



Comprehensive District Improvement Plan

Bell County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - District

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Data.	Using current school year data.	2016-2017 Bell County District Equity Diagnostic

Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

The Bell County School District as a whole has a large student population who are categorized as poverty. This statistic is indicative of our county's socioeconomic status. The majority of our schools have above 75% of their certified teachers with four or more years of teaching experience. The only exception to this is Bell County High School where there have been several teacher retirements within the past 2-3 years. The chart also shows that the leadership in our buildings is relatively new with all schools having at least 50% of their principals' experience fall between the range of 0 -3 years. The district has hired a full-time Principal Coach for the 2016-2017 school year to address the leadership needs across the district.

After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

One glaring barrier that cannot go unnoticed in the chart is the large percentage of free and reduced lunch students (poverty). The district as a whole has approximately 84% Free and Reduced lunch. One root cause of this barrier is the loss of jobs, specifically the coal industry. Over the past 6 years, the coal industry has dwindled to almost nothing. This in turn has caused working people from our area to have to move away to other parts of the state and country or to remain but to survive on jobs that do not make the salary that a coal miner did.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the District Equity Goals Data.		2016-2017 Bell County School District Equity Goals

Strategies and Activities Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increase achievement for all students in the non-duplicated gap group (combined rdg & math) for elementary from 46% in 2016 to 69.6% in 2019, for middles grades from 43.7% in 2016 to 70.1% in 2019, and for high school from 41.5% in 2016 to 66.1% in 2019

Measurable Objective 1:

collaborate to decrease the achievement gap by increasing the proficiency ratings in the non-duplicated gap group for elementary from 46% to 57.4%, for middle from 43.7% to 58.1%, and for high school from 41.5% to 52.5% by 09/15/2017 as measured by the District Report Card.

Strategy1:

Best Practice - Administration, teachers, and other professionals will use best practice strategies and activities to decrease gap and promote achievement.

Category: Continuous Improvement

Research Cited:

Comprehensive District Improvement Plan

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Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our district ensures that effective teachers are equitably distributed throughout the district so that all students are college and career ready.	Recruitment and Retention	07/01/2015	06/30/2017	\$0 - No Funding Required	Yvonne Gilliam, Superintendent

Goal 2:

Increase the percentage of effective principals, teachers, and other professionals based on local data collected through summary of evidence at the end of the summative cycle to provide equitable access to effective educators to all schools and students.

Measurable Objective 1:

collaborate to increase/maintain the percentage of effective teachers and other professionals by 06/30/2017 as measured by local summary of evidence data.

Strategy1:

Teacher and Other Professionals PGES - The Professional Growth and Effectiveness System will be implemented throughout the school and district in order to improve teacher and other professional's effectiveness.

Category: Teacher PGES

Research Cited:

Activity - Initial Certified Evaluation Training and Teachscape	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and assistant principals are required to pass the Initial Certified Evaluation training and the proficiency test for Teachscape in order to complete the observations and the PGES system with teachers and other professionals. All principals and assistants who have passed the initial requirements, must calibrate each year as designated in the district Certified Evaluation Plan to ensure observation scoring accuracy.	Professional Learning	07/01/2016	06/30/2017	\$3000 - District Funding	Principals and District PGES Point of Contact

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers serving as peer observers will complete the new I Drive Digital online training modules AND the district provided training. This training is also open to any other teacher and other professionals who want to participate.	Professional Learning	08/08/2016	09/30/2016	\$0 - No Funding Required	District PGES Point of Contact

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and other professionals will participate in PLCs that focus on the various components of the PGES system: Framework for Teaching, Self-Reflections, PGP, SGGs, Student Voice, Peer Observations, etc.	Professional Learning	08/08/2016	06/01/2017	\$0 - No Funding Required	District PGES Point of Contact, Principal coach, and Principals

Measurable Objective 2:

SY 2016-2017

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collaborate to increase the effectiveness of principals by 06/30/2017 as measured by the annual local summary of evidence data..

Strategy1:

Professional Growth and Effectiveness System - The PGES or Professional Growth and Effectiveness System will be implemented throughout the district at all schools in order to improve the principal effectiveness.

Category: Principal PGES

Research Cited:

Activity - District Principal Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Principal coach and District PGES Point of Contact collaborate to conduct Professional Learning Communities (PLCs) that focus on the training and fidelity of implementation of the Professional Growth and Effectiveness System.	Professional Learning	08/01/2016	06/30/2017	\$500 - General Fund	Superintendent, Principal Coach, District PGES Point of Contact

Activity - Principal Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All principals will develop a State and Local Student Growth Goal, Professional Growth Plan, and Working Conditions Goal based on the appropriate data, surveys, and CSIP information.	Other - Continuous Improvement	07/01/2016	06/01/2017	\$0 - No Funding Required	Superintendent, District Principal Coach, Principals

Activity - Principal Site Visits / Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of a minimum of two formal site visits per year completed by the superintendent/designee for each principal. District Principal Coach will complete informal site visits with all principals regularly (at least biweekly) for the course of the school year.	Other - Continuous Improvement	08/08/2016	06/30/2017	\$0 - No Funding Required	Superintendent and District Principal Coach

Activity - District Principal Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Full time District Principal Coach supports the implementation of PPGES through principal coaching including site visits, school walk-thrus, data analysis/planning meetings, principal cadre meetings, etc.	Professional Learning	08/08/2016	06/30/2017	\$0 - No Funding Required	Superintendent, Principal Coach, District PGES Point of Contact

Phase I - GAP Target Assurance

Introduction

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	Bell Central School Center - reading/math at elementary and middle levels Frakes School Center - reading/math at elementary and middle levels Lone Jack School Center - reading/math at elementary Page School Center - reading/math at elementary and middle Right Fork School Center - reading/math at middle level Yellow Creek School Center - reading/math at elementary and middle Bell County High School - reading only	

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

Our district analyzes data in order to answer the following questions:

- What are our overall areas of strength?
- In what areas are we not showing improvement in achievement?
- What are successful practices that need to be continued? How do we know they are successful?
- What successful practices need to be shared across the district from school to school or teacher to teacher?
- Why are we not being successful in specific areas or in specific schools?
- What do we need to do to not only maintain our current success but continue our growth as a district?

The data will be the unbiased evidence we will utilize in order to reveal strengths or improvements needed. Data analysis shows us our areas of strength and our areas in need of improvement for our district as a whole as well as for individual schools. However, it does not tell us why we were successful or unsuccessful in these areas. These are the areas that we must delve into in order to discover the causes and contributing factors for both areas of strength and of improvement.

Our district currently requires that all schools complete a comprehensive data analysis including all teachers, school administration, and district personnel. The analyses protocol includes school level MAP data, CERT data, Program Review data, School Report Card data, Pearson or Quality Core reports as well as any other vital assessment data that could provide needed information. The data is reviewed in various perspectives (including special needs, gifted, content area, school level, trend data, student groups, etc.) in order to identify strengths and needs in these areas.

Each school's data analysis is used to drill down to individual students in order to "Name and Claim" students who are in need of targeted interventions. Each teacher at the various schools also created a projected index for their classes based on current classroom performance data and MAP results. These teacher level projections are then used by school administration to calculate an overall school projection that meets specific targets such as Novice Reduction goals, AMO goals, etc. Each teacher also created an instructional plan for their classes on how they would achieve their goal. Each principal then created a plan of how to support their teachers in their school. This is a district wide initiative that is being implemented.

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?

Our district not only met, but surpassed our 2016 AMO Goal of 53.2 with the actual score of 65.2 (Learner's Score). Our district is currently classified as a Distinguished/High Progress District and is ranked 44th among the other districts in Kentucky. Our district has identified our areas of strength by levels.

- Elementary Level Area of Strength: Achievement
- Middle Level Areas of Strength: Achievement and GAP (Novice Reduction)
- High School Level Areas of Strength: College and Career Readiness and Graduation Rate
- ALL Levels Area of Strength: Program Reviews

The Overall Elementary Level Achievement score was a 70.3 with the areas of Social Studies (78.0), Writing (70.1) and Language Mechanics (81.6) being the highest areas.

The Overall Middle Level Achievement score was a 72.2 and the Overall GAP score was 76.6. The areas of Reading (70.5), Social Studies (84.9), and Writing (75.2) were the highest scores for this level. The middle level scored a perfect 100 for the Novice Reduction component of GAP.

At the high school level, the Graduation Rate exceeded the state Delivery Target. Our actual score was 96.1 while the Delivery Target was 94.3. Our district has already surpassed the 2016/2017 Delivery Target of 94.8. The Gear Up Initiative at our high school has helped in this increase in Graduation Rate over the past several years and has contributed greatly to the scores achieved in the College and Career Readiness area. BCHS and the Bell County Area Technology Center continue to work more closely together to target students and build a more successful career pathway program. In addition, the successful implementation of the Virtual High School has also impacted the Graduation Rate.

An area that is a district wide strength is Program Reviews. Each school has learned, implemented, and embraced the program review process. Continuous district support is provided for each of the program review areas by the district Instructional Supervisors. District program review support includes district wide meetings and program specific help at individual school sites.

Opportunities for Improvement

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

Data shows that although we have made substantial gains in all areas and that we reached the goal of being a Distinguished district, we still have areas of need. As a district, our areas in greatest need of improvement would be Reading and Math at all levels (elementary, middle, and high).

When analyzing the data points under the area of achievement for reading, we see that over the past three years reading at the elementary levels have changed from 67.7 in 13/14 to 66.3 in 14/15 to 66.4 in 15/16 (showing a decrease and flat line); at the middle level reading went from 70.1 in 13/14 to 67.1 in 14/15 to 70.5 in 15/16 (showing a decrease and then a rebound in scores); and at the high school level reading moved from 55.9 in 13/14 to 57.3 in 14/15 to 59.5 in 15/16 (showing a slow and steady increase).

The district has a reading coach who works with each school in order to refine the implementation of our K-8 Success for All reading program. The reading program was only previously implemented from grades K through 3 for several years. Two years ago, the district implemented the program K-8 for the six elementary schools. Professional development and in school coaching are strategies that are used to ensure that teachers are implementing the program with fidelity and analyzing their student data in order to make instructional decisions. At the high school level, teachers have strengthened their knowledge of the reading standards through the implementation of the Plan, Do, Study, Act protocol with the English Department. In addition, the high school has utilized student data to place those showing the need into Learning Labs where the Reading Plus program is used to address any reading deficiencies.

When analyzing the data points for math in the area of achievement, we find that at both the elementary and middle levels of math that from 2013/2014 (elementary - 55.6; middle - 57.3) to the 2014/2015 (elementary - 52.4; middle - 55.6) school years math took a slight decrease, but both levels of math made tremendous gains from the 14/15 school year to the 2015/2016 school year. The 2015/2016 scores for math (elementary - 64.4; middle - 61.0) improved greatly. At the high school level, math made a 13.8 gain from the 13/14 school year (39.2) to the 14/15 year (53). The 2015/2016 data shows that the high school built upon that success with another gain of 3.2 points with an overall score of 56.2. Although the area of math has shown tremendous growth for the past year, math is still one of the lower areas in our data. As a district, we must not only maintain the gains that we have shown over the past year but build upon it.

