improve their skills so they will meet benchmark on furure assessments.

Category:

Research Cited: Best Practice

Activity - Gap Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review of available data to analyze gaps in instructional programming for identification of students who did not meet benchmark and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Teachers, Administration and Building Coach

Strategy2:

Acceleration - Identify students who are deficient in particular skill sets based on their EPAS data and provide intense interventions to improve student skills sets so that students will score at Benchmark on an approved College Readiness Assessment

Category:

Research Cited: Best Practice

Activity - Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of interventions for students who did not meet benchmarks and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Teachers, Administration and Building Coach

Measurable Objective 3:

A total of 218 Twelfth grade students will demonstrate a proficiency by meeting benchmark on the ACT Reading Assessment in English Language Arts by 06/30/2016 as measured by meeting benchmar4k on the ACT..

Strategy1:

Acceleration - By using instructional strategies and interventions to improve the students skill set so they can meet benchmark on an approved formative assessment for College Readiness.

Category:

Research Cited: Best Practice

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of interventions (Read180, Fast ForWord, Interventions class as appropriate) for students who did not meet benchmark and other student level evaluation data for the purpose of specifying targeted inteventions.	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Fast ForWord Lab Coordinator, Teachers, Administration and Instructional Coach

Strategy2:

Targeted Interventions - Identify students that are not at benchmark based on the current EPAS assessment system. Provide a system of interventions that focus on improving student skill sets and then retest to increase the number at benchmark

Category:

Research Cited: Best Practice

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review of available data to analyze gaps in instructional programming for identification of students who did not meet benchmarks and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Teachers, Administration and Building Coach

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

Goal 1:

Increase student acheivement for all student groups in the achievement gap measure so that proficiency increases to 69.9% in 2017.

Measurable Objective 1:

50% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science in Science by 06/30/2016 as measured by the percent of students in the gap group acheiving proficient or distinguished marks on the Biology End of Course exam..

Strategy1:

Program review gap analysis - Program reviews in PL/CS and Arts & Humanities will analyze the effect of program instruction on student gap groups.

Category: Continuous Improvement

Research Cited:

Activity - Program review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff participating in program reviews in PL/CS and Arts & Humanities will intentionally review program components to identify areas where performance of students in the Gap Group might be improved through targeted instruction or programs.	Academic Support Program	01/01/2016	06/30/2016	$0 - No Funding Required	PL/CS staff, Arts & Humanities staff, administration, instructional coach

Goal 2:

Reduce the overall number of students scoring novice on the K-PREP assessment by 10%

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency by scoring higher than novice in Writing by 06/30/2016 as measured by on the KPREP On Demand writing assessment..

Strategy1:

Writing support in content areas - Teachers in areas other than English/Language Arts will increase opportunities for students to write and receive feedback on their work.

Category: Integrated Methods for Learning

Research Cited:

Activity - LDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teacher will design or download and then implement authentic writing tasks such as LDC modules or similar transactive writing tasks	Academic Support Program	01/01/2016	06/30/2016	$0 - No Funding Required	All teachers except ELA, instructional coach, administrators

Activity - Stop, drop and write	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue implementation of the Stop, Drop and Write program as has been done in previous years.	Academic Support Program	08/01/2015	06/30/2016	$0 - No Funding Required	Teachers, writing program lead, administration

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	After the release of the school testing data the school conducted a comprehensive needs asssessment. This included a review of the achievement data by all departments. The data indicated scheduling, allignment, and curricular changes that we are now implementing. Targeted interventions and changes to CTE offerings are taking place as a result of this data analysis.	

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	LDC and MDC implementation continue. Student growth goals have been developed and PLC teams have worked to develop rubrics to measure student growth, and will continue to meet and plan instruction to achieve those goals.	

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	Students are monitored through both formal (STAR, SRI) and informal formative means and identified students receive specialized instruction. Seniors not meeting benchmarks in reading or math will be targeted for specialized interventions during the second semester. Read180 is being utilized to assist struggling readers in 10th grade.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	BCHS administrators use dispositional practices in the hiring process.	

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.	N/A		

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	The school informs the parents of reporting via phone message home using an "all call" phone system and through website announcements. In addition, letters are sent home regularly to parents.	

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

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	Approved professional flex time is made available to teachers. In addition, the school has additional professional development days scheduled in the year. These days include time for understanding the Student Growth Goal setting process, On-Demand Writing, literacy strategies for content teachers, and department specific planning	

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	Evaluation occurs following the release of summative assessment data.	

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.	N/A		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Identified students are scheduled for specialized instruction, including bot differentiated in class instruction and specialized instruction when appropriate. This includes the use of research based programs such as STAR, Read180, Compass Learning, WIN Learning and ALEKS math.	

