



KDE Comprehensive School Improvement Plan

Barren County High School
Barren County

Mr. Brad Johnson, Principal
507 Trojan Trail
Glasgow, KY 42141

TABLE OF CONTENTS

Introduction	1
Executive Summary	
Introduction	3
Description of the School	4
School's Purpose	6
Notable Achievements and Areas of Improvement	7
Additional Information	8
BCHS CSIP 2015-16	
Overview	10
Goals Summary	11
Goal 1: GAP GOAL 2015-16 - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.6% in 2014 in 62.5% in 2017.....	12
Goal 2: CCR GOAL 1: COLLEGE CAREER READY - Increase the percentage of students who are college and career ready from 85% to 90% by 2016.....	14
Goal 3: Increase effective Parent/Student communications for life long learning	16
Goal 4: CCR GOAL 2: GRADUATION RATE - Increase the average Freshman Graduation Rate from 95.3% to 96.7% by 2016.....	19
Goal 5: Next Generation Professionals - By the 2016-17 school year, Barren County High School will implement PGES according to the district CEP. The baseline data from the 14-15 school year will be used to set 2015-16 and 2016-17 targets.....	21
Goal 6: ACT Goal - The BCHS average composite for both the senior and junior ACT score will exceed the state average composite.....	23
Goal 7: GAP goal in reading for 2017.....	25
Goal 8: ECE improvement plan for BCHS 2015-2017	25
Activity Summary by Funding Source	29

KDE Needs Assessment

Introduction.....	38
Data Analysis.....	39
Areas of Strengths.....	40
Opportunities for Improvement.....	41
Conclusion.....	42

KDE Compliance and Accountability - Schools

Introduction.....	44
Planning and Accountability Requirements.....	45

KDE Assurances - School

Introduction.....	58
Assurances.....	59

The Missing Piece

Introduction.....	65
Stakeholders.....	66
Relationship Building.....	67
Communications.....	68
Decision Making.....	70
Advocacy.....	72
Learning Opportunities.....	73

Community Partnerships..... 74

Reflection..... 75

Report Summary..... 76

Improvement Plan Stakeholder Involvement

Introduction..... 78

Improvement Planning Process..... 79

School Safety Report

Introduction..... 81

School Safety Requirements..... 82

Equitable Access Diagnostic

Introduction..... 85

Needs Assessment..... 86

Equitable Access Strategies..... 87

Questions..... 89

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.

DRAFT

Executive Summary

DRAFT

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.

DRAFT

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?

Barren County High School is located in south central Kentucky. The High School serves 1,297 9th - 12th grade students. More than 47% of our students participate in free and/or reduced (F/R) lunch rates indicated they are from low-income families. Barren County High School has a student population with approximately 96% White, 2% Hispanic, 1% Black or African American, 1% Two or More races and other representations from American Indian or Alaskan Native and Asian. The percentages of our student population reflects that of our community at large. Our total certified staff consists of 80 members which includes all administrators (one main principal and 4 assistants), 4 guidance counselors, classroom teachers (10 English, 9 science, 10 math, 8 social studies, 2 business, 3 agriculture, 2 FCS, 3 Spanish, 2 JROTC, 5 Health and PE, 8 ECE, art, chorus, band and orchestra, librarian and literacy) and other certified and classified employees including Americorps and FRYSC. The average years of experience of teachers not including administration is 15 years. We have two National Board Certified Teachers on staff. BCHS has a very low turnover rate. The majority of positions hired in the last three years have been to add programs and teachers due to growth at the school. Barren County High School is designated as a Proficient School based on the most recent results of the Unbridled Learning Report.

Barren County High School has two school within a school programs: Trojan Academy the ninth grade center and Barren County High School Early College Magnet School. In the 2014-2015 school year the school schedule was modified to include a 30 minute class period called WIN (what I need) to address RTI and club meetings and ACT Test Prep and Silent Reading and Current Events. The successes seen by adding the WIN period impacted the school's culture greatly by increasing the number of students who were college and career ready and by reducing the number of students in RTI as well as contributing to the school's record high ACT composite score by the junior class on the state ACT. This was a change that was needed to improve our students' college and career readiness and to reduce the interruptions to instruction time as was noted in the TELL survey in 2013 by our staff. The WIN period did that notably so in that nearly all class interruptions take place during WIN and the CCR numbers increased significantly (20 points higher than two years prior).

Current curriculum offerings include the core- English, math, science, social studies, foreign language and humanities. Career pathways for BCHS through onsite and access to the area technology center on campus include Accounting, Administrative Support, Ag Power, Structural and Technical systems, Allied Health, Animal Science Systems, Architectural Designer, Automobile Service Technician, Business and Marketing Education, Business Management, Carpenter Assistant, Cisco Network Administration, Culinary and Food Services, Early Childhood Education, Electrician Assistant, Environmental System Server Assistant, Horticulture and Plant Science Systems, Industrial Electrician Assistant, Information Support and Services, Machinist Operator, Marketing, Pre-Nursing, Pharmacy Technician, Electrician Assistant, Welder - entry level. Our school also has two Project Lead the Way programs: biomedical and engineering.

Magnet & Advanced offerings-

Barren County High School currently offers dual credit courses to our students with the following institutions: Western Kentucky University, Murray State University and South Central Kentucky Community and Technical College. During the 2015/2016 school year we have approximately 410 seats that students fill in dual credit courses with those institutions. Students taking these courses are able to take the courses at a reduced rate while earning credit at the high school and college level. These students are also able to complete their degree program in less time, as many of our students graduate high school with several courses completed. Most importantly, dual credit courses allow students to transition to the college life while still close to home while receiving the support from the high school.

The Early College Magnet Program at Barren County High School commits to offering an accelerated curriculum that develops future leaders and supports their passion for learning. Currently there are 192 student enrolled in the three-year program Early College Magnet, which is seen as a school within-a-school. The magnet focuses on early college preparation and acceleration. The magnet classes integrated into BCHS instructional space and actively involved in athletics, fine arts, other extracurricular clubs & organizations. Students gain true college experience with a high school support system. They also benefit from an intimate classroom experience with College Board certified teachers and rigorous course work stressing depth of knowledge. Magnet students are required to take AP classes and maintain a 3.25 cumulative GPA. The magnet program is a member of Magnet Schools of America.

Extra-Curricular Programs include the following Clubs and Organizations: Ambassadors, Academic Team, Band, Beta Club, Broadcasting Club, Choir, Drama Club, FCA, FEA, FBLA, FCCLA, FFA, Foreign Language Club, Green Team, HOSA, JROTC, JROTC Club, Key Club, Leaders of the Future, National Spanish Honor Society, Pep Club, Prom Committee, SADD, Science Club, Skills USA, Social Studies Club, Student YMCA, Special Olympics, STLP, Teen Parent Program, TFT (Tobacco Free Teen), Trojan Ambassadors, Yearbook/Media.

BCHS offers the following KHSAA Sports: Baseball, Basketball (Boys), Basketball (Girls), Bass Fishing, Bowling, Cheer leading, Cross Country (Boys), Cross Country (Girls), Dance Team, Football, Golf (Boys), Golf (Girls), Soccer (Boys), Soccer (Girls), Softball, Swim Team, Tennis, Track (Boys), Track (Girls), Volleyball.

Our most recent graduating class of 2015 was very successful in their transition beyond high school. 55% of them went to post-secondary education full time whether it was a college in state (43%), out of state (1%) or a to a vocational technical school full time (11%). 4% went to the military and 17% went to work full time and 23% went to a work/school combination. The class of 2015 earned over a million dollars in academic scholarships not counting KEES money.

School's Purpose

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

The goal/purpose of Barren County High School is to treat each student individually through strong teacher/student mentoring that leads to developing academic success and a career pathway while helping them become College and Career Ready one student at a time.

Our school's motto is "Inspiring Excellence."

These purpose /vision/ mission statements were developed by a committee of stakeholders including representation of multiple departments, parents and community members. It was changed to reflect the college and career readiness in recent years and is due to be reviewed at the end of the year.

We are meeting these objectives through the following ways:

1. College and Career Director position beginning this school year
2. New mentoring program where each staff member chooses a student and focuses on them through the new mentoring program begun this school year.
3. KOSSA Testing
4. ACT Testing
5. Compass Testing
6. Kyote Testing
7. ACT Prep sessions before every national test date
8. ACT boot camp for all juniors before state assessment ACT
9. All seniors take the ASVAB
10. Work Keys Assessment
11. Students are placed in a 30 minute class 4 days a week based on their benchmark scores from PLAN, ACT, and MAP assessment results to focus on their specific needs. Students are grouped for RTI tier two and three for intervention in math and reading.
12. PLTW supported by community advisory boards
13. Magnet Program
14. New Career Building breaking ground in 2016
15. Individual counseling and a career and college readiness tracking program through guidance office.
16. JROTC
17. CTE Pathways supported by community advisory boards
18. Focus on the arts as research shows a connection between arts engagement and a stronger achievement in reading and math.

Our objective is for students to make real life connections through co-op opportunities, partnerships with area business and industry, and collaboration with academic and career and technical education programs.

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.

The academic achievements of our students have seen a remarkable increase over the past several years. Areas such as Advanced Placement results, Governor's Scholars, Governor Scholars of the Arts, state and national contest winners to name a few. Barren County High School received the Advanced Placement Honor Roll Award for continued increased enrollment and increased performance. For 5 years 2007-2012 the school was a member of the National Math and Science Initiative (NMSI) Grant which promoted and partially funded the awareness of and the achievements within various AP programs. Through our involvement in this grant we have seen a great increase in our AP enrollment in all areas as well as increased qualifying scores. To be named to the AP Honor list, students must take a certain number of exams and have an average score of 3, out of 5, or better. Although the grant funds have run out, our school's culture was greatly impacted and the rigor is increased as a result.

For the school year of 2014-2015 we were fortunate to have 6 of our Juniors to be selected for the Governor's Scholars Program. In addition, during the previous school year we not only sent students to the Governor's Scholars program but also had two students attend the Governor's School of the Arts program and two selected to attend the McConnell Young Leaders. We had one National Merit student. One student attended the American Private Enterprise National Conference as the state winner from Kentucky another attended the Rural Electric Cooperative Young Leaders Program in Washington D.C. At Barren County High School we are very fortunate to have many various clubs and organizations. Several of these have produced regional, state and national winners of contests and elections. It is the goal of our school to involve all students in as many meaningful activities as possible.

Our school strives to improve the college and career readiness of our students. A WIN program was implemented last year to improve college and career readiness and student achievement by reducing interruptions to class time and focusing on response to intervention and enrichment as well as ACT prep. Although we saw great gains in the ACT by setting a record school junior score of 20.2 which is above the state average and increasing our CCR rate, over the next three years our school hopes to see even more gains in the CCR rate and AP pass rate and a reduction in RTI and novice scores as a result of adding the 30 minute WIN period.