Our district is in its third year of implementation of K-3 Mathematics Coach. There is also an District Instructional Supervisor whose role includes a focus on overseeing the implementation of our Math In Focus curriculum for the K-8 schools as well as the math curriculum at the high school levels. The primary coach rotates among the six elementary schools working with all primary math teachers by observing lessons, providing feedback, meeting with teachers to provide guidance with instructional strategies, working with the principals, etc. In addition to the Math Coach, our district is implementing a Math Leadership team that is made up of the K-3 Math Coach, 5 Assistant Principals, 1 Principal, and the District Instructional Supervisor for math. The purpose of this team is to meet and discuss/create a teacher priority list, analyze data, discuss needs as school/district level, etc. Each of the members of this team are conducting walk thrus within their schools and providing feedback to teachers.

Although the 2015-2016 school year is our first year with Novice Reduction data, the School Report Card shows that at the elementary and high school levels much growth is needed. The elementary level scored a 50 out of the 100 points possible and the high school scored 56.6 out of 100. Our district is addressing this issue through various methods that include: 1. During the District Data Day, teachers created a Novice Reduction (Name and Claim) list of students to target through instructional strategies; 2. District Principal Coach has conducted

workshops with principals and schools demonstrating the impact each student's score (especially the novice) has on the overall score for a content area and the overall school score; and 3. School Principals have written growth goals targeting Novice Reduction in their individual schools.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Our district's current practice consists of schools analyzing their data through a series of steps as determined by the new District Principal Coach and District Assessment Coordinator. The analysis started as soon as the data was released at the state level and culminated in a District Wide Data Day where analysis was shared, discussed, explained, identified causes, and made plans for improvement with teacher and school level projections were created. Data is continually reviewed as it becomes available such as KCMP, ACT, MAP, CERT, Program Review, etc.

Progress notes are completed through the ASSIST program on a quarterly basis. These notes are shared with the SBDM Councils at each school. The Progress Notes help to provide an identified process to monitor what is being implemented and what is being effective. Based on these check points, schools may be asked for clarifying information concerning specific strategies or activities such as sharing an activity that has shown great results, explaining why an activity was not effective or implemented. Thus, the process for monitoring continuous improvement is clearly defined for all stakeholders.

Conclusion

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

Our next steps in addressing our areas of concern include:

- In district and out of district coaching and monitoring visits for SFA Reading, Math In Focus and PowerTeaching Math
- Implement District Math (K-8) Leadership Team
- Provide Demo Lessons for Math In Focus teachers across the district
- Continue implementing and monitoring Automaticity Project
- Continue implementing and monitoring Calendar Math
- EOC Project being implemented at the high school level including English 10 and Algebra II
- Learning Labs at high school level with Reading Plus and/or ALEKS math program
- PDSA implementation at high school

2016-2017 Bell County School Comprehensive District Improvement Plan

Overview

Plan Name

2016-2017 Bell County School Comprehensive District Improvement Plan

Plan Description

2016-2017

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase achievement for all students in the non-duplicated gap group (combined rdg & math) for elementary from 46% in 2016 to 69.6% in 2019, for middles grades from 43.7% in 2016 to 70.1% in 2019, and for high school from 41.5% in 2016 to 66.1% in 2019	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$119000
2	Increase the averaged combined reading and math K-Prep scores for elementary from 49.1% in 2016 to 71.1% in 2019, for middle grades fom 46.9% in 2016 to 71.4% in 2019, and for high school from 44.9% in 2016 to 68.4% in 2019.	Objectives: 1 Strategies: 3 Activities: 24	Organizational	\$242824
3	Increase the percentage of students who are college-and career-ready at the high school level from 65.7% in 2016 to 68.5% in 2017.	Objectives: 1 Strategies: 4 Activities: 12	Organizational	\$122600
4	Increase the 4 Year Cohort Graduation Model rate from 96.1 in 2016 to 96.2 in 2020.	Objectives: 1 Strategies: 3 Activities: 10	Organizational	\$7500
5	Increase the percentage of effective principals, teachers, and other professionals based on local data collected through summary of evidence at the end of the summative cycle to provide equitable access to effective educators to all schools and students.	Objectives: 2 Strategies: 2 Activities: 7	Organizational	\$3500
6	Demonstrate/maintain proficiency in Arts & Humanities, Practical Living Career Studies, Primary, World Languages, and Writing Programs in Bell County as evidenced by Program Review results.	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$0
7	Decrease the percentage of students scoring at the Novice level by 50% by 2020 school year.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0

Goal 1: Increase achievement for all students in the non-duplicated gap group (combined rdg & math) for elementary from 46% in 2016 to 69.6% in 2019, for middles grades from 43.7% in 2016 to 70.1% in 2019, and for high school from 41.5% in 2016 to 66.1% in 2019

Measurable Objective 1:

collaborate to decrease the achievement gap by increasing the proficiency ratings in the non-duplicated gap group for elementary from 46% to 57.4%, for middle from 43.7% to 58.1%, and for high school from 41.5% to 52.5% by 09/15/2017 as measured by the District Report Card.

Strategy 1:

Best Practice - Administration, teachers, and other professionals will use best practice strategies and activities to decrease gap and promote achievement.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will analyze student achievement by gap groups relative to state, district, and school assessments. Schools: All Schools	Academic Support Program	08/01/2016	06/01/2017	\$0	No Funding Required	Greg Wilson, DAC Tom Gambrel, Title I Director Principals
Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will utilize a bank of intervention strategies that are research based and implement the appropriate strategy that is matched to student needs. Schools: All Schools	Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	Dr. Mitch Bailey, District RTI Coordinator
Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will implement the Response to Intervention plan, including using MAP as the Universal Screener, using the academic benchmarks for the MAP test and progress monitoring of intervention as determined by the plan. Schools: All Schools	Academic Support Program	08/03/2015	06/01/2017	\$30000	Title I Part A, Grant Funds	Dr. Mitch Bailey, District RTI Coordinator and Principals
Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Our district ensures that effective teachers are equitably distributed throughout the district so that all students are college and career ready. Schools: All Schools	Recruitment and Retention	07/01/2015	06/30/2017	\$0	No Funding Required	Yvonne Gilliam, Superintendent
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Strategy 2:

Other - These activities will be implemented in order to address Gaps in our district.

Category: Continuous Improvement

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at risk student groups. PtGT results will be analyzed and cross referenced with other vital forms of data available to determine which students are at immediate risk for failure and require intensive intervention and supports. Schools: All Schools	Academic Support Program	01/06/2014	06/01/2017	\$0	Other	Chris Warren - DPP, Dr. Mitch Bailey - District Counselor Coordinator, Principals, and School Counselors

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will implement after school tutoring in the areas of math and reading in order to target students needs. Schools: All Schools	Tutoring	09/01/2016	05/15/2017	\$78000	Title I Part A	Tom Gambrel, Title I Director; Greg Wilson, District Principal Coach

Activity - Professional Learning Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given a Professional Learning Survey for input concerning the Professional Learning that is offered by the district in order to address teacher's professional learning needs such as strategies to target Gap students. Schools: All Schools	Policy and Process	01/02/2017	03/31/2017	\$0	No Funding Required	Jennifer Yankey, PD Coordinator

Activity - Learning Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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9th through 12th grade students will be placed into Learning Labs focused on reading and mathematics skills. These labs will utilize ALEKS and Reading Plus technologies along with other resources to increase student knowledge in these content areas. Schools: Bell County High School	Academic Support Program	01/04/2016	05/15/2017	\$11000	Grant Funds	BCHS Principal, Richard Gambrel Learning Lab Teachers
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Goal 2: Increase the averaged combined reading and math K-Prep scores for elementary from 49.1% in 2016 to 71.1% in 2019, for middle grades from 46.9% in 2016 to 71.4% in 2019, and for high school from 44.9% in 2016 to 68.4% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores to 59.5% for elementary, 60% for middle, and 55.7% for high school by 09/01/2017 as measured by the District Report Card.

Strategy 1:

School Readiness - Kindergarten students will be assessed at school entry in order to determine school readiness.

Category: Early Learning

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE). Schools: Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center	Policy and Process	08/01/2016	09/30/2016	\$0	State Funds	Dr. Mitch Bailey, District Kindergarten Coordinator/D OSE

Activity - Screener Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will disseminate the results of the Kindergarten screener to parents to increase their level of awareness concerning Kindergarten student performance compared to standards. Schools: Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center	Parent Involvement	10/03/2016	01/31/2017	\$0	No Funding Required	Dr. Mitch Bailey, District Kindergarten Coordinator/D OSE School Principals

Activity - Parent Readiness Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Implement Parent Readiness workshops targeting parents of students ages 3-4 years old. Training will provide parents with strategies and activities to implement with their children to prepare them for entering kindergarten. Schools: Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center	Parent Involvement	08/01/2016	05/31/2017	\$10000	Grant Funds	Dr. Mitch Bailey - District Preschool Coordinator School Principals School Level Teacher Leaders
Activity - Early Childhood Awareness Council	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in the Promise Zone Early Childhood Council formed by the Partners for Education at Berea College. Information obtained through the council will be shared at the local level. Early childhood partners will address kindergarten readiness. Schools: Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center	Community Engagement	08/01/2016	06/30/2017	\$0	No Funding Required	Dr. Mitch Bailey, District Kindergarten Coordinator Bell Whitley Preschool Director
Activity - Preschool Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SFA preschool reading curriculum, Curiosity Corner, is being implemented throughout all preschool classrooms district wide. This program aligns to the SFA reading program currently being taught throughout the district in K-8 classes. Schools: Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center	Direct Instruction	08/18/2015	06/01/2017	\$0	No Funding Required	Dr. Mitch Bailey, District Preschool Director
Activity - Extended Preschool Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extend the current 4 day per week preschool program to a 5 day per week preschool program with an increased focus on readiness for 4 year olds. Schools: Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center	Direct Instruction, Academic Support Program	01/02/2017	06/01/2017	\$0	Grant Funds	Dr. Mitch Bailey, District Preschool Coordinator/D OSE
Activity - Additional Preschool Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An addition of two new preschool classrooms in order to provide services for a larger number of students. Schools: Yellow Creek School Center, Bell Central School Center	Academic Support Program	08/08/2016	05/31/2017	\$59666	Grant Funds	Dr. Mitch Bailey, District Preschool Coordinator/D OSE

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Strategy 2:

Curriculum Assessment & Alignment - Curriculum, Instruction, and Assessment will continue to be reviewed and revised to ensure alignment in rigor and content to the Kentucky Academic Standards and the Unbridled Learning Accountability System.