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	Students qualifying for an IEP or 504 plan receive specialized instruction from a certified teacher. In addition, student progress is monitored routinely in areas with identified weaknesses	

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	Collaborative inclusion is the preferred scheduling placement for identified students at BCHS. Student with an IEP, 504 Plan, or other document are included in a wide variety of classes and programs.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Our CTE program conforms with the Perkins Accountability System.	

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	During department meetings and weekly PLC meetings teachers share student work samples and other data to drive instructional decisions. Monitoring of progress toward attainment of student growth goals will also be completed at the end of the first semester.	

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.	N/A		

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.	N/A		

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.	N/A		

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

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.	N/A		

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	Data from all departments is reviewed in the fall to inform the planning process and guide instructional decisions.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.boone.kyschools.us/userfiles/2607/my%20files/announcements/2014-2015%20sip.pdf?id=549652	

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.	N/A		

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	Academic data and department needs drive professional development decisions.	

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.	N/A		

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	Para-educators are observed working with highly qualified teachers daily providing instruction and not clerical work. The impact of our para-educators in working with students is valued by our 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	The district allocation is sufficient to allow BCHS to remain under the state cap.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	The district allocation is sufficient to allow BCHS to remain under the state cap.	

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?

FRYSC director, SBDM Council, all staff and administration.

Relationship Building

Overall Rating: 2.71

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

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

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

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	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.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.57

	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.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	**Response**	**Rating**
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

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

	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: 2.29

	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 and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

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

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

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

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

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.67

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

	Statement or Question	**Response**	**Rating**
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

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

	Statement or Question	**Response**	**Rating**
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

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

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

Learning Opportunities

Overall Rating: 2.33

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

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

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

	Statement or Question	**Response**	**Rating**
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers 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 council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

	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: 2.5

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

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

	Statement or Question	**Response**	**Rating**
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	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 make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

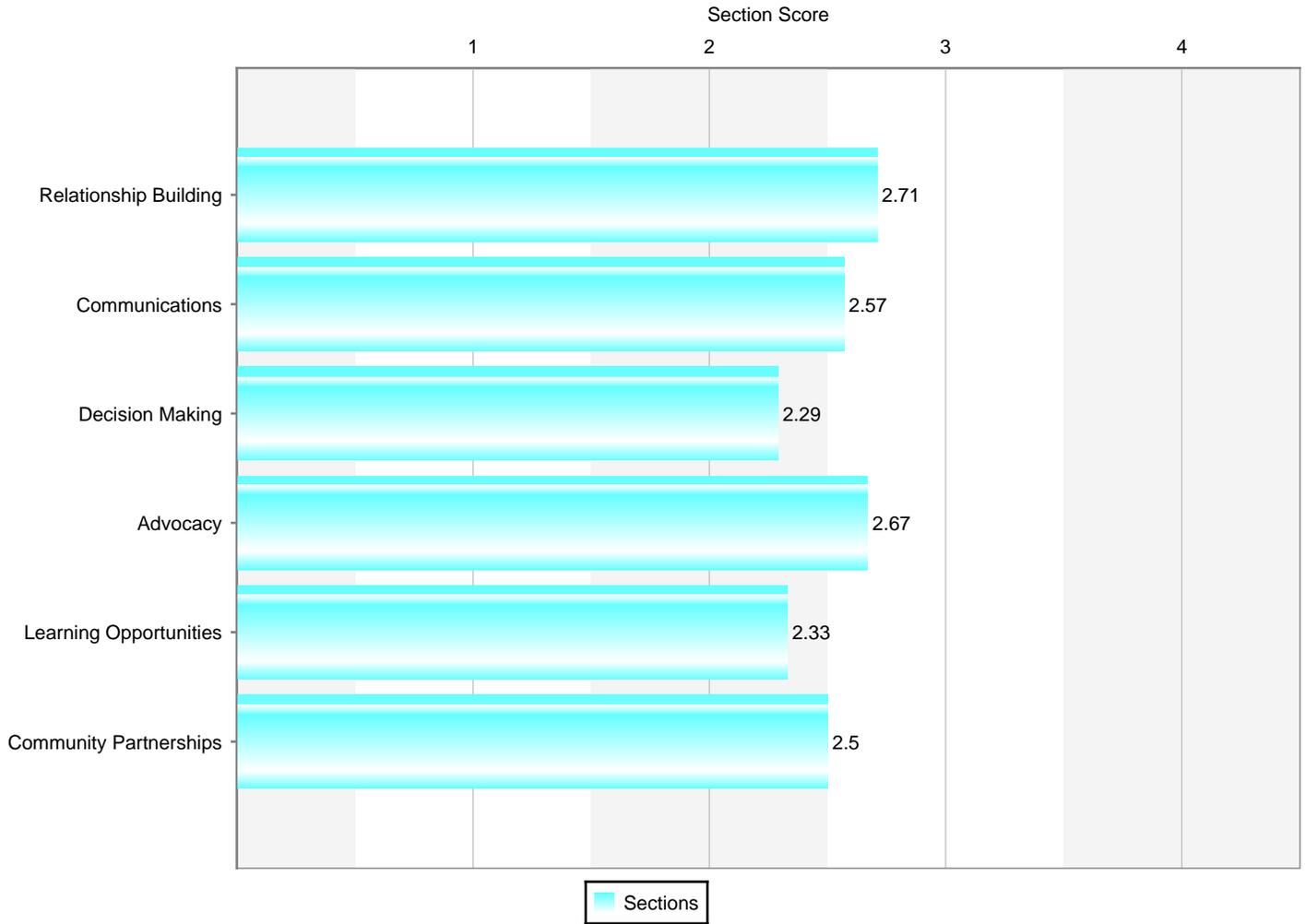|	**Statement or Question**	**Response**	**Rating**
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning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