In the next three years, we are striving to improve our end of course assessment scores in English, Algebra II and Biology as they are slightly below the state average. We have developed a master schedule committee with representation of each department to review the best possible schedule for our school. We are also building a new career center to include our new career programs and make room for our ever expanding career pathways. There is an advisory board with community leaders, parents, school board members, teachers, etc to determine which programs are best suited for the new building. Our school and district has been in communication with area industry to prepare our students for the job market as our human resource connections for those industries have indicated a shortage of employees skilled for their job openings. It is a goal of our school to work with the industries to train our students who are interested for direct entry into those positions in our community. The HR reps have toured other career centers across the state with our school officials in order to make the best decisions for our students and the programs that will go in the new building scheduled to break ground in 2016. Thus the next three years will see this partnership and focus on career development come to fruition on our campus in the form of our new career center that supports programs at BCHS and the Area Technology Center.

Additional Information

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

During the past several years, Barren County High School has been fortunate to offer an increasing amount of dual credit classes. The idea of dual credit classes at BCHS is one that has been in existence since the 1980s but only recently been increased to such an integral part of the school curriculum. At present over 407 "seats" of dual credit are taking place at BCHS from 3 universities in addition to the opportunities available through Barren County ATC. Many of our graduating seniors are able to enter college with a full year of college credits or at least a full semester of credits earned.

Our school has a prominent JR Rotc program and has Capstone agreements with the Western Kentucky University in Arts and Agriculture.

Our school was selected as part of the Leading to Learn Grant through the educational cooperative in our region and our school staff is receiving training on data analysis, instructional rounds and visible learning.

DRAFT

BCHS CSIP 2015-16

DRAFT

Overview

Plan Name

BCHS CSIP 2015-16

Plan Description

Jan 2016 Plan

DRAFT

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	GAP GOAL 2015-16 - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.6% in 2014 in 62.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 14	Organizational	\$2000
2	CCR GOAL 1: COLLEGE CAREER READY - Increase the percentage of students who are college and career ready from 85% to 90% by 2016.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$1500
3	Increase effective Parent/Student communications for life long learning	Objectives: 1 Strategies: 5 Activities: 9	Organizational	\$1500
4	CCR GOAL 2: GRADUATION RATE - Increase the average Freshman Graduation Rate from 95.3% to 96.7% by 2016.	Objectives: 1 Strategies: 3 Activities: 12	Organizational	\$7800
5	Next Generation Professionals - By the 2016-17 school year, Barren County High School will implement PGES according to the district CEP. The baseline data from the 14-15 school year will be used to set 2015-16 and 2016-17 targets.	Objectives: 2 Strategies: 3 Activities: 7	Organizational	\$0
6	ACT Goal - The BCHS average composite for both the senior and junior ACT score will exceed the state average composite.	Objectives: 2 Strategies: 4 Activities: 4	Organizational	\$3000
7	GAP goal in reading for 2017	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
8	ECE improvement plan for BCHS 2015-2017	Objectives: 2 Strategies: 5 Activities: 5	Academic	\$0

Goal 1: GAP GOAL 2015-16 - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.6% in 2014 in 62.5% in 2017.

Measurable Objective 1:

collaborate to decrease the overall achievement gap at Barren County High School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.6% to 47.5% by 06/30/2016 as measured by UBL.

Strategy 1:

Summer PD Institute - Teachers will attend teacher lead instruction modules that address certain aspects of the gap groups.

Category: Professional Learning & Support

Activity - Choice PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rotation of PD topics that include literacy strategies, formative assessment, effective feedback, differentiation, peer and self assessment, student engagement, questioning, and other areas noted in the program review process	Professional Learning	06/09/2014	08/31/2016	\$600	Other	Principal, BBB Coordinator, PD Committee Chair and PD Committee
Activity - Persistence To Graduation Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the report to determine needs of students and decide the appropriate interventions. Provide sessions to administrators in summer PD concerning the use of this document.	Academic Support Program	06/09/2014	10/30/2015	\$0	General Fund	Principals and Guidance Counselors
Activity - Use of EPAS system data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the benchmark data from EXPLORE, PLAN and ACT to determine remediation and intervention needs. Create a school-wide focus with the benchmarks and use the benchmarks when created schedules. Provide sessions in summer PD concerning strategies and use of the data	Academic Support Program	08/05/2013	12/31/2015	\$500	School Council Funds	Guidance Counselors, Classroom Teachers, Principals
Activity - Focus on Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide sessions during the summer PD sessions with a focus on literacy and literacy strategies. Submit student writing to local newspapers to promote authentic audience for literacy focus.	Academic Support Program	06/17/2013	08/03/2015	\$100	General Fund	PD Chairperson, PD Committee, Principals

KDE Comprehensive School Improvement Plan

Barren County High School

Activity - Use of summative and formative assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During summer PD sessions, we plan to offer sessions concerning the use of and applications of both summative and formative assessments.	Academic Support Program	06/17/2013	08/03/2015	\$0	General Fund	Building Testing Coordinator, PD committee, Principals

Activity - Differentiated Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During summer PD sessions, offer a session(s) concerning the use of differentiated curriculum and strategies.	Professional Learning	06/17/2013	08/03/2015	\$0	No Funding Required	PD Chairperson, Principals

Strategy 2:

Content Specific PD - During the summer break and throughout the school year, the various departments will attend, present and utilize content specific instructional strategies workshops, PD sessions, web based activities, etc.

Category:

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a set schedule, each department will conduct after school meetings to discuss instructional issues within the department.	Professional Learning	08/12/2013	05/20/2016	\$0	School Council Funds	Principal, Department Chairpersons

Activity - Content Specific Choice PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each department/teacher will determine at most one 6-hour content specific professional activity/learning opportunity. The activity must meet the requirements of the school PD plan.	Professional Learning	05/20/2013	08/03/2015	\$300	School Council Funds	PD Chairperson, Principal, Department Chairpersons

Activity - 5-minute take aways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During each faculty meeting, various staff members will present an instructional strategy, intervention strategy, etc.	Professional Learning	08/06/2013	05/29/2015	\$0	School Council Funds	Principals

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and utilize the use of common assessment with a concentration in the areas of End of Course exams.	Professional Learning	05/20/2013	05/22/2015	\$0	No Funding Required	Department Chairpersons, Principals

KDE Comprehensive School Improvement Plan

Barren County High School

Activity - Professionals in the classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the use of community members in our classrooms for demonstrations, lesson delivery and overall emphasis on applied knowledge.	Community Engagement	08/12/2013	09/25/2015	\$0	No Funding Required	Principals, Career Tech Department, Guidance Counselors

Activity - Population specific interventions/strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide ECE instructors with support and training for content specific issues when dealing with levels of proficiency.	Academic Support Program	08/07/2013	05/29/2015	\$0	No Funding Required	Principals, Department Chairpersons, PD Coordinator

Strategy 3:

Increase performance with EPAS system - The school will offer and employ strategies to increase performance on PLAN and ACT exams, and college entrance exams.

Category:

Activity - After school content sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activities will be planned to offer tutoring for the individual content areas within the EPAS system and college entrance exams.	Tutoring	09/09/2013	06/01/2016	\$500	Other	21st Century Coordinator, Principals, Guidance Counselors

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within various classes, teachers will use specific strategies to increase knowledge base for the college entrance exams.	Direct Instruction	08/12/2013	06/01/2016	\$0	No Funding Required	Principals, Department Chairpersons

Goal 2: CCR GOAL 1: COLLEGE CAREER READY - Increase the percentage of students who are college and career ready from 85% to 90% by 2016.

Measurable Objective 1:

collaborate to have 70% of students CCR by 06/30/2016 as measured by Unbridled Learning results.

KDE Comprehensive School Improvement Plan

Barren County High School

Strategy 1:

Career Pathways - Within the Career and Technical Department individual groups will utilize and promote the career pathways associated with that department. This strategy will involve work with scheduling and data collection.

Category:

Activity - Utilize the career pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All career departments will use the career pathways to promote and schedule students for classes.	Career Preparation/Orientation	04/15/2013	06/30/2016	\$0	No Funding Required	Career/Technical Department Chairperson, Principals, Guidance Counselors
Activity - Student Tracking Form	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A student tracking form will be utilized for each student listing any and all career measures as well as the college readiness data.	Career Preparation/Orientation	01/01/2013	11/27/2015	\$0	Perkins	Guidance Counselors, Career/Tech Department Chairperson, TEDS Coordinator, Barren County Area Technology Center Principal
Activity - Collaboration with Community Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase use of community members to demonstrate need for college/career readiness.	Community Engagement	08/12/2013	11/27/2015	\$0	No Funding Required	Department Chairpersons, Principals, 21st Century Coordinator

Strategy 2:

College/Career Ready Awareness Activities - Students throughout the school will be given the opportunity to explore college and career opportunities. Parents will also be given the same opportunities through the use of parent group meetings as well as individual contacts.

Category:

KDE Comprehensive School Improvement Plan

Barren County High School

Activity - Use of the Freshman College/Career Readiness Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each day our freshman students are in an advisory period and the content of the instruction will contain information about college/career information and strategies.	Career Preparation/Orientation	08/07/2013	05/20/2016	\$500	School Council Funds	Principal, Guidance Counselors, 21st Century Coordinator
Activity - Parent/Student Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school various meetings will be conducted with the college/career focus. Meetings will be at night and the content will be grade and interest centered. Topics to include will be financial aid for seniors, career orientation for all grades, EPAS for specific grades, Advanced Placement for all grades.	Parent Involvement	07/22/2013	05/22/2015	\$1000	Other	21st Century Coordinator, Guidance Counselors, Principals, Curriculum Coordinator
Activity - Focus on Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school we focus on increase use of work-based non-fiction literacy strategies and prompts.	Direct Instruction	08/12/2013	06/30/2016	\$0	No Funding Required	Principals
Activity - Targeted group activities for CCR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Working within the ECE department, specific activities will be developed to reach CCR for ECE students.	Academic Support Program	08/07/2013	06/30/2016	\$0	No Funding Required	Principal, ECE Counselor, ECE Department Chairperson

Goal 3: Increase effective Parent/Student communications for life long learning

Measurable Objective 1:

collaborate to implement more effective communication activities to increase the knowledge base of all stakeholders by 05/20/2016 as measured by increase involvement of all stakeholders and responses on various diagnostics measurements.

Strategy 1:

Individual student meetings - Throughout the school year, all guidance counselors, will hold individual meetings with all students. Topics of discussion will include, not be limited to, transition from high school, college/career preparation, scheduling and academic achievement.