Category: Continuous Improvement

Activity - ALEKS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize ALEKS math software program for targeted students to remediate, accelerate, individualize, and instruct. Schools: Bell County High School	Academic Support Program	08/01/2016	06/01/2017	\$8000	Other	High School Principals, Math Teachers
Activity - Continuous Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to revise curriculum maps, instructional units lesson plans, and learning checks to ensure alignment with the KAS in all core subject areas. Schools: All Schools	Professional Learning	08/01/2016	06/30/2017	\$500	District Funding	Instructional Supervisors and High School Principals
Activity - Automaticity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2nd - 12th grade teachers will implement the Automaticity program to help students master basic math facts. Schools: All Schools	Academic Support Program	08/26/2014	06/01/2017	\$0	No Funding Required	Principals, Assistant Principals, and Instructional Supervisor
Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle and high school teachers for ELA, math, science, and social studies will meet a minimum of two times per school year in order to share instructional strategies/activities. Schools: All Schools	Professional Learning	08/25/2014	06/01/2017	\$0	No Funding Required	Instructional Supervisors and Principals
Activity - Content Specific Professional Learning Opportunit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary, Middle and high school teachers will attend content specific professional learning designed to meet specific needs of those content areas. Schools: All Schools	Professional Learning	08/01/2016	06/30/2017	\$50000	Grant Funds	Jennifer Yankey, PD Coordinator Angela Allen, GEAR UP Coordinator

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Activity - 9th Grade Enrichment Tutor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted 9th grade students will participate in an Enrichment Tutoring program. Students are targeted based on their EXPLORE scores (target students who are just 1-2 pts. from reaching benchmarks) for ELA, Math, and Science. Schools: Bell County High School	Academic Support Program	08/09/2016	06/01/2017	\$15170	Grant Funds	BCHS Principal, Gear Up Academic Specialists, Gear Up Tutor

Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Reading Plus web based program for target students to remediate, accelerate, individualize, and instruct. Schools: Bell County High School	Academic Support Program	08/08/2016	06/30/2017	\$11000	Grant Funds	High School Principals, Reading Plus Teachers

Strategy 3:

Program Implementation and Fidelity - Research based programs for both reading and math will be implemented throughout the district with fidelity.

Category: Continuous Improvement

Activity - Success for All Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 reading teachers will implement a research based reading program (Success for All - SFA). Schools: Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center	Direct Instruction	08/08/2016	06/01/2017	\$0	School Council Funds	Dr. Mitch Bailey, District Reading Curriculum Specialist/DO SE

Activity - Training and Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teachers will participate in professional learning about SFA reading program. On site coaching by SFA consultants will also be provided to increase effective implementation. Schools: Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center	Professional Learning	08/01/2016	06/01/2017	\$16288	Other	Dr. Mitch Bailey, District Reading Curriculum Specialist/DO SE

Activity - Math In Focus Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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K-8 math teachers will participate in Math in Focus trainings, demonstration lessons and coaching visits. Schools: Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center	Professional Learning	08/01/2016	06/30/2017	\$17200	Grant Funds, Other	Instructional Supervisor, Principals and Assistant Principals
Activity - District Math Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A District Math Leadership Team (made up of the Primary Math Coach, Instructional Supervisor, and Assistant Principals) will meet on a regular basis to review data from observations/walk thrus, testing analysis, sharing of resources, etc. in order to provide math support needed for each individual school. Schools: Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Instructional Supervisor, Assistant Principals, and Primary Math Coach
Activity - Math in Focus Program Implementaion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 math teachers will implement Singapore Math in Focus program utilizing program strategies and resources to improve student achievement and rigor of instruction. Schools: Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center	Direct Instruction	08/01/2016	06/01/2017	\$40000	Grant Funds	Instructional Supervisor, Primary Math Coach, and Principals
Activity - Power Teaching Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle grades math teachers will use the Power Teaching Math cooperative learning framework resources to support Math in Focus math curriculum. Schools: Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center	Direct Instruction	08/01/2016	06/30/2017	\$5000	Grant Funds	Instructional Supervisor, Principals and Assistant Principals
Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle grades math teachers will participate in coaching/support visits provided by Instructional Supervisor and certified SFA coaches. Teachers will implement feedback from coaching visits. Schools: Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center	Professional Learning	08/01/2016	05/31/2017	\$5000	Grant Funds	Instructional Supervisor, Principals and Assistant Principals

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Activity - Everyday Counts Calendar Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 classrooms will utilize Everyday Counts Calendar Math as a supplemental resource for math classes. Schools: Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center	Academic Support Program	08/08/2016	06/01/2017	\$5000	Grant Funds	Principals Primary Math Coach Instructional Supervisor
Activity - School Level Math Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assistant principals at each K-8 building will serve as the Math Coach for their school on a day to day basis in addition to the District Primary Math Coach and the District Math Instructional Supervisor. Schools: Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center	Professional Learning	08/08/2016	06/01/2017	\$0	No Funding Required	Assistant Principals Instructional Supervisor
Activity - Extended Math Instruction Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 1st grade through 8th grade math classes will last for 2 class periods (approximately 1 hr. 40 mins.) in order to increase rigor and intensity of the math instruction. Schools: Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center	Direct Instruction	08/09/2016	05/31/2017	\$0	No Funding Required	Yvonne Gilliam, Superintendent K-8 Principals

Goal 3: Increase the percentage of students who are college-and career-ready at the high school level from 65.7% in 2016 to 68.5% in 2017.

Measurable Objective 1:

collaborate to increase the college and career readiness goal to 68.5% by 09/01/2017 as measured by the High School College and Career Readiness Report and the District Report Card.

Strategy 1:

Targeted Intervention - Based on school assessment data, students will be identified for targeted transitional intervention. Various methods of delivery will be used for the intervention. For example, intervention classes, intervention period, and out of school time.

Category: Continuous Improvement

Activity - Work Keys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide students with practice opportunities for the Work Keys Assessments. Schools: Bell County High School	Direct Instruction	08/01/2016	06/01/2017	\$2000	Perkins	Principals and CTE Teachers
Activity - Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and implement remediation strategies for students not meeting Work Keys or ASVAB benchmarks. Schools: Bell County High School	Academic Support Program	08/08/2016	06/01/2017	\$500	Career and Technical Education Funds	Principal and CTE Teachers
Activity - CCR Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
11th grade students will participate in the College and Career Readiness course that utilizes WIN Learning, Method Test Prep, ILPs, and Why Try Curriculum. Schools: Bell County High School	Direct Instruction	08/08/2016	06/01/2017	\$55000	Grant Funds	BCHS Principal, CCR Teacher,
Activity - Boomerang/ Link Crew Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Junior and Senior students mentor incoming 9th graders providing them with positive relationship to help with the transition into the high school. This program may target multiple needs of students (i.e. lessen stress, help with academics, help with new friends). Schools: Bell County High School	Behavioral Support Program	08/08/2016	06/01/2017	\$0	No Funding Required	College and Career Readiness Teacher, Gear Up Academic Specialists
Activity - Expanded Work Keys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional students will be identified and given Work Keys assessment through collaboration with the Work Ready Community Council for Bell County. Schools: Bell County High School	Career Preparation/Orientation	12/01/2016	06/30/2017	\$1000	Other	BCHS Administration

Strategy 2:

Career Readiness Pathways and Academic/Career Advising - CTE teachers and counselor will develop career pathways for students. Students will be advised on careers that are available and directed in career pathways.

Category: Career Readiness Pathways

Activity - Career Pathway Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Career pathways are being implemented for each CTE program available within the school. Schools: Bell County High School	Career Preparation/Orientation	08/08/2016	06/01/2017	\$500	Perkins	Principal and CTE Teachers
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Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Kentucky Academic Standards, KOSSA, and technical standards in curriculum development including maps, units, lessons and assessments. Schools: Bell County High School	Direct Instruction	08/01/2016	06/01/2017	\$500	Perkins	Principal and CTE teachers

Strategy 3:

Acceleration - Teachers will complete professional development in accelerating the curriculum. Students will be provided the opportunity to participate in AP courses and accelerated learning in Pre-AP courses.

Category: Integrated Methods for Learning

Activity - AP Courses and Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP (Advanced Placement) courses will be offered at the high school in order to provide enriching and rigorous classes. AP assessments will be partially paid for (1/2) through GEAR UP funds to encourage more students to participate. Schools: Bell County High School	Direct Instruction	08/08/2016	06/01/2017	\$13600	Grant Funds	Principal and AP Teachers

Activity - Data Analysis and Program Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will analyze past Advance Placement data to determine student success and any needed program improvements. Schools: Bell County High School	Academic Support Program	08/08/2016	06/01/2017	\$0	No Funding Required	Principal and AP teachers

Activity - Expanded Dual Credit Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expand the Dual Credit program to include opportunities for students to be transported to the SKCTC college campus to participate in more course offerings during their junior and senior years of high school. Schools: Bell County High School	Direct Instruction, Academic Support Program	08/08/2016	06/01/2017	\$38000	Grant Funds	Angela Allen, Dual Credit District Point of Contact/GEAR Up Coordinator BCHS Administration BCHS Counselors

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Strategy 4:

CCR Data Analysis and Continuous Improvement - Teachers will analyze CCR and other relevant data about their classes and individual students. The results will be used to drive classroom instruction, curriculum work, and targeted interventions.

Category: Continuous Improvement

Activity - PDSA Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Plan, Do, Study, Act (PDSA) protocol. This protocol requires teachers to focus on assessment data and act upon the information through changing instructional strategies, etc.	Other - Continuous Improvement	08/18/2015	06/01/2017	\$500	General Fund	Principals Department Leads
Schools: Bell County High School						

Activity - Learning Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students in grades 9 - 12 will participate in Learning Labs focusing on either math (ALEKS), reading (Reading Plus), transition or a combination based on identified student need.	Academic Support Program	01/04/2016	06/01/2017	\$11000	Grant Funds	Principals Learning Lab teachers
Schools: Bell County High School						

Goal 4: Increase the 4 Year Cohort Graduation Model rate from 96.1 in 2016 to 96.2 in 2020.

Measurable Objective 1:

collaborate to increase the 4 year cohort graduation rate for Bell County School District to 96.2% by 06/30/2020 as measured by the District Report Card.

Strategy 1:

Targeted Intervention - Identify at-risk students and schedule courses targeting their ILPs.

Category:

Activity - Middle School Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase a smoother transition for middle school students to the high school by providing tours, presentations on careers, discussions on CTE opportunities at the high schools and ILP Planning.	Career Preparation/Orientation	08/08/2016	06/01/2017	\$500	Other	Principal, CTE teachers, and Gear Up Academic Specialists
Schools: Bell County High School						

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Activity - Virtual School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Virtual School is provided for students who must have alternative instruction due to specific needs. Schools: Bell County Alternative School, Bell County High School	Technology	08/08/2016	06/30/2017	\$3500	General Fund	Director of Pupil Personnel

Activity - A Plus Credit Recovery Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will utilize the A Plus Credit Recovery Program/Curriculum in order to maintain their high school coursework. Schools: Bell County Alternative School	Academic Support Program	08/08/2016	06/30/2017	\$3500	General Fund	Chris Warren, DPP

Strategy 2:

Academic and Career Advising - Provide students with career pathways information related to their ILPs.

Category:

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promote and implement Operation Preparation for 8th and 10th grade students. Schools: Bell County High School, Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center	Career Preparation/Orientation	08/08/2016	05/31/2017	\$0	No Funding Required	Gear Up Academic Specialists, School Counselors, and Principals

Activity - Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide middle and high school students with career pathway information related to their ILPs in order to make good elective choices. Schools: All Schools	Career Preparation/Orientation	08/08/2016	06/01/2017	\$0	No Funding Required	School ILP Coordinators and School Counselors

Activity - ILP Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests. Schools: All Schools	Career Preparation/Orientation	08/08/2016	06/30/2017	\$0	No Funding Required	School ILP Coordinators and School Counselors

Strategy 3:

Focused Attendance Support - Targeted activities and resources in order to help improve district/school level attendance.