Reflection

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

Our responses indicate a need to implement a mechanism to improve two-way communication with parents and the larger community. Staff and administration have good intentions with regard to increasing parental involvement and two-way communication be we currently lack a systematic mechanism to facilitate the open flow of information. Parents are welcomed and our parent survey data indicates most parents are pleased with the level of communication they receive about their students academic performance. BCHS scored higher on this diagnostic question than the other three district high schools.

Report Summary

Scores By Section

Section Score

Section	Score
Relationship Building	2.71
Communications	2.57
Decision Making	2.29
Advocacy	2.67
Learning Opportunities	2.33
Community Partnerships	2.5

Sections

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.

Online surveys were made available to all parents and publicized through a mass email. The instructional coach was available for meetings in the Library with teachers both during and after school hours. The FRYSC director was consulted for input. For teachers and staff unable to attend the face-to-face meeting an online form was created for any staff member to have anonymous input into the components of the plan.

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

Involvement varied based on the groups. Parental input was primarily through the parent survey and was varied in areas of focus. Faculty input in the face to face meetings was varied, with some teachers wanting to give input specifically as it related to their content area and others wishing to influence more global goals. FRYSC provided guidance on parental input received on earlier surveys and daily interactions.

Groups represented in the drafting of the plan included SBDM members, Program Review Leads, school counselors, FYRSC coordinator, and administrators. The full instructional staff also contributed to the data analysis used for determining needs and setting goals. Appropriate individuals responded to specific queries regarding plan components in order to complete the draft plan. The draft was then reviewed by the full instructional staff and presented to the SBDM Council.

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

Once the draft plan was completed it was shared electronically with the staff to receive input prior to approval by the SBDM Council. Once approved the plan will be monitored in a variety of ways as detailed by the plan, but primarily through PLC and team meetings to monitor progress toward instructional goals. SBDM Council minutes will reflect departmental and committee reports and these will be made available to all stakeholders.

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		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	Adopted November 2015	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	November 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		

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	November 2015	

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	Yes	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	Yes	

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	Yes	

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?	No	Review will be completed in December. Zones are posted.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	Yes	

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	Yes	

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 Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	All four completed within the first 30 days of 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	Yes	

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	No inequities of access were noted.	

What are the barriers identified?

None were noted.

What sources of data were used to determine the barriers?

K-PREP data, parent survey results

What are the root causes of those identified barriers?

None noted, other than a general difficulty of recruiting teachers due to the stereotypes normally associated with teaching in a large urban high school.

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

Our teachers are highly effective on average. K-PREP data supports this assertion.

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.

Student assignment to courses is randomized within each course section, so every student is equally likely to be assigned a certain teacher within each course or section.

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?

Students are assigned to intervention classes taught by proven effective teachers based on their identified academic needs. Often these students are also students in the gap group.

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

We are just beginning to address this issue and will be promoting this as an objective on the 15-16 CSIP. Teacher recruitment is a struggle because we have the oldest facility and most diverse student population of the four district high schools. This generates negative perceptions and puts us at a disadvantage in competing for the best teachers.

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?

We plan to implement new strategies specifically targeting a more diverse staff for the 16-17 school year.

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

Teachers have the opportunity to design and teach elective courses that mesh with their interests and aptitudes as the schedule allows.

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

KTIP, new teacher meeting, targeted assistance and support by the instructional coach.

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

Should such a situation occur it will likely be addresses through assistance by the instructional coach and/or administration.

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

The school is currently involved in an initiative to increase faculty input into school decisions, based on data from the TELL survey.

Questions

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

Novice Reduction goal /Diverse Educator Recruitment objective / KDE recruitment & Retention consultation activity are included in out 15-16 CSIP.