Category:

KDE Comprehensive School Improvement Plan

Barren County High School

Activity - Email Distributions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each counselor will develop an email distribution list in order to effectively communicate to all students. Topics of the emails could range from announcements about deadlines (scholarships, GSP, senior items, etc), opportunities for academic enrichment, parent group meetings, school contest, and other such items. This type of system will allow for an additional form of communication.	Other	08/08/2012	12/30/2015	\$0	No Funding Required	Guidance Counselors

Activity - Parent Contacts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff members will be required to make individual parent contacts for all students. Contacts may be made during the scheduled conferences, by phone, email or other written correspondence. The goal is to have all parents to be contacted for some positive aspect that their child has exhibited at some point during the school year.	Parent Involvement	08/07/2013	01/15/2016	\$500	General Fund	All Staff members, Principals

Strategy 2:

Parent Nights - Throughout the school year parents will be invited to a series of meetings to be held after school. The topics of the meetings would be decided by school personnel and with parent consultation. Such topics may include, financial aid applications, Advanced Placement programs, EPAS awareness activities, effective parent involvement strategies, career orientation, and after prom and graduation activities.

Category:

Activity - Barren Beyond the Bell Parent Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various topics will be discussed and presented at the meetings. During some meetings the parents will be active participants and at times they will be presented with information. Topics of meetings will be determined by the leadership team of the school and will include input from the parent groups.	Other	08/08/2012	06/01/2015	\$1000	Other	21st Century Coordinator, School Leadership Team

Strategy 3:

Use of technology to increase communication - Various technology strategies will be employed to increase the communication with all stakeholders.

Category:

Activity - Weekly TA Newsletter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The TA Newsletter is a weekly email from the Trojan Academy Principal that contains useful information for student engagement, strategies and overall updates from the school.	Parent Involvement	08/08/2012	12/01/2015	\$0	No Funding Required	Trojan Academy Principal

Activity - Twitter and Facebook Utilization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Barren County High School

Continue use of twitter and facebook to communicate important notices concerning school activities and reminders.	Other	08/08/2012	06/30/2016	\$0	No Funding Required	Public Relations Committee Chairperson/ Committee, Principals
---	-------	------------	------------	-----	---------------------	---

Activity - School Web Page	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue the use of school web page to communicate important dates and reminders. In addition, the web page could be enhanced to include in increase amounts of useful links for parents and students. Individual teacher web sites will continue to be required and must include useful information for the individual classes.	Other	08/08/2012	06/30/2016	\$0	No Funding Required	Public Relations Committee and Chairperson, Individual Classroom teachers

Activity - Parent/Teacher/Student Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Remind 101 is a tool to use to send email messages/texts to student/parent	Parent Involvement	08/07/2013	06/01/2015	\$0	No Funding Required	Classroom teachers

Strategy 4:

Increase Awareness of and use of Individual Learning Plans - Professional development opportunities for all teachers concerning the ILP will be provided. Increase of individual staff involvement with the ILP should be the desired goal.

Category:

Activity - ILP usage in the classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The goal is to have more departments become aware and use the student ILP program. College/Career opportunities will be discussed in various settings and with various staff members.	Academic Support Program	08/19/2013	06/30/2016	\$0	No Funding Required	Professional Development Chairperson, Principal

Strategy 5:

School Wellness Plan/Life Long Learning - School will adopt a school wellness plan and encourage a life long process of well being.

Category:

Activity - School Wellness Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Barren County High School

With the adoption of a school wellness plan, the staff and students will be educated in the plan and the goals of the plan. The plan will mirror the district wellness plan and will ultimately be a plan for life long learning.	Professional Learning	08/07/2013	01/21/2016	\$0	No Funding Required	School Wellness Committee Chairperson, SBDM, Principal
---	-----------------------	------------	------------	-----	---------------------	--

Goal 4: CCR GOAL 2: GRADUATION RATE - Increase the average Freshman Graduation Rate from 95.3% to 96.7% by 2016.

Measurable Objective 1:

collaborate to increase the average freshman graduation rate from 74.7% to 76.8% by 06/30/2016 as measured by the Unbridled Learning Formula.

Strategy 1:

Offer alternative programs for at risk students - Barren County High School and the Barren County School District provide alternative settings and altered schedules to meet the individual needs of at risk students.

Category:

Activity - The Phoenix Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Phoenix Program is a work-based program that allows students to continue their education and also become a member of the work force. Principals, Guidance Counselors and staff members collaborate as to the placement/recommendation to this program.	Recruitment and Retention	08/07/2012	06/30/2016	\$0	District Funding	District Level Staff, Phoenix Staff, BCHS Principals, BCHS Guidance Counselors

Activity - Part Time Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk students may gain permission to attend school on a part time basis. The recommendations are based on individual needs and restrictions. This program allows for completion of all required courses and the state mandated graduation credits without a specific time element.	Recruitment and Retention	08/07/2013	05/16/2016	\$0	No Funding Required	Principals, Guidance Counselors

Activity - Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the various departments the individual career pathways will be emphasized and advertised. At risk students may choose to attend alternate settings in order to pursue this aspect on a more intense basis. Such programs would be the part time status or the Phoenix program.	Career Preparation/Orientation	08/07/2013	05/16/2016	\$500	Career and Technical Education Funds	Career Tech Department Chairperson, Principal

KDE Comprehensive School Improvement Plan

Barren County High School

Activity - BAVEL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students may take classes online through the Barren Academy of Virtual Learning	Academic Support Program	08/01/2014	06/30/2016	\$300	District Funding	Counselors and BAVEL staff.
Activity - College Street Campus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students may attend the College Street Alternative campus where there is a smaller class size and more structured learning environment.	Academic Support Program	08/01/2014	06/30/2016	\$0	District Funding	Counselors and College Street Alternative School Campus Staff

Strategy 2:

Interventions and Credit Recovery - During the school year and during the summer break various interventions and access to credit recovery activities will be provided in order to maintain a 4-year graduation goal.

Category:

Activity - Credit Recovery/Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Barren County High School will continue to offer credit recovery opportunities for various subjects.	Academic Support Program	05/20/2013	06/30/2016	\$7000	Other	21st Century Coordinator, Principals, Guidance Counselor
Activity - Credit Recovery/Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the freshman college/career ready time at risk students receive direct/intervention instruction in core classes to prevent retention.	Direct Instruction	08/08/2012	06/30/2016	\$0	No Funding Required	Trojan Academy Principal, Guidance Counselor
Activity - Targeted group activities ECE students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide targeted interventions to prevent increase of dropout rate of our ECE students.	Academic Support Program	08/07/2013	06/30/2016	\$0	No Funding Required	Principal, ECE Counselor, ECE Department Chairperson

KDE Comprehensive School Improvement Plan

Barren County High School

Activity - Edgenuity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students may take courses to recover credits through an online program called Edgenuity	Academic Support Program	08/01/2014	06/30/2017	\$0	District Funding	Teachers who have Edgenuity training and counselors and administrators

Strategy 3:

Parent-Teacher Communications - Throughout the school year staff and leadership members will increase the use of all communications to properly/effectively communicate the achievement of all students.

Category:

Activity - Individual Student/Parent Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual meetings will be conducted for all at risk students. The meetings will include: student, parent(s), leadership member and teacher. Specific remediation tactics will be discussed and a plan implemented to ensure successful completion and to decrease chance of retention.	Recruitment and Retention	08/08/2012	06/30/2016	\$0	No Funding Required	Principals, Guidance Counselors

Activity - Use of Persistence to Graduation Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All leadership members will utilize the report to determine those students that at risk of graduation. Specific intervention plan will be developed with and shared with parent and student.	Policy and Process	04/01/2013	06/30/2016	\$0	No Funding Required	Principals, Guidance Counselors

Activity - Progress Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mid-term progress reports will be utilized by principals, counselors and teachers to inform student and parent of current progress. Specific improvement plans will be utilized to assist in progress.	Policy and Process	08/13/2012	06/30/2016	\$0	No Funding Required	Classroom Teachers, Guidance Counselors

Goal 5: Next Generation Professionals - By the 2016-17 school year, Barren County High School will implement PGES according to the district CEP. The baseline data from the 14-15 school year will be used to set 2015-16 and 2016-17 targets.

KDE Comprehensive School Improvement Plan

Barren County High School

Measurable Objective 1:

collaborate to increase the overall effectiveness of our teachers by 06/30/2017 as measured by new state-wide Professional Growth and Evaluation System (PGES).

Strategy 1:

Professional Development - All teachers will participate in an orientation and trainings on the new TPGES system.

Category: Professional Learning & Support

Activity - PGES Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development supplied through staff meetings and professional development on Domains 2 and 3 of the Framework.	Professional Learning	07/02/2013	06/01/2016	\$0	No Funding Required	Principals,
Activity - Peer Observation EDS Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will successfully complete the peer observation training.	Professional Learning	04/15/2014	06/30/2016	\$0	No Funding Required	Principals
Activity - Training on Components	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in small and large group trainings on the various components of the TPGES as the school year progresses to enhance implementation (ex. self-reflection, verifying rosters, professional growth plans, student growth goals and student voice)	Professional Learning	07/01/2014	05/31/2016	\$0	No Funding Required	Principals

Measurable Objective 2:

collaborate to increase the overall effectiveness of our principals by 06/30/2016 as measured by new state-wide Professional Growth and Evaluation System (PGES).

Strategy 1:

EDS Module - Principals and district administration will form a PLC to fully study and implement the EDS modules as part of the new PGES

Category: Principal PGES

Activity - EDS Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC work for administrators concerning PGES	Professional Learning	03/15/2013	08/01/2014	\$0	No Funding Required	District and school based leaders
Activity - Instructional Focus Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will participate in district instructional focus meetings geared towards implementation of PGES and PPGES and utilize district Just in Time Emails to support timelines and implementation.	Professional Learning	06/30/2014	06/01/2016	\$0	No Funding Required	Principal

Strategy 2:

Leading to Learn - Our district has been selected to participate in a Leading to Learn Grant through GRREC. Principals and Aspiring principals in the program will receive training provided by GRREC on data teams and data analysis, visible learning, instructional rounds and other topics.

Category: Professional Learning & Support

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and some teachers will receive training to implement instructional rounds in to our school to address problems of practice.	Professional Learning	12/01/2014	05/29/2015	\$0	GRECC Race to the Top	GRREC staff and district leaders participating in the LtoL program.

Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data teams and data analysis training will be provided and data teams implemented at BCHS as a result of participation in the L to L grant thorough GRREC.	Professional Learning	08/01/2014	06/01/2015	\$0	GRECC Race to the Top	Leading to Learn Grant Staff, trained teachers and administrators

Goal 6: ACT Goal - The BCHS average composite for both the senior and junior ACT score will exceed the state average composite.

Measurable Objective 1:

collaborate to increase the average ACT composite score for juniors so that it is above the state average ACT composite. by 06/30/2016 as measured by spring ACT score reports.

(shared) Strategy 1:

ACT Prep Sessions - Multiple activities on ACT preparedness based on individual benchmarks.