Category: Other - Attendance

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Activity - Attendance Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools and the district have set attendance goals for the 2016-2017 school year. Schools: All Schools	Behavioral Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Chris Warren, DPP; School Principals
Activity - Attendance Tracking Logs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance clerks will complete Attendance Tracking Logs for Targeted students on a bi-weekly basis. These logs will be submitted to principals and the District Director of Pupil Personnel. Schools: All Schools	Behavioral Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Chris Warren, DPP; Principals
Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Home visits are required after four unexcused absences. These visits are conducted by FRYSC, Attendance Clerks, Parents Liaisons, District Social Worker, etc. Schools: All Schools	Behavioral Support Program	08/08/2016	06/01/2017	\$0	No Funding Required	Chris Warren, DPP
Activity - School Level Attendance Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected school(s) will pilot a School Level Attendance Committee whose purpose will be to address attendance issues, explore new and creative methods for reaching students with chronic attendance issues, and determine root causes for attendance issues. Schools: All Schools	Behavioral Support Program	01/02/2017	06/30/2017	\$0	No Funding Required	Chris Warren, DPP

Goal 5: Increase the percentage of effective principals, teachers, and other professionals based on local data collected through summary of evidence at the end of the summative cycle to provide equitable access to effective educators to all schools and students.

Measurable Objective 1:

collaborate to increase the effectiveness of principals by 06/30/2017 as measured by the annual local summary of evidence data..

Strategy 1:

Professional Growth and Effectiveness System - The PGES or Professional Growth and Effectiveness System will be implemented throughout the district at all schools in order to improve the principal effectiveness.

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Category: Principal PGES

Activity - Principal Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All principals will develop a State and Local Student Growth Goal, Professional Growth Plan, and Working Conditions Goal based on the appropriate data, surveys, and CSIP information. Schools: All Schools	Other - Continuous Improvement	07/01/2016	06/01/2017	\$0	No Funding Required	Superintendent, District Principal Coach, Principals
Activity - Principal Site Visits / Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of a minimum of two formal site visits per year completed by the superintendent/designee for each principal. District Principal Coach will complete informal site visits with all principals regularly (at least biweekly) for the course of the school year. Schools: All Schools	Other - Continuous Improvement	08/08/2016	06/30/2017	\$0	No Funding Required	Superintendent and District Principal Coach
Activity - District Principal Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Full time District Principal Coach supports the implementation of PPGES through principal coaching including site visits, school walk-thrus, data analysis/planning meetings, principal cadre meetings, etc. Schools: All Schools	Professional Learning	08/08/2016	06/30/2017	\$0	No Funding Required	Superintendent, Principal Coach, District PGES Point of Contact
Activity - District Principal Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Principal coach and District PGES Point of Contact collaborate to conduct Professional Learning Communities (PLCs) that focus on the training and fidelity of implementation of the Professional Growth and Effectiveness System. Schools: All Schools	Professional Learning	08/01/2016	06/30/2017	\$500	General Fund	Superintendent, Principal Coach, District PGES Point of Contact

Measurable Objective 2:

collaborate to increase/maintain the percentage of effective teachers and other professionals by 06/30/2017 as measured by local summary of evidence data.

Strategy 1:

Teacher and Other Professionals PGES - The Professional Growth and Effectiveness System will be implemented throughout the school and district in order to improve teacher and other professional's effectiveness.

Category: Teacher PGES

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and other professionals will participate in PLCs that focus on the various components of the PGES system: Framework for Teaching, Self-Reflections, PGP, SGGs, Student Voice, Peer Observations, etc. Schools: All Schools	Professional Learning	08/08/2016	06/01/2017	\$0	No Funding Required	District PGES Point of Contact, Principal coach, and Principals
Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers serving as peer observers will complete the new I Drive Digital online training modules AND the district provided training. This training is also open to any other teacher and other professionals who want to participate. Schools: All Schools	Professional Learning	08/08/2016	09/30/2016	\$0	No Funding Required	District PGES Point of Contact
Activity - Initial Certified Evaluation Training and Teachscape	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and assistant principals are required to pass the Initial Certified Evaluation training and the proficiency test for Teachscape in order to complete the observations and the PGES system with teachers and other professionals. All principals and assistants who have passed the initial requirements, must calibrate each year as designated in the district Certified Evaluation Plan to ensure observation scoring accuracy. Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$3000	District Funding	Principals and District PGES Point of Contact

Goal 6: Demonstrate/maintain proficiency in Arts & Humanities, Practical Living Career Studies, Primary, World Languages, and Writing Programs in Bell County as evidenced by Program Review results.

Measurable Objective 1:

collaborate to demonstrate/maintain proficiency in Arts & Humanities, Practical Living Career Studies, Primary, World Language, and Writing Programs by 06/01/2016 as measured by Program Review results.

Strategy 1:

Program Reviews - Schools and teachers will participate in the Program Review process to evaluate each program's effectiveness and areas of need for continuous improvement.

Category: Continuous Improvement

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Activity - District Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Inform staff of the expectations and procedures as defined by the district of the District External Review Process. The process will be implemented with fidelity in order to provide feedback to all schools concerning their specific program review areas.</p> <p>Schools: Bell County High School, Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center</p>	Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	Instructional Supervisors, District Assessment Coordinator and Principals
Activity - Program Review Evaluation - ASSIST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School level Program Review Teams will examine rubrics, consider existing sources and evidence to inform the overall program evaluation at least three times each year and will submit to the district for review according to the Bell District Program Review Timeline using the ASSIST program.</p> <p>Schools: Bell County High School, Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center</p>	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Instructional Supervisors and Principals
Activity - Program Review - Work Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Each school will use their Program Review analysis to identify areas of need and target those areas for improvement in a Work Plan. The Work Plan should address the Program Review Areas that are being submitted for accountability for that school year.</p> <p>Schools: Bell County High School, Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center</p>	Academic Support Program	08/08/2016	06/30/2017	\$0	Other	Instructional Supervisors, Principals, and School Program Review Teams
Activity - Program Review Team Membership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers will participate as a member of at least one program review area/team at their prospective school.</p> <p>Schools: Bell County High School, Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center</p>	Academic Support Program	08/08/2016	06/15/2017	\$0	No Funding Required	Principals Instructional Supervisors
Activity - District Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The District Wellness Policy will be reviewed on an annual basis in order to provide guidance for all schools in the review of their Wellness policies. Schools: Bell County High School, Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center	Policy and Process	08/01/2016	06/30/2017	\$0	No Funding Required	District Food Service Director and District PLCS Program Review Point of Contact
Activity - School Health Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will complete the School Health Assessment via the Alliance for Healthier Generation Website. Schools: Bell County High School, Yellow Creek School Center, Page School Center, Lone Jack School Center, Frakes School Center, Bell Central School Center, Right Fork School Center	Other - Continuous Improvement	08/08/2016	06/30/2017	\$0	No Funding Required	Principals District Food Service Director District PLCS Program Review Point of Contact
Activity - District Physical Activity & Nutrition Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Health Assessment will be used to complete the District Physical Activity and Nutrition Report. Findings/recommendations will be shared in a public forum, presented to the Bell Board of Education and submitted to the Department of Education. Schools: All Schools	Other - Continuous Improvement	10/01/2016	06/30/2017	\$0	No Funding Required	District Food Service Director
Activity - Visual/Performing Arts Vertical Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Visual and Performing Arts teachers from across the district will meet a minimum of two times (once per semester) over the course of the school year to review the new standards, share strategies, discuss any issues or concerns, etc. Schools: All Schools	Professional Learning	08/08/2016	06/01/2017	\$0	No Funding Required	Instructional Supervisor and Principals

Goal 7: Decrease the percentage of students scoring at the Novice level by 50% by 2020 school year.

Measurable Objective 1:

collaborate to decrease the percentage of students scoring at the novice level by 10% of the current score by 09/01/2017 as measured by the District Report Card.

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Strategy 1:

Design and Deliver Instruction - Curriculum, instructional strategies, and assessments will continue to be aligned to the Kentucky Academic Standards and to the Unbridled Learning Assessments.

Category: Continuous Improvement

Activity - Curriculum Gaps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze the curriculum to identify gaps and make necessary adjustments to their instructional planning, specifically in the areas of reading and math. Schools: All Schools	Academic Support Program	08/10/2015	06/30/2017	\$0	No Funding Required	Instructional Supervisors and Principals

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention time will be provided for targeted students during the school day and after school during tutoring time. Supplemental materials used during the intervention time will include the following depending upon the grade level being targeted: Reading Mastery, Successmaker, ALEKS, My Reading Coach, Reading Plus, etc. Schools: All Schools	Academic Support Program	08/08/2016	05/31/2017	\$0	Title I Schoolwide	Principals and Assistant Principals District Title I Director

Strategy 2:

Review, analyze, and apply data results - Data will continue to be analyzed throughout the school year including KPREP data and MAP data (3 x per year). The results will be used to inform school improvement and meet the individual student's needs.

Category: Continuous Improvement

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of formative assessments aligned to daily learning targets (aligned to standards) in order to measure the learning of students. Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Principals and Assistant Principals

Activity - Goal Setting and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will work with students to set goals for MAP, KPREP, and EOC assessments. Teachers will monitor student progress throughout instruction using formative assessment check points in order to determine successful comprehension of the concepts being taught and progress towards the student goal.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>08/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Principals and Assistant Principals</p>
<p>Activity - Name and Claim Student Listings</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>All teachers will create a list of students based on multiple points of assessment data to target in instruction. These lists will be used to monitor individual student progress toward moving out of the novice category.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>10/03/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Greg Wilson, DAC/District Principal Coach</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum	Utilize Kentucky Academic Standards, KOSSA, and technical standards in curriculum development including maps, units, lessons and assessments.	Direct Instruction	08/01/2016	06/01/2017	\$500	Principal and CTE teachers
Work Keys	Provide students with practice opportunities for the Work Keys Assessments.	Direct Instruction	08/01/2016	06/01/2017	\$2000	Principals and CTE Teachers
Career Pathway Development	Career pathways are being implemented for each CTE program available within the school.	Career Preparation/Orientation	08/08/2016	06/01/2017	\$500	Principal and CTE Teachers
Total					\$3000	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Support	Identify and implement remediation strategies for students not meeting Work Keys or ASVAB benchmarks.	Academic Support Program	08/08/2016	06/01/2017	\$500	Principal and CTE Teachers
Total					\$500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Virtual School	Virtual School is provided for students who must have alternative instruction due to specific needs.	Technology	08/08/2016	06/30/2017	\$3500	Director of Pupil Personnel
District Principal Professional Learning Communities	District Principal coach and District PGES Point of Contact collaborate to conduct Professional Learning Communities (PLCs) that focus on the training and fidelity of implementation of the Professional Growth and Effectiveness System.	Professional Learning	08/01/2016	06/30/2017	\$500	Superintendent, Principal Coach, District PGES Point of Contact

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A Plus Credit Recovery Curriculum	Identified students will utilize the A Plus Credit Recovery Program/Curriculum in order to maintain their high school coursework.	Academic Support Program	08/08/2016	06/30/2017	\$3500	Chris Warren, DPP
PDSA Protocol	Teachers will implement the Plan, Do, Study, Act (PDSA) protocol. This protocol requires teachers to focus on assessment data and act upon the information through changing instructional strategies, etc.	Other - Continuous Improvement	08/18/2015	06/01/2017	\$500	Principals Department Leads
Total					\$8000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Success for All Reading	K-8 reading teachers will implement a research based reading program (Success for All - SFA).	Direct Instruction	08/08/2016	06/01/2017	\$0	Dr. Mitch Bailey, District Reading Curriculum Specialist/DO SE
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Expanded Dual Credit Program	Expand the Dual Credit program to include opportunities for students to be transported to the SKCTC college campus to participate in more course offerings during their junior and senior years of high school.	Direct Instruction, Academic Support Program	08/08/2016	06/01/2017	\$38000	Angela Allen, Dual Credit District Point of Contact/GEAR Up Coordinator BCHS Administration BCHS Counselors
Coaching	Middle grades math teachers will participate in coaching/support visits provided by Instructional Supervisor and certified SFA coaches. Teachers will implement feedback from coaching visits.	Professional Learning	08/01/2016	05/31/2017	\$5000	Instructional Supervisor, Principals and Assistant Principals
Reading Plus	Utilize Reading Plus web based program for target students to remediate, accelerate, individualize, and instruct.	Academic Support Program	08/08/2016	06/30/2017	\$11000	High School Principals, Reading Plus Teachers

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9th Grade Enrichment Tutor	Targeted 9th grade students will participate in an Enrichment Tutoring program. Students are targeted based on their EXPLORE scores (target students who are just 1-2 pts. from reaching benchmarks) for ELA, Math, and Science.	Academic Support Program	08/09/2016	06/01/2017	\$15170	BCHS Principal, Gear Up Academic Specialists, Gear Up Tutor
Content Specific Professional Learning Opportunitites	Elementary, Middle and high school teachers will attend content specific professional learning designed to meet specific needs of those content areas.	Professional Learning	08/01/2016	06/30/2017	\$50000	Jennifer Yankey, PD Coordinator Angela Allen, GEAR UP Coordinator
AP Courses and Assessment	AP (Advanced Placement) courses will be offered at the high school in order to provide enriching and rigorous classes. AP assessments will be partially paid for (1/2) through GEAR UP funds to encourage more students to participate.	Direct Instruction	08/08/2016	06/01/2017	\$13600	Principal and AP Teachers
Response to Intervention	Schools will implement the Response to Intervention plan, including using MAP as the Universal Screener, using the academic benchmarks for the MAP test and progress monitoring of intervention as determined by the plan.	Academic Support Program	08/03/2015	06/01/2017	\$15000	Dr. Mitch Bailey, District RTI Coordinator and Principals
Learning Labs	Targeted students in grades 9 - 12 will participate in Learning Labs focusing on either math (ALEKS), reading (Reading Plus), transition or a combination based on identified student need.	Academic Support Program	01/04/2016	06/01/2017	\$11000	Principals Learning Lab teachers
Parent Readiness Workshops	Implement Parent Readiness workshops targeting parents of students ages 3-4 years old. Training will provide parents with strategies and activities to implement with their children to prepare them for entering kindergarten.	Parent Involvement	08/01/2016	05/31/2017	\$10000	Dr. Mitch Bailey - District Preschool Coordinator School Principals School Level Teacher Leaders
Math in Focus Program Implementaion	K-8 math teachers will implement Singapore Math in Focus program utilizing program strategies and resources to improve student achievement and rigor of instruction.	Direct Instruction	08/01/2016	06/01/2017	\$40000	Instructional Supervisor, Primary Math Coach, and Principals
Math In Focus Trainings	K-8 math teachers will participate in Math in Focus trainings, demonstration lessons and coaching visits.	Professional Learning	08/01/2016	06/30/2017	\$14700	Instructional Supervisor, Principals and Assistant Principals

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Additional Preschool Classrooms	An addition of two new preschool classrooms in order to provide services for a larger number of students.	Academic Support Program	08/08/2016	05/31/2017	\$59666	Dr. Mitch Bailey, District Preschool Coordinator/D OSE
Learning Labs	9th through 12th grade students will be placed into Learning Labs focused on reading and mathematics skills. These labs will utilize ALEKS and Reading Plus technologies along with other resources to increase student knowledge in these content areas.	Academic Support Program	01/04/2016	05/15/2017	\$11000	BCHS Principal, Richard Gambrel Learning Lab Teachers
Extended Preschool Program	Extend the current 4 day per week preschool program to a 5 day per week preschool program with an increased focus on readiness for 4 year olds.	Direct Instruction, Academic Support Program	01/02/2017	06/01/2017	\$0	Dr. Mitch Bailey, District Preschool Coordinator/D OSE
Power Teaching Math	Middle grades math teachers will use the Power Teaching Math cooperative learning framework resources to support Math in Focus math curriculum.	Direct Instruction	08/01/2016	06/30/2017	\$5000	Instructional Supervisor, Principals and Assistant Principals
CCR Course	11th grade students will participate in the College and Career Readiness course that utilizes WIN Learning, Method Test Prep, ILPs, and Why Try Curriculum.	Direct Instruction	08/08/2016	06/01/2017	\$55000	BCHS Principal, CCR Teacher,
Everyday Counts Calendar Math	K-6 classrooms will utilize Everyday Counts Calendar Math as a supplemental resource for math classes.	Academic Support Program	08/08/2016	06/01/2017	\$5000	Principals Primary Math Coach Instructional Supervisor
Total					\$359136	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention	Schools will implement the Response to Intervention plan, including using MAP as the Universal Screener, using the academic benchmarks for the MAP test and progress monitoring of intervention as determined by the plan.	Academic Support Program	08/03/2015	06/01/2017	\$15000	Dr. Mitch Bailey, District RTI Coordinator and Principals
After School Tutoring	Schools will implement after school tutoring in the areas of math and reading in order to target students needs.	Tutoring	09/01/2016	05/15/2017	\$78000	Tom Gambrel, Title I Director; Greg Wilson, District Principal Coach

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Total \$93000

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Continuous Alignment	Teachers will continue to revise curriculum maps, instructional units lesson plans, and learning checks to ensure alignment with the KAS in all core subject areas.	Professional Learning	08/01/2016	06/30/2017	\$500	Instructional Supervisors and High School Principals
Initial Certified Evaluation Training and Teachscape	Principals and assistant principals are required to pass the Initial Certified Evaluation training and the proficiency test for Teachscape in order to complete the observations and the PGES system with teachers and other professionals. All principals and assistants who have passed the initial requirements, must calibrate each year as designated in the district Certified Evaluation Plan to ensure observation scoring accuracy.	Professional Learning	07/01/2016	06/30/2017	\$3000	Principals and District PGES Point of Contact
Total					\$3500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis	Schools will analyze student achievement by gap groups relative to state, district, and school assessments.	Academic Support Program	08/01/2016	06/01/2017	\$0	Greg Wilson, DAC Tom Gambrel, Title I Director Principals
School Level Math Coaches	Assistant principals at each K-8 building will serve as the Math Coach for their school on a day to day basis in addition to the District Primary Math Coach and the District Math Instructional Supervisor.	Professional Learning	08/08/2016	06/01/2017	\$0	Assistant Principals Instructional Supervisor
ILP Implementation	Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests.	Career Preparation/Orientation	08/08/2016	06/30/2017	\$0	School ILP Coordinators and School Counselors
Home Visits	Home visits are required after four unexcused absences. These visits are conducted by FRYSC, Attendance Clerks, Parents Liaisons, District Social Worker, etc.	Behavioral Support Program	08/08/2016	06/01/2017	\$0	Chris Warren, DPP
Formative Assessments	Teachers will use a variety of formative assessments aligned to daily learning targets (aligned to standards) in order to measure the learning of students.	Academic Support Program	08/08/2016	06/30/2017	\$0	Principals and Assistant Principals

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Program Review Team Membership	All teachers will participate as a member of at least one program review area/team at their prospective school.	Academic Support Program	08/08/2016	06/15/2017	\$0	Principals Instructional Supervisors
District Wellness Policy	The District Wellness Policy will be reviewed on an annual basis in order to provide guidance for all schools in the review of their Wellness policies.	Policy and Process	08/01/2016	06/30/2017	\$0	District Food Service Director and District PLCS Program Review Point of Contact
Extended Math Instruction Time	All 1st grade through 8th grade math classes will last for 2 class periods (approximately 1 hr. 40 mins.) in order to increase rigor and intensity of the math instruction.	Direct Instruction	08/09/2016	05/31/2017	\$0	Yvonne Gilliam, Superintendent K-8 Principals
Intervention Strategies	Schools will utilize a bank of intervention strategies that are research based and implement the appropriate strategy that is matched to student needs.	Academic Support Program	08/01/2016	06/30/2017	\$0	Dr. Mitch Bailey, District RTI Coordinator
Principal Site Visits / Observations	Completion of a minimum of two formal site visits per year completed by the superintendent/designee for each principal. District Principal Coach will complete informal site visits with all principals regularly (at least biweekly) for the course of the school year.	Other - Continuous Improvement	08/08/2016	06/30/2017	\$0	Superintendent and District Principal Coach
Automaticity	2nd - 12th grade teachers will implement the Automaticity program to help students master basic math facts.	Academic Support Program	08/26/2014	06/01/2017	\$0	Principals, Assistant Principals, and Instructional Supervisor
Preschool Curriculum	SFA preschool reading curriculum, Curiosity Corner, is being implemented throughout all preschool classrooms district wide. This program aligns to the SFA reading program currently being taught throughout the district in K-8 classes.	Direct Instruction	08/18/2015	06/01/2017	\$0	Dr. Mitch Bailey, District Preschool Director
Operation Preparation	Promote and implement Operation Preparation for 8th and 10th grade students.	Career Preparation/Orientation	08/08/2016	05/31/2017	\$0	Gear Up Academic Specialists, School Counselors, and Principals
Principal Goals	All principals will develop a State and Local Student Growth Goal, Professional Growth Plan, and Working Conditions Goal based on the appropriate data, surveys, and CSIP information.	Other - Continuous Improvement	07/01/2016	06/01/2017	\$0	Superintendent, District Principal Coach, Principals