Category: Other - College Readiness

Activity - BBB After school sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in prep sessions for each area of the ACT in after school sessions.	Tutoring	09/01/2014	06/01/2016	\$3000	Grant Funds	Certified Staff and 21st Coordinator

KDE Comprehensive School Improvement Plan

Barren County High School

Strategy 2:

WIN CLASS - Teachers will provide ACT prep during the WIN class time. Students will be grouped by benchmark.

Category: Other - Prep

Activity - WIN Prep Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped by benchmark level for RTI and strategies and concept review on the ACT areas. Review sessions will be conducted during WIN time prior to the ACT test dates.	Academic Support Program	08/01/2014	06/30/2016	\$0	No Funding Required	WIN teachers and school leadership team

(shared) Strategy 3:

ACT Communications - Counselors will meet with students to discuss benchmark attainment and support options. Social media and the webpage will be utilized to communicate about test dates and prep sessions.

Category: Other - Communications

Activity - Counselor Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will meet with students to discuss benchmark attainment and support options.	Academic Support Program	08/01/2014	06/30/2016	\$0	District Funding	Counselors

Measurable Objective 2:

collaborate to increase the average ACT composite score for seniors so that it is above the state average ACT composite. by 06/30/2016 as measured by spring ACT score reports.

(shared) Strategy 1:

ACT Prep Sessions - Multiple activities on ACT preparedness based on individual benchmarks.

Category: Other - College Readiness

Activity - BBB After school sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in prep sessions for each area of the ACT in after school sessions.	Tutoring	09/01/2014	06/01/2016	\$3000	Grant Funds	Certified Staff and 21st Coordinator

(shared) Strategy 2:

ACT Communications - Counselors will meet with students to discuss benchmark attainment and support options. Social media and the webpage will be utilized to communicate about test dates and prep sessions.

Category: Other - Communications

KDE Comprehensive School Improvement Plan

Barren County High School

Activity - Counselor Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will meet with students to discuss benchmark attainment and support options.	Academic Support Program	08/01/2014	06/30/2016	\$0	District Funding	Counselors

Strategy 3:

Seniors retake the ACT - Many seniors do not take the ACT again after the junior state ACT assessment. Our counselors and WIN teachers will communicate the need to retake the ACT as a senior and offer support to do so through prep sessions and awareness of fee waivers for those who qualify.

Category: Continuous Improvement

Activity - Senior ACT Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors and WIN teachers will offer support systems that encourage the seniors to retake the ACT as a senior. Support will be provided through win class time and resources.	Academic Support Program	08/01/2014	06/30/2016	\$0	No Funding Required	WIN teachers and admin and counsleors

Goal 7: GAP goal in reading for 2017

Measurable Objective 1:

A 38% decrease of Students with Disabilities students will demonstrate a proficiency novice reduction from 75% to 37% in Reading by 05/30/2017 as measured by KPREP data.

Strategy 1:

Grade level instruction - ECE students will receive grade level instruction in reading on common core standards in resource and/or co-taught classes using research based strategies.

Category: Learning Systems

Research Cited: Hattie's Visible Learning

Activity - Monitoring of instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
administrators will visit classrooms and evaluate the instruction in terms of student engagement and progress.	Academic Support Program	12/01/2015	05/30/2017	\$0	No Funding Required	principal and assistant principals

Goal 8: ECE improvement plan for BCHS 2015-2017

KDE Comprehensive School Improvement Plan

Barren County High School

Measurable Objective 1:

63% of Students with Disabilities students will demonstrate student proficiency (pass rate) At least 63% of ECE students will perform at the apprentice level or higher in reading in Reading by 05/01/2017 as measured by as measured by K-Prep data.

(shared) Strategy 1:

Grade level instruction - ECE students will receive grade level instruction in reading on common core standards in resource and/or co-taught classes using research-based strategies.

Category: Learning Systems

Research Cited: Hattie's Visible Learning

Activity - research based strategy training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teachers will be trained on Hattie's Visible Learning	Professional Learning	12/06/2015	05/20/2016	\$0	No Funding Required	ECE department and administration

Strategy 2:

WIN interventions - students will be identified and use computers in WIN time to use Reading 180 and other reading strategy interventions.

Category: Learning Systems

Research Cited: RTI support

Activity - RTI interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI groups	Academic Support Program	10/30/2015	05/30/2016	\$0	No Funding Required	ECE, administration

(shared) Strategy 3:

PLC utilization - ECE students' progress will be monitored weekly in reading and/or math and discussed in PLCs on a monthly basis

Category: Professional Learning & Support

Research Cited: PLCs

Activity - monthly PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
monthly PLCs will use student data to determine the need for and effectiveness of the interventions	Professional Learning	11/01/2015	05/20/2016	\$0	No Funding Required	ECE staff and administration

KDE Comprehensive School Improvement Plan

Barren County High School

(shared) Strategy 4:

research-based strategies - Teachers will implement research-based strategies using Hattie and Mitchell's research with fidelity

Category: Learning Systems

Research Cited: Hattie and Mitchell

Activity - Hattie and Mitchell strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
research-based strategies.	Direct Instruction	10/15/2015	05/20/2016	\$0	No Funding Required	ECE staff, administration

Measurable Objective 2:

77% of Students with Disabilities students will demonstrate student proficiency (pass rate) students will perform st the apprentice level or higher in Mathematics by 05/01/2016 as measured by K-Prep data.

(shared) Strategy 1:

Grade level instruction - ECE students will receive grade level instruction in reading on common core standards in resource and/or co-taught classes using research-based strategies.

Category: Learning Systems

Research Cited: Hattie's Visible Learning

Activity - research based strategy training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teachers will be trained on Hattie's Visible Learning	Professional Learning	12/06/2015	05/20/2016	\$0	No Funding Required	ECE department and administration

Strategy 2:

RTI - students will be identified and use computers in WIN time to use Fast Track math and other math strategy interventions.

Category: Learning Systems

Research Cited: RTI

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
students will be identified and use computers in WIN time to use computer-based strategies	Academic Support Program	10/15/2015	05/20/2016	\$0	No Funding Required	ECE staff, administration

(shared) Strategy 3:

PLC utilization - ECE students' progress will be monitored weekly in reading and/or math and discussed in PLCs on a monthly basis

Category: Professional Learning & Support

KDE Comprehensive School Improvement Plan

Barren County High School

Research Cited: PLCs

Activity - monthly PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
monthly PLCs will use student data to determine the need for and effectiveness of the interventions	Professional Learning	11/01/2015	05/20/2016	\$0	No Funding Required	ECE staff and administration

(shared) Strategy 4:

research-based strategies - Teachers will implement research-based strategies using Hattie and Mitchell's research with fidelity

Category: Learning Systems

Research Cited: Hattie and Mitchell

Activity - Hattie and Mitchell strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
research-based strategies.	Direct Instruction	10/15/2015	05/20/2016	\$0	No Funding Required	ECE staff, administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Rounds	Administrators and some teachers will receive training to implement instructional rounds in to our school to address problems of practice.	Professional Learning	12/01/2014	05/29/2015	\$0	GRREC staff and district leaders participating in the LtoL program.
Data Teams	Data teams and data analysis training will be provided and data teams implemented at BCHS as a result of participation in the L to L grant through GRREC.	Professional Learning	08/01/2014	06/01/2015	\$0	Leading to Learn Grant Staff, trained teachers and administrators
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
BBB After school sessions	Students will participate in prep sessions for each area of the ACT in after school sessions.	Tutoring	09/01/2014	06/01/2016	\$3000	Certified Staff and 21st Coordinator
Total					\$3000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Contacts	All staff members will be required to make individual parent contacts for all students. Contacts may be made during the scheduled conferences, by phone, email or other written correspondence. The goal is to have all parents to be contacted for some positive aspect that their child has exhibited at some point during the school year.	Parent Involvement	08/07/2013	01/15/2016	\$500	All Staff members, Principals

KDE Comprehensive School Improvement Plan

Barren County High School

Use of summative and formative assessment	During summer PD sessions, we plan to offer sessions concerning the use of and applications of both summative and formative assessments.	Academic Support Program	06/17/2013	08/03/2015	\$0	Building Testing Coordinator, PD committee, Principals
Persistence To Graduation Report	Use the report to determine needs of students and decide the appropriate interventions. Provide sessions to administrators in summer PD concerning the use of this document.	Academic Support Program	06/09/2014	10/30/2015	\$0	Principals and Guidance Counselors
Focus on Literacy	Provide sessions during the summer PD sessions with a focus on literacy and literacy strategies. Submit student writing to local newspapers to promote authentic audience for literacy focus.	Academic Support Program	06/17/2013	08/03/2015	\$100	PD Chairperson, PD Committee, Principals
Total					\$600	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Pathways	Throughout the various departments the individual career pathways will be emphasized and advertised. At risk students may choose to attend alternate settings in order to pursue this aspect on a more intense basis. Such programs would be the part time status or the Phoenix program.	Career Preparation/Orientation	08/07/2013	05/16/2016	\$500	Career Tech Department Chairperson, Principal
Total					\$500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Counselor Meetings	Counselors will meet with students to discuss benchmark attainment and support options.	Academic Support Program	08/01/2014	06/30/2016	\$0	Counselors
College Street Campus	Students may attend the College Street Alternative campus where there is a smaller class size and more structured learning environment.	Academic Support Program	08/01/2014	06/30/2016	\$0	Counselors and College Street Alternative School Campus Staff

KDE Comprehensive School Improvement Plan

Barren County High School

Edgenuity	Students may take courses to recover credits through an online program called Edgenuity	Academic Support Program	08/01/2014	06/30/2017	\$0	Teachers who have Edgenuity training and counselors and administrators
BAVEL	Students may take classes online through the Barren Academy of Virtual Learning	Academic Support Program	08/01/2014	06/30/2016	\$300	Counselors and BAVEL staff.
The Phoenix Program	The Phoenix Program is a work-based program that allows students to continue their education and also become a member of the work force. Principals, Guidance Counselors and staff members collaborate as to the placement/recommendation to this program.	Recruitment and Retention	08/07/2012	06/30/2016	\$0	District Level Staff, Phoenix Staff, BCHS Principals, BCHS Guidance Counselors
Total					\$300	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Choice PD	Rotation of PD topics that include literacy strategies, formative assessment, effective feedback, differentiation, peer and self assessment, student engagement, questioning, and other areas noted in the program review process	Professional Learning	06/09/2014	08/31/2016	\$600	Principal, BBB Coordinator, PD Committee Chair and PD Committee
After school content sessions	Activities will be planned to offer tutoring for the individual content areas within the EPAS system and college entrance exams.	Tutoring	09/09/2013	06/01/2016	\$500	21st Century Coordinator, Principals, Guidance Counselors
Barren Beyond the Bell Parent Meetings	Various topics will be discussed and presented at the meetings. During some meetings the parents will be active participants and at times they will be presented with information. Topics of meetings will be determined by the leadership team of the school and will include input from the parent groups.	Other	08/08/2012	06/01/2015	\$1000	21st Century Coordinator, School Leadership Team
Credit Recovery/Summer School	Barren County High School will continue to offer credit recovery opportunities for various subjects.	Academic Support Program	05/20/2013	06/30/2016	\$7000	21st Century Coordinator, Principals, Guidance Counselor