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Vertical Team Meetings	Middle and high school teachers for ELA, math, science, and social studies will meet a minimum of two times per school year in order to share instructional strategies/activities.	Professional Learning	08/25/2014	06/01/2017	\$0	Instructional Supervisors and Principals
Attendance Goals	All schools and the district have set attendance goals for the 2016-2017 school year.	Behavioral Support Program	08/08/2016	06/30/2017	\$0	Chris Warren, DPP; School Principals
Professional Learning Survey	Teachers will be given a Professional Learning Survey for input concerning the Professional Learning that is offered by the district in order to address teacher's professional learning needs such as strategies to target Gap students.	Policy and Process	01/02/2017	03/31/2017	\$0	Jennifer Yankey, PD Coordinator
District Support	Inform staff of the expectations and procedures as defined by the district of the District External Review Process. The process will be implemented with fidelity in order to provide feedback to all schools concerning their specific program review areas.	Academic Support Program	08/01/2016	06/30/2017	\$0	Instructional Supervisors, District Assessment Coordinator and Principals
School Health Assessment	All schools will complete the School Health Assessment via the Alliance for Healthier Generation Website.	Other - Continuous Improvement	08/08/2016	06/30/2017	\$0	Principals District Food Service Director District PLCS Program Review Point of Contact
Visual/Performaing Arts Vertical Team	The Visual and Performing Arts teachers from across the district will meet a minimum of two times (once per semester) over the course of the school year to review the new standards, share strategies, discuss any issues or concerns, etc.	Professional Learning	08/08/2016	06/01/2017	\$0	Instructional Supervisor and Principals
Professional Learning Communities	Teachers and other professionals will participate in PLCs that focus on the various components of the PGES system: Framework for Teaching, Self-Reflections, PGP, SGGs, Student Voice, Peer Observations, etc.	Professional Learning	08/08/2016	06/01/2017	\$0	District PGES Point of Contact, Principal coach, and Principals
School Level Attendance Committees	Selected school(s) will pilot a School Level Attendance Committee whose purpose will be to address attendance issues, explore new and creative methods for reaching students with chronic attendance issues, and determine root causes for attendance issues.	Behavioral Support Program	01/02/2017	06/30/2017	\$0	Chris Warren, DPP
Boomerang/ Link Crew Program	Junior and Senior students mentor incoming 9th graders providing them with positive relationship to help with the transition into the high school. This program may target multiple needs of students (i.e. lessen stress, help with academics, help with new friends).	Behavioral Support Program	08/08/2016	06/01/2017	\$0	College and Career Readiness Teacher, Gear Up Academic Specialists

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Curriculum Gaps	Teachers will analyze the curriculum to identify gaps and make necessary adjustments to their instructional planning, specifically in the areas of reading and math.	Academic Support Program	08/10/2015	06/30/2017	\$0	Instructional Supervisors and Principals
Data Analysis and Program Improvement	School will analyze past Advance Placement data to determine student success and any needed program improvements.	Academic Support Program	08/08/2016	06/01/2017	\$0	Principal and AP teachers
District Principal Coach	Full time District Principal Coach supports the implementation of PPGES through principal coaching including site visits, school walk-thrus, data analysis/planning meetings, principal cadre meetings, etc.	Professional Learning	08/08/2016	06/30/2017	\$0	Superintendent, Principal Coach, District PGES Point of Contact
Attendance Tracking Logs	Attendance clerks will complete Attendance Tracking Logs for Targeted students on a bi-weekly basis. These logs will be submitted to principals and the District Director of Pupil Personnel.	Behavioral Support Program	08/08/2016	06/30/2017	\$0	Chris Warren, DPP; Principals
Screeener Results	Schools will disseminate the results of the Kindergarten screener to parents to increase their level of awareness concerning Kindergarten student performance compared to standards.	Parent Involvement	10/03/2016	01/31/2017	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator/D OSE School Principals
Career Pathways	Provide middle and high school students with career pathway information related to their ILPs in order to make good elective choices.	Career Preparation/Orientation	08/08/2016	06/01/2017	\$0	School ILP Coordinators and School Counselors
District Physical Activity & Nutrition Report	The School Health Assessment will be used to complete the District Physical Activity and Nutrition Report. Findings/recommendations will be shared in a public forum, presented to the Bell Board of Education and submitted to the Department of Education.	Other - Continuous Improvement	10/01/2016	06/30/2017	\$0	District Food Service Director
Peer Observation Training	Teachers serving as peer observers will complete the new I Drive Digital online training modules AND the district provided training. This training is also open to any other teacher and other professionals who want to participate.	Professional Learning	08/08/2016	09/30/2016	\$0	District PGES Point of Contact
District Math Leadership Team	A District Math Leadership Team (made up of the Primary Math Coach, Instructional Supervisor, and Assistant Principals) will meet on a regular basis to review data from observations/walk thrus, testing analysis, sharing of resources, etc. in order to provide math support needed for each individual school.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisor, Assistant Principals, and Primary Math Coach
Goal Setting and Monitoring	Teachers will work with students to set goals for MAP, KPREP, and EOC assessments. Teachers will monitor student progress throughout instruction using formative assessment check points in order to determine successful comprehension of the concepts being taught and progress towards the student goal.	Academic Support Program	08/01/2016	06/30/2017	\$0	Principals and Assistant Principals

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Name and Claim Student Listings	All teachers will create a list of students based on multiple points of assessment data to target in instruction. These lists will be used to monitor individual student progress toward moving out of the novice category.	Academic Support Program	10/03/2016	06/30/2017	\$0	Greg Wilson, DAC/District Principal Coach
Program Review Evaluation - ASSIST	School level Program Review Teams will examine rubrics, consider existing sources and evidence to inform the overall program evaluation at least three times each year and will submit to the district for review. according to the Bell District Program Review Timeline using the ASSIST program.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisors and Principals
Equitable Distribution	Our district ensures that effective teachers are equitably distributed throughout the district so that all students are college and career ready.	Recruitment and Retention	07/01/2015	06/30/2017	\$0	Yvonne Gilliam, Superintendent
Early Childhood Awareness Council	Participate in the Promise Zone Early Childhood Council formed by the Partners for Education at Berea College. Information obtained through the council will be shared at the local level. Early childhood partners will address kindergarten readiness.	Community Engagement	08/01/2016	06/30/2017	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator Bell Whitley Preschool Director
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Persistence to Graduation Tool	Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at risk student groups. PtGT results will be analyzed and cross referenced with other vital forms of data available to determine which students are at immediate risk for failure and require intensive intervention and supports.	Academic Support Program	01/06/2014	06/01/2017	\$0	Chris Warren - DPP, Dr. Mitch Bailey - District Counselor Coordinator, Principals, and School Counselors
Program Review - Work Plan	Each school will use their Program Review analysis to identify areas of need and target those areas for improvement in a Work Plan. The Work Plan should address the Program Review Areas that are being submitted for accountability for that school year.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisors, Principals, and School Program Review Teams
ALEKS	Utilize ALEKS math software program for targeted students to remediate, accelerate, individualize, and instruct.	Academic Support Program	08/01/2016	06/01/2017	\$8000	High School Principals, Math Teachers

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Math In Focus Trainings	K-8 math teachers will participate in Math in Focus trainings, demonstration lessons and coaching visits.	Professional Learning	08/01/2016	06/30/2017	\$2500	Instructional Supervisor, Principals and Assistant Principals
Training and Coaching	Reading teachers will participate in professional learning about SFA reading program. On site coaching by SFA consultants will also be provided to increase effective implementation.	Professional Learning	08/01/2016	06/01/2017	\$16288	Dr. Mitch Bailey, District Reading Curriculum Specialist/DO SE
Expanded Work Keys	Additional students will be identified and given Work Keys assessment through collaboration with the Work Ready Community Council for Bell County.	Career Preparation/Orientation	12/01/2016	06/30/2017	\$1000	BCHS Administration
Middle School Transition	Increase a smoother transition for middle school students to the high school by providing tours, presentations on careers, discussions on CTE opportunities at the high schools and ILP Planning.	Career Preparation/Orientation	08/08/2016	06/01/2017	\$500	Principal, CTE teachers, and Gear Up Academic Specialists
Total					\$28288	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention	Intervention time will be provided for targeted students during the school day and after school during tutoring time. Supplemental materials used during the intervention time will include the following depending upon the grade level being targeted: Reading Mastery, Successmaker, ALEKS, My Reading Coach, Reading Plus, etc.	Academic Support Program	08/08/2016	05/31/2017	\$0	Principals and Assistant Principals District Title I Director
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Screener	Teachers will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE).	Policy and Process	08/01/2016	09/30/2016	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator/DO SE
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Pathways	Provide middle and high school students with career pathway information related to their ILPs in order to make good elective choices.	Career Preparation/Orientation	08/08/2016	06/01/2017	\$0	School ILP Coordinators and School Counselors
Continuous Alignment	Teachers will continue to revise curriculum maps, instructional units lesson plans, and learning checks to ensure alignment with the KAS in all core subject areas.	Professional Learning	08/01/2016	06/30/2017	\$500	Instructional Supervisors and High School Principals
Automaticity	2nd - 12th grade teachers will implement the Automaticity program to help students master basic math facts.	Academic Support Program	08/26/2014	06/01/2017	\$0	Principals, Assistant Principals, and Instructional Supervisor
Data Analysis	Schools will analyze student achievement by gap groups relative to state, district, and school assessments.	Academic Support Program	08/01/2016	06/01/2017	\$0	Greg Wilson, DAC Tom Gambrel, Title I Director Principals
Intervention Strategies	Schools will utilize a bank of intervention strategies that are research based and implement the appropriate strategy that is matched to student needs.	Academic Support Program	08/01/2016	06/30/2017	\$0	Dr. Mitch Bailey, District RTI Coordinator
Response to Intervention	Schools will implement the Response to Intervention plan, including using MAP as the Universal Screener, using the academic benchmarks for the MAP test and progress monitoring of intervention as determined by the plan.	Academic Support Program	08/03/2015	06/01/2017	\$30000	Dr. Mitch Bailey, District RTI Coordinator and Principals

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Persistence to Graduation Tool	Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at risk student groups. PtGT results will be analyzed and cross referenced with other vital forms of data available to determine which students are at immediate risk for failure and require intensive intervention and supports.	Academic Support Program	01/06/2014	06/01/2017	\$0	Chris Warren - DPP, Dr. Mitch Bailey - District Counselor Coordinator, Principals, and School Counselors
Vertical Team Meetings	Middle and high school teachers for ELA, math, science, and social studies will meet a minimum of two times per school year in order to share instructional strategies/activities.	Professional Learning	08/25/2014	06/01/2017	\$0	Instructional Supervisors and Principals
Content Specific Professional Learning Opportunities	Elementary, Middle and high school teachers will attend content specific professional learning designed to meet specific needs of those content areas.	Professional Learning	08/01/2016	06/30/2017	\$50000	Jennifer Yankey, PD Coordinator Angela Allen, GEAR UP Coordinator
After School Tutoring	Schools will implement after school tutoring in the areas of math and reading in order to target students needs.	Tutoring	09/01/2016	05/15/2017	\$78000	Tom Gambrel, Title I Director; Greg Wilson, District Principal Coach
Equitable Distribution	Our district ensures that effective teachers are equitably distributed throughout the district so that all students are college and career ready.	Recruitment and Retention	07/01/2015	06/30/2017	\$0	Yvonne Gilliam, Superintendent
Principal Goals	All principals will develop a State and Local Student Growth Goal, Professional Growth Plan, and Working Conditions Goal based on the appropriate data, surveys, and CSIP information.	Other - Continuous Improvement	07/01/2016	06/01/2017	\$0	Superintendent, District Principal Coach, Principals
Principal Site Visits / Observations	Completion of a minimum of two formal site visits per year completed by the superintendent/designee for each principal. District Principal Coach will complete informal site visits with all principals regularly (at least biweekly) for the course of the school year.	Other - Continuous Improvement	08/08/2016	06/30/2017	\$0	Superintendent and District Principal Coach
District Principal Coach	Full time District Principal Coach supports the implementation of PPGES through principal coaching including site visits, school walk-thrus, data analysis/planning meetings, principal cadre meetings, etc.	Professional Learning	08/08/2016	06/30/2017	\$0	Superintendent, Principal Coach, District PGES Point of Contact

Comprehensive District Improvement Plan

Bell County

Professional Learning Survey	Teachers will be given a Professional Learning Survey for input concerning the Professional Learning that is offered by the district in order to address teacher's professional learning needs such as strategies to target Gap students.	Policy and Process	01/02/2017	03/31/2017	\$0	Jennifer Yankey, PD Coordinator
District Principal Professional Learning Communities	District Principal coach and District PGES Point of Contact collaborate to conduct Professional Learning Communities (PLCs) that focus on the training and fidelity of implementation of the Professional Growth and Effectiveness System.	Professional Learning	08/01/2016	06/30/2017	\$500	Superintendent, Principal Coach, District PGES Point of Contact
Professional Learning Communities	Teachers and other professionals will participate in PLCs that focus on the various components of the PGES system: Framework for Teaching, Self-Reflections, PGP, SGGs, Student Voice, Peer Observations, etc.	Professional Learning	08/08/2016	06/01/2017	\$0	District PGES Point of Contact, Principal coach, and Principals
Peer Observation Training	Teachers serving as peer observers will complete the new I Drive Digital online training modules AND the district provided training. This training is also open to any other teacher and other professionals who want to participate.	Professional Learning	08/08/2016	09/30/2016	\$0	District PGES Point of Contact
Initial Certified Evaluation Training and Teachscape	Principals and assistant principals are required to pass the Initial Certified Evaluation training and the proficiency test for Teachscape in order to complete the observations and the PGES system with teachers and other professionals. All principals and assistants who have passed the initial requirements, must calibrate each year as designated in the district Certified Evaluation Plan to ensure observation scoring accuracy.	Professional Learning	07/01/2016	06/30/2017	\$3000	Principals and District PGES Point of Contact
District Physical Activity & Nutrition Report	The School Health Assessment will be used to complete the District Physical Activity and Nutrition Report. Findings/recommendations will be shared in a public forum, presented to the Bell Board of Education and submitted to the Department of Education.	Other - Continuous Improvement	10/01/2016	06/30/2017	\$0	District Food Service Director
ILP Implementation	Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests.	Career Preparation/Orientation	08/08/2016	06/30/2017	\$0	School ILP Coordinators and School Counselors
Curriculum Gaps	Teachers will analyze the curriculum to identify gaps and make necessary adjustments to their instructional planning, specifically in the areas of reading and math.	Academic Support Program	08/10/2015	06/30/2017	\$0	Instructional Supervisors and Principals
Intervention	Intervention time will be provided for targeted students during the school day and after school during tutoring time. Supplemental materials used during the intervention time will include the following depending upon the grade level being targeted: Reading Mastery, Successmaker, ALEKS, My Reading Coach, Reading Plus, etc.	Academic Support Program	08/08/2016	05/31/2017	\$0	Principals and Assistant Principals District Title I Director
Formative Assessments	Teachers will use a variety of formative assessments aligned to daily learning targets (aligned to standards) in order to measure the learning of students.	Academic Support Program	08/08/2016	06/30/2017	\$0	Principals and Assistant Principals

Comprehensive District Improvement Plan

Bell County

Goal Setting and Monitoring	Teachers will work with students to set goals for MAP, KPREP, and EOC assessments. Teachers will monitor student progress throughout instruction using formative assessment check points in order to determine successful comprehension of the concepts being taught and progress towards the student goal.	Academic Support Program	08/01/2016	06/30/2017	\$0	Principals and Assistant Principals
Attendance Goals	All schools and the district have set attendance goals for the 2016-2017 school year.	Behavioral Support Program	08/08/2016	06/30/2017	\$0	Chris Warren, DPP; School Principals
Attendance Tracking Logs	Attendance clerks will complete Attendance Tracking Logs for Targeted students on a bi-weekly basis. These logs will be submitted to principals and the District Director of Pupil Personnel.	Behavioral Support Program	08/08/2016	06/30/2017	\$0	Chris Warren, DPP; Principals
Home Visits	Home visits are required after four unexcused absences. These visits are conducted by FRYSC, Attendance Clerks, Parents Liaisons, District Social Worker, etc.	Behavioral Support Program	08/08/2016	06/01/2017	\$0	Chris Warren, DPP
School Level Attendance Committees	Selected school(s) will pilot a School Level Attendance Committee whose purpose will be to address attendance issues, explore new and creative methods for reaching students with chronic attendance issues, and determine root causes for attendance issues.	Behavioral Support Program	01/02/2017	06/30/2017	\$0	Chris Warren, DPP
Visual/Performing Arts Vertical Team	The Visual and Performing Arts teachers from across the district will meet a minimum of two times (once per semester) over the course of the school year to review the new standards, share strategies, discuss any issues or concerns, etc.	Professional Learning	08/08/2016	06/01/2017	\$0	Instructional Supervisor and Principals
Name and Claim Student Listings	All teachers will create a list of students based on multiple points of assessment data to target in instruction. These lists will be used to monitor individual student progress toward moving out of the novice category.	Academic Support Program	10/03/2016	06/30/2017	\$0	Greg Wilson, DAC/District Principal Coach
Total					\$162000	

Yellow Creek School Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Operation Preparation	Promote and implement Operation Preparation for 8th and 10th grade students.	Career Preparation/Orientation	08/08/2016	05/31/2017	\$0	Gear Up Academic Specialists, School Counselors, and Principals

Comprehensive District Improvement Plan

Bell County

District Support	Inform staff of the expectations and procedures as defined by the district of the District External Review Process. The process will be implemented with fidelity in order to provide feedback to all schools concerning their specific program review areas.	Academic Support Program	08/01/2016	06/30/2017	\$0	Instructional Supervisors, District Assessment Coordinator and Principals
Program Review Evaluation - ASSIST	School level Program Review Teams will examine rubrics, consider existing sources and evidence to inform the overall program evaluation at least three times each year and will submit to the district for review. according to the Bell District Program Review Timeline using the ASSIST program.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisors and Principals
Kindergarten Screener	Teachers will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE).	Policy and Process	08/01/2016	09/30/2016	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator/D OSE
Screener Results	Schools will disseminate the results of the Kindergarten screener to parents to increase their level of awareness concerning Kindergarten student performance compared to standards.	Parent Involvement	10/03/2016	01/31/2017	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator/D OSE School Principals
Program Review - Work Plan	Each school will use their Program Review analysis to identify areas of need and target those areas for improvement in a Work Plan. The Work Plan should address the Program Review Areas that are being submitted for accountability for that school year.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisors, Principals, and School Program Review Teams
Parent Readiness Workshops	Implement Parent Readiness workshops targeting parents of students ages 3-4 years old. Training will provide parents with strategies and activities to implement with their children to prepare them for entering kindergarten.	Parent Involvement	08/01/2016	05/31/2017	\$10000	Dr. Mitch Bailey - District Preschool Coordinator School Principals School Level Teacher Leaders
Program Review Team Membership	All teachers will participate as a member of at least one program review area/team at their prospective school.	Academic Support Program	08/08/2016	06/15/2017	\$0	Principals Instructional Supervisors
District Wellness Policy	The District Wellness Policy will be reviewed on an annual basis in order to provide guidance for all schools in the review of their Wellness policies.	Policy and Process	08/01/2016	06/30/2017	\$0	District Food Service Director and District PLCS Program Review Point of Contact

Comprehensive District Improvement Plan

Bell County

Success for All Reading	K-8 reading teachers will implement a research based reading program (Success for All - SFA).	Direct Instruction	08/08/2016	06/01/2017	\$0	Dr. Mitch Bailey, District Reading Curriculum Specialist/DO SE
Training and Coaching	Reading teachers will participate in professional learning about SFA reading program. On site coaching by SFA consultants will also be provided to increase effective implementation.	Professional Learning	08/01/2016	06/01/2017	\$16288	Dr. Mitch Bailey, District Reading Curriculum Specialist/DO SE
Math In Focus Trainings	K-8 math teachers will participate in Math in Focus trainings, demonstration lessons and coaching visits.	Professional Learning	08/01/2016	06/30/2017	\$17200	Instructional Supervisor, Principals and Assistant Principals
District Math Leadership Team	A District Math Leadership Team (made up of the Primary Math Coach, Instructional Supervisor, and Assistant Principals) will meet on a regular basis to review data from observations/walk thrus, testing analysis, sharing of resources, etc. in order to provide math support needed for each individual school.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisor, Assistant Principals, and Primary Math Coach
Math in Focus Program Implementaion	K-8 math teachers will implement Singapore Math in Focus program utilizing program strategies and resources to improve student achievement and rigor of instruction.	Direct Instruction	08/01/2016	06/01/2017	\$40000	Instructional Supervisor, Primary Math Coach, and Principals
Power Teaching Math	Middle grades math teachers will use the Power Teaching Math cooperative learning framework resources to support Math in Focus math curriculum.	Direct Instruction	08/01/2016	06/30/2017	\$5000	Instructional Supervisor, Principals and Assistant Principals
Coaching	Middle grades math teachers will participate in coaching/support visits provided by Instructional Supervisor and certified SFA coaches. Teachers will implement feedback from coaching visits.	Professional Learning	08/01/2016	05/31/2017	\$5000	Instructional Supervisor, Principals and Assistant Principals
Early Childhood Awareness Council	Participate in the Promise Zone Early Childhood Council formed by the Partners for Education at Berea College. Information obtained through the council will be shared at the local level. Early childhood partners will address kindergarten readiness.	Community Engagement	08/01/2016	06/30/2017	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator Bell Whitley Preschool Director

Comprehensive District Improvement Plan

Bell County

Everyday Counts Calendar Math	K-6 classrooms will utilize Everyday Counts Calendar Math as a supplemental resource for math classes.	Academic Support Program	08/08/2016	06/01/2017	\$5000	Principals Primary Math Coach Instructional Supervisor
School Health Assessment	All schools will complete the School Health Assessment via the Alliance for Healthier Generation Website.	Other - Continuous Improvement	08/08/2016	06/30/2017	\$0	Principals District Food Service Director District PLCS Program Review Point of Contact
Preschool Curriculum	SFA preschool reading curriculum, Curiosity Corner, is being implemented throughout all preschool classrooms district wide. This program aligns to the SFA reading program currently being taught throughout the district in K-8 classes.	Direct Instruction	08/18/2015	06/01/2017	\$0	Dr. Mitch Bailey, District Preschool Director
Extended Preschool Program	Extend the current 4 day per week preschool program to a 5 day per week preschool program with an increased focus on readiness for 4 year olds.	Direct Instruction, Academic Support Program	01/02/2017	06/01/2017	\$0	Dr. Mitch Bailey, District Preschool Coordinator/D OSE
Additional Preschool Classrooms	An addition of two new preschool classrooms in order to provide services for a larger number of students.	Academic Support Program	08/08/2016	05/31/2017	\$59666	Dr. Mitch Bailey, District Preschool Coordinator/D OSE
School Level Math Coaches	Assistant principals at each K-8 building will serve as the Math Coach for their school on a day to day basis in addition to the District Primary Math Coach and the District Math Instructional Supervisor.	Professional Learning	08/08/2016	06/01/2017	\$0	Assistant Principals Instructional Supervisor
Extended Math Instruction Time	All 1st grade through 8th grade math classes will last for 2 class periods (approximately 1 hr. 40 mins.) in order to increase rigor and intensity of the math instruction.	Direct Instruction	08/09/2016	05/31/2017	\$0	Yvonne Gilliam, Superintendent K-8 Principals
Total					\$158154	