KDE Comprehensive School Improvement Plan

Barren County High School

Parent/Student Meetings	Throughout the school various meetings will be conducted with the college/career focus. Meetings will be at night and the content will be grade and interest centered. Topics to include will be financial aid for seniors, career orientation for all grades, EPAS for specific grades, Advanced Placement for all grades.	Parent Involvement	07/22/2013	05/22/2015	\$1000	21st Century Coordinator, Guidance Counselors, Principals, Curriculum Coordinator
Total					\$10100	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of the Freshman College/Career Readiness Time	Each day our freshman students are in an advisory period and the content of the instruction will contain information about college/career information and strategies.	Career Preparation/Orientation	08/07/2013	05/20/2016	\$500	Principal, Guidance Counselors, 21st Century Coordinator
5-minute take aways	During each faculty meeting, various staff members will present an instructional strategy, intervention strategy, etc.	Professional Learning	08/06/2013	05/29/2015	\$0	Principals
Content Specific Choice PD	Each department/teacher will determine at most one 6-hour content specific professional activity/learning opportunity. The activity must meet the requirements of the school PD plan.	Professional Learning	05/20/2013	08/03/2015	\$300	PD Chairperson, Principal, Department Chairpersons
Departmental Meetings	On a set schedule, each department will conduct after school meetings to discuss instructional issues within the department.	Professional Learning	08/12/2013	05/20/2016	\$0	Principal, Department Chairpersons
Use of EPAS system data	Use the benchmark data from EXPLORE, PLAN and ACT to determine remediation and intervention needs. Create a school-wide focus with the benchmarks and use the benchmarks when created schedules. Provide sessions in summer PD concerning strategies and use of the data	Academic Support Program	08/05/2013	12/31/2015	\$500	Guidance Counselors, Classroom Teachers, Principals
Total					\$1300	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Barren County High School

Student Tracking Form	A student tracking form will be utilized for each student listing any and all career measures as well as the college readiness data.	Career Preparation/Orientation	01/01/2013	11/27/2015	\$0	Guidance Counselors, Career/Tech Department Chairperson, TEDS Coordinator, Barren County Area Technology Center Principal
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
WIN Prep Sessions	Students will be grouped by benchmark level for RTI and strategies and concept review on the ACT areas. Review sessions will be conducted during WIN time prior to the ACT test dates.	Academic Support Program	08/01/2014	06/30/2016	\$0	WIN teachers and school leadership team
Individual Student/Parent Meetings	Individual meetings will be conducted for all at risk students. The meetings will include: student, parent(s), leadership member and teacher. Specific remediation tactics will be discussed and a plan implemented to ensure successful completion and to decrease chance of retention.	Recruitment and Retention	08/08/2012	06/30/2016	\$0	Principals, Guidance Counselors
RTI interventions	RTI groups	Academic Support Program	10/30/2015	05/30/2016	\$0	ECE, administration
Progress Reports	Mid-term progress reports will be utilized by principals, counselors and teachers to inform student and parent of current progress. Specific improvement plans will be utilized to assist in progress.	Policy and Process	08/13/2012	06/30/2016	\$0	Classroom Teachers, Guidance Counselors
research based strategy training	teachers will be trained on Hattie's Visible Learning	Professional Learning	12/06/2015	05/20/2016	\$0	ECE department and administration
Use of Persistence to Graduation Report	All leadership members will utilize the report to determine those students that at risk of graduation. Specific intervention plan will be developed with and shared with parent and student.	Policy and Process	04/01/2013	06/30/2016	\$0	Principals, Guidance Counselors
Population specific interventions/strategies	Provide ECE instructors with support and training for content specific issues when dealing with levels of proficiency.	Academic Support Program	08/07/2013	05/29/2015	\$0	Principals, Department Chairpersons, PD Coordinator

KDE Comprehensive School Improvement Plan

Barren County High School

Utilize the career pathways	All career departments will use the career pathways to promote and schedule students for classes.	Career Preparation/Orientation	04/15/2013	06/30/2016	\$0	Career/Technical Department Chairperson, Principals, Guidance Counselors
monthly PLCs	monthly PLCs will use student data to determine the need for and effectiveness of the interventions	Professional Learning	11/01/2015	05/20/2016	\$0	ECE staff and administration
Professionals in the classroom	Increase the use of community members in our classrooms for demonstrations, lesson delivery and overall emphasis on applied knowledge.	Community Engagement	08/12/2013	09/25/2015	\$0	Principals, Career Tech Department, Guidance Counselors
Email Distributions	Each counselor will develop an email distribution list in order to effectively communicate to all students. Topics of the emails could range from announcements about deadlines (scholarships, GSP, senior items, etc), opportunities for academic enrichment, parent group meetings, school contest, and other such items. This type of system will allow for an additional form of communication.	Other	08/08/2012	12/30/2015	\$0	Guidance Counselors
Part Time Status	At risk students may gain permission to attend school on a part time basis. The recommendations are based on individual needs and restrictions. This program allows for completion of all required courses and the state mandated graduation credits without a specific time element.	Recruitment and Retention	08/07/2013	05/16/2016	\$0	Principals, Guidance Counselors
Hattie and Mitchell strategies	research-based strategies.	Direct Instruction	10/15/2015	05/20/2016	\$0	ECE staff, administration
Peer Observation EDS Module	All teachers will successfully complete the peer observation training.	Professional Learning	04/15/2014	06/30/2016	\$0	Principals
Twitter and Facebook Utilization	Continue use of twitter and facebook to communicate important notices concerning school activities and reminders.	Other	08/08/2012	06/30/2016	\$0	Public Relations Committee Chairperson/Committee, Principals
Senior ACT Support	Counselors and WIN teachers will offer support systems that encourage the seniors to retake the ACT as a senior. Support will be provided through win class time and resources.	Academic Support Program	08/01/2014	06/30/2016	\$0	WIN teachers and admin and counsleors
Monitoring of instruction	administrators will visit classrooms and evaluate the instruction in terms of student engagement and progress.	Academic Support Program	12/01/2015	05/30/2017	\$0	principal and assistant principals
Differentiated Curriculum	During summer PD sessions, offer a session(s) concerning the use of differentiated curriculum and strategies.	Professional Learning	06/17/2013	08/03/2015	\$0	PD Chairperson, Principals

KDE Comprehensive School Improvement Plan

Barren County High School

Collaboration with Community Leaders	Increase use of community members to demonstrate need for college/career readiness.	Community Engagement	08/12/2013	11/27/2015	\$0	Department Chairpersons, Principals, 21st Century Coordinator
Intervention Strategies	Within various classes, teachers will use specific strategies to increase knowledge base for the college entrance exams.	Direct Instruction	08/12/2013	06/01/2016	\$0	Principals, Department Chairpersons
EDS Module	PLC work for administrators concerning PGES	Professional Learning	03/15/2013	08/01/2014	\$0	District and school based leaders
Training on Components	Teachers will participate in small and large group trainings on the various components of the TPGES as the school year progresses to enhance implementation (ex. self-reflection, verifying rosters, professional growth plans, student growth goals and student voice)	Professional Learning	07/01/2014	05/31/2016	\$0	Principals
Weekly TA Newsletter	The TA Newsletter is a weekly email from the Trojan Academy Principal that contains useful information for student engagement, strategies and overall updates from the school.	Parent Involvement	08/08/2012	12/01/2015	\$0	Trojan Academy Principal
Targeted group activities ECE students	Provide targeted interventions to prevent increase of dropout rate of our ECE students.	Academic Support Program	08/07/2013	06/30/2016	\$0	Principal, ECE Counselor, ECE Department Chairperson
RTI	students will be identified and use computers in WIN time to use computer-based strategies	Academic Support Program	10/15/2015	05/20/2016	\$0	ECE staff, administration
School Web Page	Continue the use of school web page to communicate important dates and reminders. In addition, the web page could be enhanced to include in increase amounts of useful links for parents and students. Individual teacher web sites will continue to be required and must include useful information for the individual classes.	Other	08/08/2012	06/30/2016	\$0	Public Relations Committee and Chairperson, Individual Classroom teachers
Instructional Focus Meetings	The principal will participate in district instructional focus meetings geared towards implementation of PGES and PPGES and utilize district Just in Time Emails to support timelines and implementation.	Professional Learning	06/30/2014	06/01/2016	\$0	Principal
Credit Recovery/Advisory	During the freshman college/career ready time at risk students receive direct/intervention instruction in core classes to prevent retention.	Direct Instruction	08/08/2012	06/30/2016	\$0	Trojan Academy Principal, Guidance Counselor

KDE Comprehensive School Improvement Plan

Barren County High School

Common Assessments	Develop and utilize the use of common assessment with a concentration in the areas of End of Course exams.	Professional Learning	05/20/2013	05/22/2015	\$0	Department Chairpersons, Principals
Parent/Teacher/Student Communication	Remind 101 is a tool to use to send email messages/texts to student/parent	Parent Involvement	08/07/2013	06/01/2015	\$0	Classroom teachers
Targeted group activities for CCR	Working within the ECE department, specific activities will be developed to reach CCR for ECE students.	Academic Support Program	08/07/2013	06/30/2016	\$0	Principal, ECE Counselor, ECE Department Chairperson
School Wellness Plan	With the adoption of a school wellness plan, the staff and students will be educated in the plan and the goals of the plan. The plan will mirror the district wellness plan and will ultimately be a plan for life long learning.	Professional Learning	08/07/2013	01/21/2016	\$0	School Wellness Committee Chairperson, SBDM, Principal
Focus on Literacy	Throughout the school we focus on increase use of work-based non-fiction literacy strategies and prompts.	Direct Instruction	08/12/2013	06/30/2016	\$0	Principals
PGES Awareness	Professional Development supplied through staff meetings and professional development on Domains 2 and 3 of the Framework.	Professional Learning	07/02/2013	06/01/2016	\$0	Principals,
ILP usage in the classroom	The goal is to have more departments become aware and use the student ILP program. College/Career opportunities will be discussed in various settings and with various staff members.	Academic Support Program	08/19/2013	06/30/2016	\$0	Professional Development Chairperson, Principal
Total					\$0	

KDE Needs Assessment

Introduction

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

DRAFT

Data Analysis

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

What does the data/information not tell you?

The process of developing the Comprehensive School Improvement Plan:

-Our original CSIP structure was centered on having planning teams organized around the nine standards of Kentucky's Standards and Indicators for School Improvement (SISI) document. These teams were designed by our Site-Based Decision Making Council and consisted of teachers, parents, Family Resource Center personnel, and the administrator. These committees represented a needs assessment team to gather data for school improvement.

-In addition to this needs assessment data, results from Unbridled Learning, EPAS, and other assessments were used to identify areas of strengths and weaknesses for our school.

- The TELL Survey (teacher) was used to gauge the climate and culture of the school. Areas of improvement increased communication with all stakeholders.

DRAFT

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?

Areas of strength experienced by Barren County High School include several areas. One such area is that of Advanced Placement Pass rate and participation. For the past several years we have seen an increase in numbers of classes offered (12 AP classes), number of students involved in at least one class (343 students) and the overall pass rate for the exams(40% in 2014, 48% 2015). Another area of strength is our EPAS system which includes the PLAN and ACT exams. The 2014-15 school year was the last year for PLAN but Barren County High School continues to be over or near the state average on both exams and for the junior scores of the ACT (BCHS 20.2, state 19.4), which was a school record. BCHS had a PLAN score of 17.8 which was above the state's score of 17.1. Within the K-Prep testing system, BCHS saw improvements with the On-Demand Writing scores and have high EOC scores in U.S. History 68.8% compared to the state 56.9%.

In order to sustain the areas of improvement/strengths we continue to have these areas as a focus of professional development and learning opportunities for our teachers. Our students are also encouraged and given opportunities to maintain these areas and to make the needed improvements during our WIN period and during their class time.

The overall achievements and progress are areas that we celebrate each and every day. Continued improvements occur in many areas and each are celebrated and honored by our staff, student body, parents and community.

Opportunities for Improvement

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

Barren County High School also has areas that need improvement. Within the Unbridled Learning accountability system we are focused on the improving of the college/career readiness measure as well as the individual content areas of Algebra II and English II as well as our school writing plan. In these areas, we would like to decrease the number of novice which is currently 13.1% on On-Demand writing, 30.2% in Algebra II, and 40.1% in English II. We will continue to use our WIN (What I need) class to provide opportunities for the students to work on these areas. We also use this time for RTI for those needing to improve in math and reading by working with different programs on the computer such as WIN and Fast Math programs.

Results from the TELL KY survey indicate that teachers want to have an appropriate level of influence on decision-making in our school (77%). Also state assessment needs to be available in time to impact instructional practices (73%). Parents/guardians need to be influential decision makers in this school (79%). Lastly, professional development is evaluated and results need to be communicated to teachers (79%).

DRAFT

Conclusion

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

BCHS will continue to evaluate and monitor all aspects of our school and will work collaboratively to address areas of concern. We will also monitor the implementation of our CSIP to ensure that our goals are being effectively addressed are reported to the SBDM Council.

DRAFT

KDE Compliance and Accountability - Schools

DRAFT

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.

DRAFT

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

GAP GOAL 2014-15 - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.6% in 2014 in 62.5% in 2017.

Measurable Objective 1:

collaborate to decrease the overall achievement gap at Barren County High School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.6% to 47.5% by 06/30/2016 as measured by UBL.

Strategy1:

Increase performance with EPAS system - The school will offer and employ strategies to increase performance on PLAN and ACT exams, and college entrance exams.

Category:

Research Cited:

Activity - After school content sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Activities will be planned to offer tutoring for the individual content areas within the EPAS system and college entrance exams.	Tutoring	09/09/2013	06/01/2016	\$500 - Other	21st Century Coordinator, Principals, Guidance Counselors

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within various classes, teachers will use specific strategies to increase knowledge base for the college entrance exams.	Direct Instruction	08/12/2013	06/01/2016	\$0 - No Funding Required	Principals, Department Chairpersons

Strategy2:

Summer PD Institute - Teachers will attend teacher lead instruction modules that address certain aspects of the gap groups.

Category: Professional Learning & Support

Research Cited:

Activity - Differentiated Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During summer PD sessions, offer a session(s) concerning the use of differentiated curriculum and strategies.	Professional Learning	06/17/2013	08/03/2015	\$0 - No Funding Required	PD Chairperson, Principals

KDE Comprehensive School Improvement Plan

Barren County High School

Activity - Use of summative and formative assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During summer PD sessions, we plan to offer sessions concerning the use of and applications of both summative and formative assessments.	Academic Support Program	06/17/2013	08/03/2015	\$0 - General Fund	Building Testing Coordinator, PD committee, Principals

Activity - Use of EPAS system data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the benchmark data from EXPLORE, PLAN and ACT to determine remediation and intervention needs. Create a school-wide focus with the benchmarks and use the benchmarks when created schedules. Provide sessions in summer PD concerning strategies and use of the data	Academic Support Program	08/05/2013	12/31/2015	\$500 - School Council Funds	Guidance Counselors, Classroom Teachers, Principals

Activity - Choice PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rotation of PD topics that include literacy strategies, formative assessment, effective feedback, differentiation, peer and self assessment, student engagement, questioning, and other areas noted in the program review process	Professional Learning	06/09/2014	08/31/2016	\$600 - Other	Principal, BBB Coordinator, PD Committee Chair and PD Committee

Activity - Focus on Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide sessions during the summer PD sessions with a focus on literacy and literacy strategies. Submit student writing to local newspapers to promote authentic audience for literacy focus.	Academic Support Program	06/17/2013	08/03/2015	\$100 - General Fund	PD Chairperson, PD Committee, Principals

Activity - Persistence To Graduation Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the report to determine needs of students and decide the appropriate interventions. Provide sessions to administrators in summer PD concerning the use of this document.	Academic Support Program	06/09/2014	10/30/2015	\$0 - General Fund	Principals and Guidance Counselors

Strategy3:

Content Specific PD - During the summer break and throughout the school year, the various departments will attend, present and utilize content specific instructional strategies workshops, PD sessions, web based activities, etc.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Barren County High School

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and utilize the use of common assessment with a concentration in the areas of End of Course exams.	Professional Learning	05/20/2013	05/22/2015	\$0 - No Funding Required	Department Chairpersons, Principals

Activity - Population specific interventions/strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ECE instructors with support and training for content specific issues when dealing with levels of proficiency.	Academic Support Program	08/07/2013	05/29/2015	\$0 - No Funding Required	Principals, Department Chairpersons, PD Coordinator

Activity - Content Specific Choice PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each department/teacher will determine at most one 6-hour content specific professional activity/learning opportunity. The activity must meet the requirements of the school PD plan.	Professional Learning	05/20/2013	08/03/2015	\$300 - School Council Funds	PD Chairperson, Principal, Department Chairpersons

Activity - Professionals in the classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the use of community members in our classrooms for demonstrations, lesson delivery and overall emphasis on applied knowledge.	Community Engagement	08/12/2013	09/25/2015	\$0 - No Funding Required	Principals, Career Tech Department, Guidance Counselors

Activity - 5-minute take aways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During each faculty meeting, various staff members will present an instructional strategy, intervention strategy, etc.	Professional Learning	08/06/2013	05/29/2015	\$0 - School Council Funds	Principals

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On a set schedule, each department will conduct after school meetings to discuss instructional issues within the department.	Professional Learning	08/12/2013	05/20/2016	\$0 - School Council Funds	Principal, Department Chairpersons

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

N/A (this question does not apply)

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

N/A (this question does not apply)

KDE Comprehensive School Improvement Plan

Barren County High School

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:

GAP GOAL 2014-15 - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.6% in 2014 in 62.5% in 2017.

Measurable Objective 1:

collaborate to decrease the overall achievement gap at Barren County High School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.6% to 47.5% by 06/30/2016 as measured by UBL.

Strategy1:

Increase performance with EPAS system - The school will offer and employ strategies to increase performance on PLAN and ACT exams, and college entrance exams.

Category:

Research Cited:

Activity - After school content sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Activities will be planned to offer tutoring for the individual content areas within the EPAS system and college entrance exams.	Tutoring	09/09/2013	06/01/2016	\$500 - Other	21st Century Coordinator, Principals, Guidance Counselors

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within various classes, teachers will use specific strategies to increase knowledge base for the college entrance exams.	Direct Instruction	08/12/2013	06/01/2016	\$0 - No Funding Required	Principals, Department Chairpersons

Strategy2:

Content Specific PD - During the summer break and throughout the school year, the various departments will attend, present and utilize content specific instructional strategies workshops, PD sessions, web based activities, etc.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Barren County High School

Activity - Content Specific Choice PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each department/teacher will determine at most one 6-hour content specific professional activity/learning opportunity. The activity must meet the requirements of the school PD plan.	Professional Learning	05/20/2013	08/03/2015	\$300 - School Council Funds	PD Chairperson, Principal, Department Chairpersons

Activity - Professionals in the classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the use of community members in our classrooms for demonstrations, lesson delivery and overall emphasis on applied knowledge.	Community Engagement	08/12/2013	09/25/2015	\$0 - No Funding Required	Principals, Career Tech Department, Guidance Counselors

Activity - 5-minute take aways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During each faculty meeting, various staff members will present an instructional strategy, intervention strategy, etc.	Professional Learning	08/06/2013	05/29/2015	\$0 - School Council Funds	Principals

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On a set schedule, each department will conduct after school meetings to discuss instructional issues within the department.	Professional Learning	08/12/2013	05/20/2016	\$0 - School Council Funds	Principal, Department Chairpersons

Activity - Population specific interventions/strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ECE instructors with support and training for content specific issues when dealing with levels of proficiency.	Academic Support Program	08/07/2013	05/29/2015	\$0 - No Funding Required	Principals, Department Chairpersons, PD Coordinator

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and utilize the use of common assessment with a concentration in the areas of End of Course exams.	Professional Learning	05/20/2013	05/22/2015	\$0 - No Funding Required	Department Chairpersons, Principals

Strategy3:

Summer PD Institute - Teachers will attend teacher lead instruction modules that address certain aspects of the gap groups.

Category: Professional Learning & Support

Research Cited:

Activity - Focus on Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide sessions during the summer PD sessions with a focus on literacy and literacy strategies. Submit student writing to local newspapers to promote authentic audience for literacy focus.	Academic Support Program	06/17/2013	08/03/2015	\$100 - General Fund	PD Chairperson, PD Committee, Principals

KDE Comprehensive School Improvement Plan

Barren County High School

Activity - Differentiated Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During summer PD sessions, offer a session(s) concerning the use of differentiated curriculum and strategies.	Professional Learning	06/17/2013	08/03/2015	\$0 - No Funding Required	PD Chairperson, Principals

Activity - Use of summative and formative assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During summer PD sessions, we plan to offer sessions concerning the use of and applications of both summative and formative assessments.	Academic Support Program	06/17/2013	08/03/2015	\$0 - General Fund	Building Testing Coordinator, PD committee, Principals

Activity - Use of EPAS system data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the benchmark data from EXPLORE, PLAN and ACT to determine remediation and intervention needs. Create a school-wide focus with the benchmarks and use the benchmarks when created schedules. Provide sessions in summer PD concerning strategies and use of the data	Academic Support Program	08/05/2013	12/31/2015	\$500 - School Council Funds	Guidance Counselors, Classroom Teachers, Principals

Activity - Persistence To Graduation Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the report to determine needs of students and decide the appropriate interventions. Provide sessions to administrators in summer PD concerning the use of this document.	Academic Support Program	06/09/2014	10/30/2015	\$0 - General Fund	Principals and Guidance Counselors

Activity - Choice PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rotation of PD topics that include literacy strategies, formative assessment, effective feedback, differentiation, peer and self assessment, student engagement, questioning, and other areas noted in the program review process	Professional Learning	06/09/2014	08/31/2016	\$600 - Other	Principal, BBB Coordinator, PD Committee Chair and PD Committee

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

Goal 1:

CCR GOAL 2: GRADUATION RATE - Increase the average Freshman Graduation Rate from 94.5% to 96% by 2015.

Measurable Objective 1:

collaborate to increase the average freshman graduation rate from 74.7% to 76.8% by 06/30/2016 as measured by the Unbridled Learning Formula.

KDE Comprehensive School Improvement Plan

Barren County High School

Strategy1:

Parent-Teacher Communications - Throughout the school year staff and leadership members will increase the use of all communications to properly/effectively communicate the achievement of all students.

Category:

Research Cited:

Activity - Use of Persistence to Graduation Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All leadership members will utilize the report to determine those students that at risk of graduation. Specific intervention plan will be developed with and shared with parent and student.	Policy and Process	04/01/2013	06/30/2016	\$0 - No Funding Required	Principals, Guidance Counselors

Activity - Individual Student/Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individual meetings will be conducted for all at risk students. The meetings will include: student, parent(s), leadership member and teacher. Specific remediation tactics will be discussed and a plan implemented to ensure successful completion and to decrease chance of retention.	Recruitment and Retention	08/08/2012	06/30/2016	\$0 - No Funding Required	Principals, Guidance Counselors

Activity - Progress Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mid-term progress reports will be utilized by principals, counselors and teachers to inform student and parent of current progress. Specific improvement plans will be utilized to assist in progress.	Policy and Process	08/13/2012	06/30/2016	\$0 - No Funding Required	Classroom Teachers, Guidance Counselors

Strategy2:

Offer alternative programs for at risk students - Barren County High School and the Barren County School District provide alternative settings and altered schedules to meet the individual needs of at risk students.

Category:

Research Cited:

Activity - College Street Campus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students may attend the College Street Alternative campus where there is a smaller class size and more structured learning environment.	Academic Support Program	08/01/2014	06/30/2016	\$0 - District Funding	Counselors and College Street Alternative School Campus Staff

KDE Comprehensive School Improvement Plan

Barren County High School

Activity - The Phoenix Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Phoenix Program is a work-based program that allows students to continue their education and also become a member of the work force. Principals, Guidance Counselors and staff members collaborate as to the placement/recommendation to this program.	Recruitment and Retention	08/07/2012	06/30/2016	\$0 - District Funding	District Level Staff, Phoenix Staff, BCHS Principals, BCHS Guidance Counselors

Activity - BAVEL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students may take classes online through the Barren Academy of Virtual Learning	Academic Support Program	08/01/2014	06/30/2016	\$300 - District Funding	Counselors and BAVEL staff.

Activity - Part Time Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At risk students may gain permission to attend school on a part time basis. The recommendations are based on individual needs and restrictions. This program allows for completion of all required courses and the state mandated graduation credits without a specific time element.	Recruitment and Retention	08/07/2013	05/16/2016	\$0 - No Funding Required	Principals, Guidance Counselors

Activity - Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the various departments the individual career pathways will be emphasized and advertised. At risk students may choose to attend alternate settings in order to pursue this aspect on a more intense basis. Such programs would be the part time status or the Phoenix program.	Career Preparation/Orientation	08/07/2013	05/16/2016	\$500 - Career and Technical Education Funds	Career Tech Department Chairperson, Principal

Strategy3:

Interventions and Credit Recovery - During the school year and during the summer break various interventions and access to credit recovery activities will be provided in order to maintain a 4-year graduation goal.

Category:

Research Cited:

Activity - Targeted group activities ECE students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide targeted interventions to prevent increase of dropout rate of our ECE students.	Academic Support Program	08/07/2013	06/30/2016	\$0 - No Funding Required	Principal, ECE Counselor, ECE Department Chairperson

Activity - Edgenuity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students may take courses to recover credits through an online program called Edgenuity	Academic Support Program	08/01/2014	06/30/2017	\$0 - District Funding	Teachers who have Edgenuity training and counselors and administrators.

KDE Comprehensive School Improvement Plan

Barren County High School

Activity - Credit Recovery/Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Barren County High School will continue to offer credit recovery opportunities for various subjects.	Academic Support Program	05/20/2013	06/30/2016	\$7000 - Other	21st Century Coordinator, Principals, Guidance Counselor

Activity - Credit Recovery/Advisory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the freshman college/career ready time at risk students receive direct/intervention instruction in core classes to prevent retention.	Direct Instruction	08/08/2012	06/30/2016	\$0 - No Funding Required	Trojan Academy Principal, Guidance Counselor

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

Goal 1:

CCR GOAL 1: COLLEGE CAREER READY - Increase the percentage of students who are college and career ready from 61.7% to 70% by 2015.

Measurable Objective 1:

collaborate to have 70% of students CCR by 06/30/2016 as measured by Unbridled Learning results.

Strategy1:

Career Pathways - Within the Career and Technical Department individual groups will utilize and promote the career pathways associated with that department. This strategy will involve work with scheduling and data collection.

Category:

Research Cited:

Activity - Student Tracking Form	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A student tracking form will be utilized for each student listing any and all career measures as well as the college readiness data.	Career Preparation/Orientation	01/01/2013	11/27/2015	\$0 - Perkins	Guidance Counselors, Career/Tech Department Chairperson, TEDS Coordinator, Barren County Area Technology Center Principal

Activity - Collaboration with Community Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase use of community members to demonstrate need for college/career readiness.	Community Engagement	08/12/2013	11/27/2015	\$0 - No Funding Required	Department Chairpersons, Principals, 21st Century Coordinator

KDE Comprehensive School Improvement Plan

Barren County High School

Activity - Utilize the career pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All career departments will use the career pathways to promote and schedule students for classes.	Career Preparation/ Orientation	04/15/2013	06/30/2016	\$0 - No Funding Required	Career/Technical Department Chairperson, Principals, Guidance Counselors

Strategy2:

College/Career Ready Awareness Activities - Students throughout the school will be given the opportunity to explore college and career opportunities. Parents will also be given the same opportunities through the use of parent group meetings as well as individual contacts.

Category:

Research Cited:

Activity - Focus on Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school we focus on increase use of work-based non-fiction literacy strategies and prompts.	Direct Instruction	08/12/2013	06/30/2016	\$0 - No Funding Required	Principals

Activity - Parent/Student Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school various meetings will be conducted with the college/career focus. Meetings will be at night and the content will be grade and interest centered. Topics to include will be financial aid for seniors, career orientation for all grades, EPAS for specific grades, Advanced Placement for all grades.	Parent Involvement	07/22/2013	05/22/2015	\$1000 - Other	21st Century Coordinator, Guidance Counselors, Principals, Curriculum Coordinator

Activity - Use of the Freshman College/Career Readiness Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each day our freshman students are in an advisory period and the content of the instruction will contain information about college/career information and strategies.	Career Preparation/ Orientation	08/07/2013	05/20/2016	\$500 - School Council Funds	Principal, Guidance Counselors, 21st Century Coordinator

Activity - Targeted group activities for CCR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working within the ECE department, specific activities will be developed to reach CCR for ECE students.	Academic Support Program	08/07/2013	06/30/2016	\$0 - No Funding Required	Principal, ECE Counselor, ECE Department Chairperson

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

Goal 1:

SY 2015-2016

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

KDE Comprehensive School Improvement Plan

Barren County High School

GAP GOAL 2014-15 - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.6% in 2014 in 62.5% in 2017.

Measurable Objective 1:

collaborate to decrease the overall achievement gap at Barren County High School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32.6% to 47.5% by 06/30/2016 as measured by UBL.

Strategy1:

Content Specific PD - During the summer break and throughout the school year, the various departments will attend, present and utilize content specific instructional strategies workshops, PD sessions, web based activities, etc.

Category:

Research Cited:

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On a set schedule, each department will conduct after school meetings to discuss instructional issues within the department.	Professional Learning	08/12/2013	05/20/2016	\$0 - School Council Funds	Principal, Department Chairpersons

Activity - Professionals in the classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the use of community members in our classrooms for demonstrations, lesson delivery and overall emphasis on applied knowledge.	Community Engagement	08/12/2013	09/25/2015	\$0 - No Funding Required	Principals, Career Tech Department, Guidance Counselors

Activity - Content Specific Choice PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each department/teacher will determine at most one 6-hour content specific professional activity/learning opportunity. The activity must meet the requirements of the school PD plan.	Professional Learning	05/20/2013	08/03/2015	\$300 - School Council Funds	PD Chairperson, Principal, Department Chairpersons

Activity - Population specific interventions/strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ECE instructors with support and training for content specific issues when dealing with levels of proficiency.	Academic Support Program	08/07/2013	05/29/2015	\$0 - No Funding Required	Principals, Department Chairpersons, PD Coordinator

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and utilize the use of common assessment with a concentration in the areas of End of Course exams.	Professional Learning	05/20/2013	05/22/2015	\$0 - No Funding Required	Department Chairpersons, Principals

KDE Comprehensive School Improvement Plan

Barren County High School

Activity - 5-minute take aways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During each faculty meeting, various staff members will present an instructional strategy, intervention strategy, etc.	Professional Learning	08/06/2013	05/29/2015	\$0 - School Council Funds	Principals

Strategy2:

Increase performance with EPAS system - The school will offer and employ strategies to increase performance on PLAN and ACT exams, and college entrance exams.

Category:

Research Cited:

Activity - After school content sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Activities will be planned to offer tutoring for the individual content areas within the EPAS system and college entrance exams.	Tutoring	09/09/2013	06/01/2016	\$500 - Other	21st Century Coordinator, Principals, Guidance Counselors

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within various classes, teachers will use specific strategies to increase knowledge base for the college entrance exams.	Direct Instruction	08/12/2013	06/01/2016	\$0 - No Funding Required	Principals, Department Chairpersons

KDE Assurances - School

DRAFT

Introduction

KDE Assurances - School

DRAFT

Assurances

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Barren County High School

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

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

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Barren County High School

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Barren County High School

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

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

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

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

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		

KDE Comprehensive School Improvement Plan

Barren County High School

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

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

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

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

DRAFT

The Missing Piece

DRAFT

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.

DRAFT

Stakeholders

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

Administrators, teachers, counselors, parents, staff, SBDM council

DRAFT

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 their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	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: 2.71

	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).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

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

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	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

KDE Comprehensive School Improvement Plan

Barren County High School

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

DRAFT

Decision Making

Overall Rating: 1.86

	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement 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 encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	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

KDE Comprehensive School Improvement Plan

Barren County High School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

DRAFT

Advocacy

Overall Rating: 2.33

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report 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 as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

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

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

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

Community Partnerships

Overall Rating: 3.0

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

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

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

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

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

Reflection

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

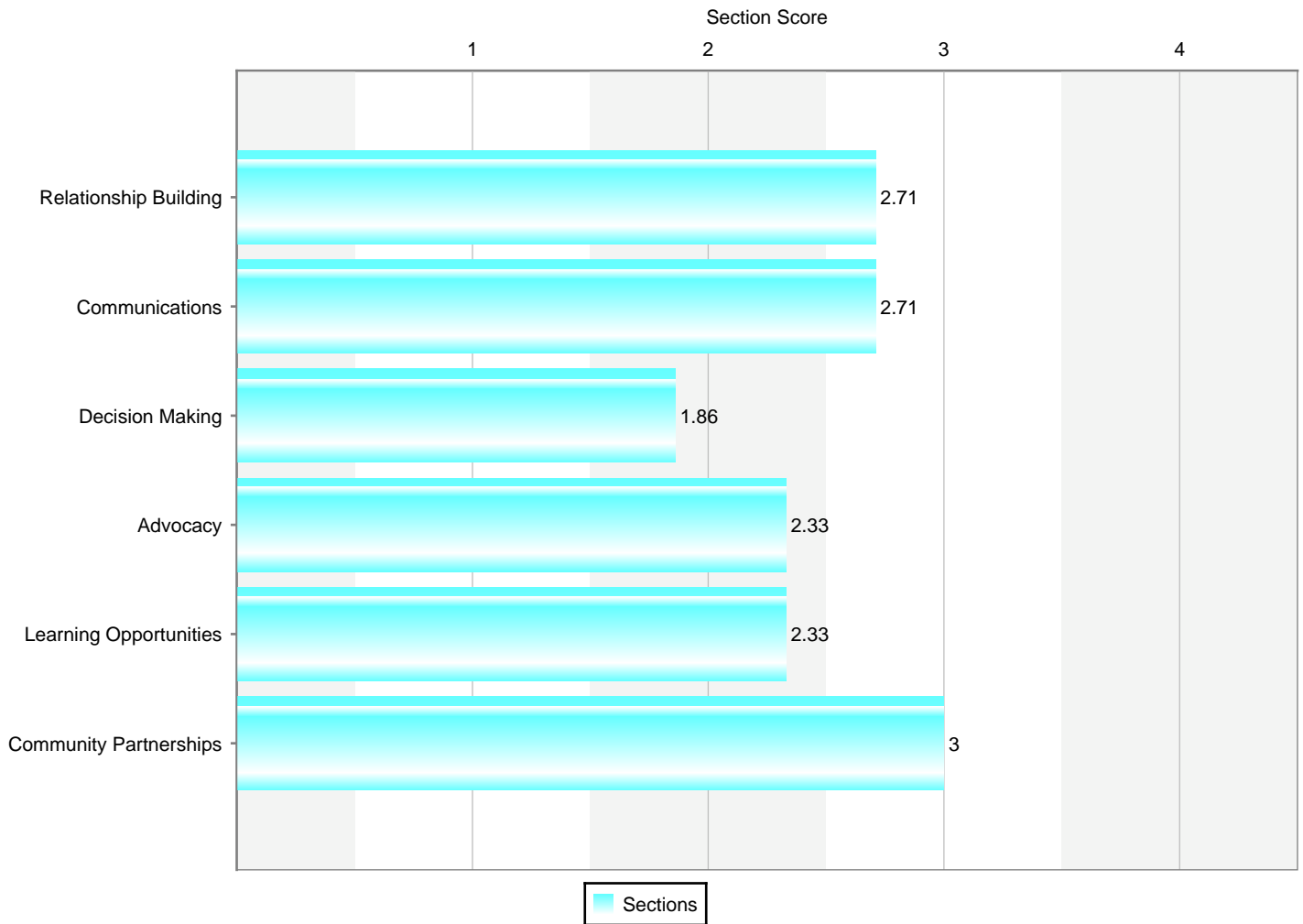
Community partnerships were an area of strength for our school. We have several programs and groups that are consistently working with businesses and local agencies to improve student achievement and give our students great opportunities.

Parent involvement and communication with ALL parents on a regular basis are areas we are consistently looking at ways to make improvements.

DRAFT

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

DRAFT

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.

DRAFT

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.

Parents who are on our SBDM and other school committees as well as community members were invited to participate in our school improvement plan process. The meetings were held after school to accommodate schedules.

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

The representatives included to develop the plan are parents, community members, staff, and volunteers. These representatives were invited to meetings and asked to provide input throughout the process.

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

The final improvement plan was presented in an open meeting format (SBDM meeting). Parents and community members were invited to attend.

School Safety Report

DRAFT

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.

DRAFT

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	BCHS 10-14-13	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	BCHS 10-14-13	

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	This event originally occurred on 2-2-13; In August of 2014 a second meeting for sharing updated plans was held. In October of 2015 an additional meeting was held to review plans. Copies are also maintained at the Central Office.	

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	The BCHS plan adopted/revised/reviewed on 10-14-13; 10-30-15.	

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	August the 4th and 5th, 2015. This was a part of opening day trainings.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	The local sheriff's department and fire departments were represented for the review of the BCHS EMP.	

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		

KDE Comprehensive School Improvement Plan

Barren County High School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	The local fire department completed the review in October of 2013, and an additional review of new facilities in August of 2015.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	BCHS participated in the Great Central US Shakeout in collaboration with local EMP. Participated in this drill on October the 15th, 2015.	

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	The Kentucky Center for School Safety has completed a site visit to BCHS. The district level team had meetings for two additional days with Kentucky Center for School Safety for additional training and review of the district plan in October 2015.	

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	BCHS Fire Drill 8-11-15, Lockdown 8-25-15, Severe Weather 8-13-15 and Earthquake 9-3-15.	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

DRAFT

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”.

DRAFT

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?			

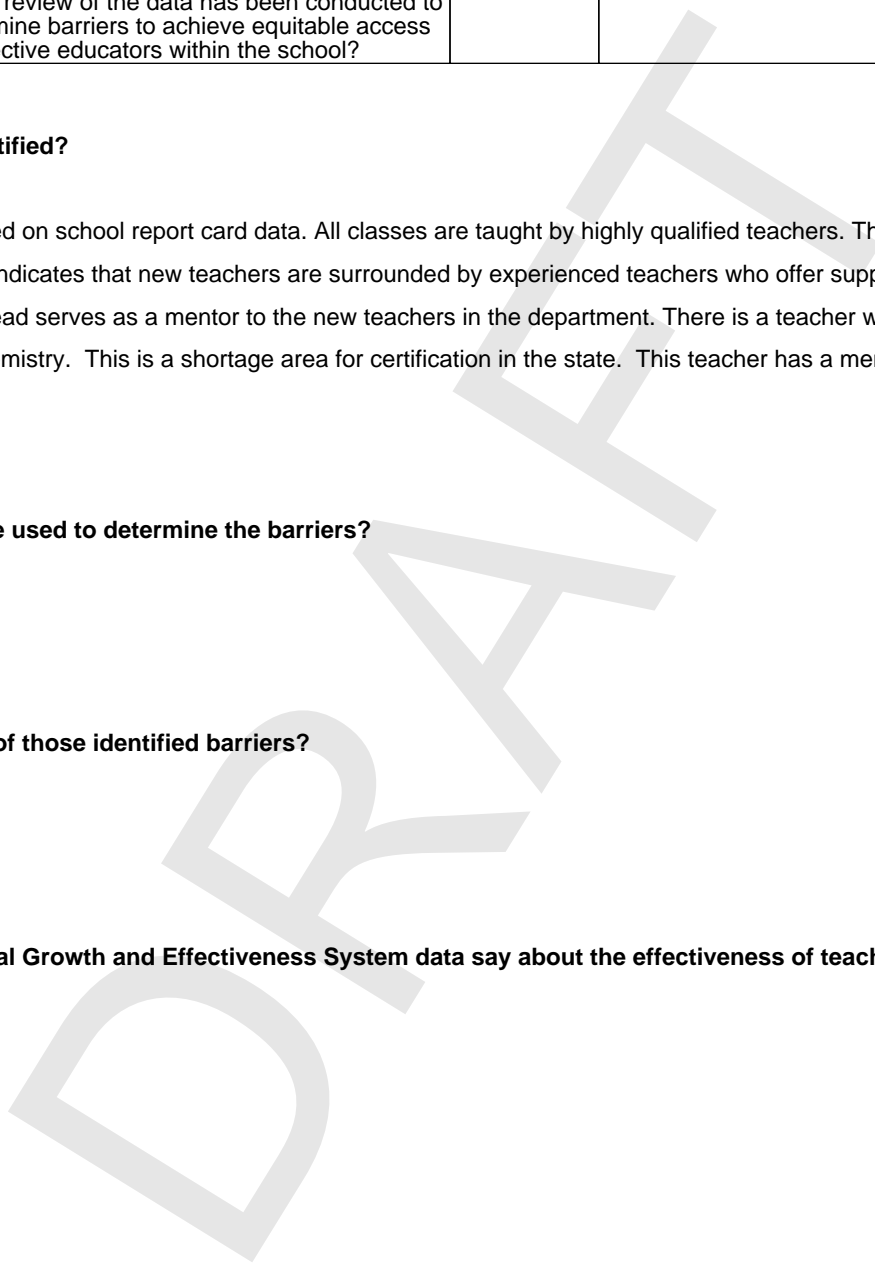
What are the barriers identified?

There were no barriers based on school report card data. All classes are taught by highly qualified teachers. There is an average of 15 years teaching experience which indicates that new teachers are surrounded by experienced teachers who offer support. A mentor system is established that the dept. head serves as a mentor to the new teachers in the department. There is a teacher working with a provisional certificate in the area of Chemistry. This is a shortage area for certification in the state. This teacher has a mentor assigned through the University and our school.

What sources of data were used to determine the barriers?

What are the root causes of those identified barriers?

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



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.

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?

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

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

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

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

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

An analysis of recent TELL survey results has indicated that the

DRAFT

Questions

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

DRAFT