Right Fork School Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive District Improvement Plan

Bell County

Operation Preparation	Promote and implement Operation Preparation for 8th and 10th grade students.	Career Preparation/Orientation	08/08/2016	05/31/2017	\$0	Gear Up Academic Specialists, School Counselors, and Principals
District Support	Inform staff of the expectations and procedures as defined by the district of the District External Review Process. The process will be implemented with fidelity in order to provide feedback to all schools concerning their specific program review areas.	Academic Support Program	08/01/2016	06/30/2017	\$0	Instructional Supervisors, District Assessment Coordinator and Principals
Program Review Evaluation - ASSIST	School level Program Review Teams will examine rubrics, consider existing sources and evidence to inform the overall program evaluation at least three times each year and will submit to the district for review. according to the Bell District Program Review Timeline using the ASSIST program.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisors and Principals
Kindergarten Screener	Teachers will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE).	Policy and Process	08/01/2016	09/30/2016	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator/D OSE
Screener Results	Schools will disseminate the results of the Kindergarten screener to parents to increase their level of awareness concerning Kindergarten student performance compared to standards.	Parent Involvement	10/03/2016	01/31/2017	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator/D OSE School Principals
Program Review - Work Plan	Each school will use their Program Review analysis to identify areas of need and target those areas for improvement in a Work Plan. The Work Plan should address the Program Review Areas that are being submitted for accountability for that school year.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisors, Principals, and School Program Review Teams
Parent Readiness Workshops	Implement Parent Readiness workshops targeting parents of students ages 3-4 years old. Training will provide parents with strategies and activities to implement with their children to prepare them for entering kindergarten.	Parent Involvement	08/01/2016	05/31/2017	\$10000	Dr. Mitch Bailey - District Preschool Coordinator School Principals School Level Teacher Leaders
Program Review Team Membership	All teachers will participate as a member of at least one program review area/team at their prospective school.	Academic Support Program	08/08/2016	06/15/2017	\$0	Principals Instructional Supervisors

Comprehensive District Improvement Plan

Bell County

District Wellness Policy	The District Wellness Policy will be reviewed on an annual basis in order to provide guidance for all schools in the review of their Wellness policies.	Policy and Process	08/01/2016	06/30/2017	\$0	District Food Service Director and District PLCS Program Review Point of Contact
Success for All Reading	K-8 reading teachers will implement a research based reading program (Success for All - SFA).	Direct Instruction	08/08/2016	06/01/2017	\$0	Dr. Mitch Bailey, District Reading Curriculum Specialist/DO SE
Training and Coaching	Reading teachers will participate in professional learning about SFA reading program. On site coaching by SFA consultants will also be provided to increase effective implementation.	Professional Learning	08/01/2016	06/01/2017	\$16288	Dr. Mitch Bailey, District Reading Curriculum Specialist/DO SE
Math In Focus Trainings	K-8 math teachers will participate in Math in Focus trainings, demonstration lessons and coaching visits.	Professional Learning	08/01/2016	06/30/2017	\$17200	Instructional Supervisor, Principals and Assistant Principals
District Math Leadership Team	A District Math Leadership Team (made up of the Primary Math Coach, Instructional Supervisor, and Assistant Principals) will meet on a regular basis to review data from observations/walk thrus, testing analysis, sharing of resources, etc. in order to provide math support needed for each individual school.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisor, Assistant Principals, and Primary Math Coach
Math in Focus Program Implementaion	K-8 math teachers will implement Singapore Math in Focus program utilizing program strategies and resources to improve student achievement and rigor of instruction.	Direct Instruction	08/01/2016	06/01/2017	\$40000	Instructional Supervisor, Primary Math Coach, and Principals
Power Teaching Math	Middle grades math teachers will use the Power Teaching Math cooperative learning framework resources to support Math in Focus math curriculum.	Direct Instruction	08/01/2016	06/30/2017	\$5000	Instructional Supervisor, Principals and Assistant Principals
Coaching	Middle grades math teachers will participate in coaching/support visits provided by Instructional Supervisor and certified SFA coaches. Teachers will implement feedback from coaching visits.	Professional Learning	08/01/2016	05/31/2017	\$5000	Instructional Supervisor, Principals and Assistant Principals

Comprehensive District Improvement Plan

Bell County

Early Childhood Awareness Council	Participate in the Promise Zone Early Childhood Council formed by the Partners for Education at Berea College. Information obtained through the council will be shared at the local level. Early childhood partners will address kindergarten readiness.	Community Engagement	08/01/2016	06/30/2017	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator Bell Whitley Preschool Director
Everyday Counts Calendar Math	K-6 classrooms will utilize Everyday Counts Calendar Math as a supplemental resource for math classes.	Academic Support Program	08/08/2016	06/01/2017	\$5000	Principals Primary Math Coach Instructional Supervisor
School Health Assessment	All schools will complete the School Health Assessment via the Alliance for Healthier Generation Website.	Other - Continuous Improvement	08/08/2016	06/30/2017	\$0	Principals District Food Service Director District PLCS Program Review Point of Contact
Preschool Curriculum	SFA preschool reading curriculum, Curiosity Corner, is being implemented throughout all preschool classrooms district wide. This program aligns to the SFA reading program currently being taught throughout the district in K-8 classes.	Direct Instruction	08/18/2015	06/01/2017	\$0	Dr. Mitch Bailey, District Preschool Director
Extended Preschool Program	Extend the current 4 day per week preschool program to a 5 day per week preschool program with an increased focus on readiness for 4 year olds.	Direct Instruction, Academic Support Program	01/02/2017	06/01/2017	\$0	Dr. Mitch Bailey, District Preschool Coordinator/D OSE
School Level Math Coaches	Assistant principals at each K-8 building will serve as the Math Coach for their school on a day to day basis in addition to the District Primary Math Coach and the District Math Instructional Supervisor.	Professional Learning	08/08/2016	06/01/2017	\$0	Assistant Principals Instructional Supervisor
Extended Math Instruction Time	All 1st grade through 8th grade math classes will last for 2 class periods (approximately 1 hr. 40 mins.) in order to increase rigor and intensity of the math instruction.	Direct Instruction	08/09/2016	05/31/2017	\$0	Yvonne Gilliam, Superintendent K-8 Principals
Total					\$98488	

Page School Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive District Improvement Plan

Bell County

Operation Preparation	Promote and implement Operation Preparation for 8th and 10th grade students.	Career Preparation/Orientation	08/08/2016	05/31/2017	\$0	Gear Up Academic Specialists, School Counselors, and Principals
District Support	Inform staff of the expectations and procedures as defined by the district of the District External Review Process. The process will be implemented with fidelity in order to provide feedback to all schools concerning their specific program review areas.	Academic Support Program	08/01/2016	06/30/2017	\$0	Instructional Supervisors, District Assessment Coordinator and Principals
Program Review Evaluation - ASSIST	School level Program Review Teams will examine rubrics, consider existing sources and evidence to inform the overall program evaluation at least three times each year and will submit to the district for review. according to the Bell District Program Review Timeline using the ASSIST program.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisors and Principals
Kindergarten Screener	Teachers will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE).	Policy and Process	08/01/2016	09/30/2016	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator/D OSE
Screener Results	Schools will disseminate the results of the Kindergarten screener to parents to increase their level of awareness concerning Kindergarten student performance compared to standards.	Parent Involvement	10/03/2016	01/31/2017	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator/D OSE School Principals
Program Review - Work Plan	Each school will use their Program Review analysis to identify areas of need and target those areas for improvement in a Work Plan. The Work Plan should address the Program Review Areas that are being submitted for accountability for that school year.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisors, Principals, and School Program Review Teams
Parent Readiness Workshops	Implement Parent Readiness workshops targeting parents of students ages 3-4 years old. Training will provide parents with strategies and activities to implement with their children to prepare them for entering kindergarten.	Parent Involvement	08/01/2016	05/31/2017	\$10000	Dr. Mitch Bailey - District Preschool Coordinator School Principals School Level Teacher Leaders
Program Review Team Membership	All teachers will participate as a member of at least one program review area/team at their prospective school.	Academic Support Program	08/08/2016	06/15/2017	\$0	Principals Instructional Supervisors

Comprehensive District Improvement Plan

Bell County

District Wellness Policy	The District Wellness Policy will be reviewed on an annual basis in order to provide guidance for all schools in the review of their Wellness policies.	Policy and Process	08/01/2016	06/30/2017	\$0	District Food Service Director and District PLCS Program Review Point of Contact
Success for All Reading	K-8 reading teachers will implement a research based reading program (Success for All - SFA).	Direct Instruction	08/08/2016	06/01/2017	\$0	Dr. Mitch Bailey, District Reading Curriculum Specialist/DO SE
Training and Coaching	Reading teachers will participate in professional learning about SFA reading program. On site coaching by SFA consultants will also be provided to increase effective implementation.	Professional Learning	08/01/2016	06/01/2017	\$16288	Dr. Mitch Bailey, District Reading Curriculum Specialist/DO SE
Math In Focus Trainings	K-8 math teachers will participate in Math in Focus trainings, demonstration lessons and coaching visits.	Professional Learning	08/01/2016	06/30/2017	\$17200	Instructional Supervisor, Principals and Assistant Principals
District Math Leadership Team	A District Math Leadership Team (made up of the Primary Math Coach, Instructional Supervisor, and Assistant Principals) will meet on a regular basis to review data from observations/walk thrus, testing analysis, sharing of resources, etc. in order to provide math support needed for each individual school.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisor, Assistant Principals, and Primary Math Coach
Math in Focus Program Implementaion	K-8 math teachers will implement Singapore Math in Focus program utilizing program strategies and resources to improve student achievement and rigor of instruction.	Direct Instruction	08/01/2016	06/01/2017	\$40000	Instructional Supervisor, Primary Math Coach, and Principals
Power Teaching Math	Middle grades math teachers will use the Power Teaching Math cooperative learning framework resources to support Math in Focus math curriculum.	Direct Instruction	08/01/2016	06/30/2017	\$5000	Instructional Supervisor, Principals and Assistant Principals
Coaching	Middle grades math teachers will participate in coaching/support visits provided by Instructional Supervisor and certified SFA coaches. Teachers will implement feedback from coaching visits.	Professional Learning	08/01/2016	05/31/2017	\$5000	Instructional Supervisor, Principals and Assistant Principals

Comprehensive District Improvement Plan

Bell County

Early Childhood Awareness Council	Participate in the Promise Zone Early Childhood Council formed by the Partners for Education at Berea College. Information obtained through the council will be shared at the local level. Early childhood partners will address kindergarten readiness.	Community Engagement	08/01/2016	06/30/2017	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator Bell Whitley Preschool Director
Everyday Counts Calendar Math	K-6 classrooms will utilize Everyday Counts Calendar Math as a supplemental resource for math classes.	Academic Support Program	08/08/2016	06/01/2017	\$5000	Principals Primary Math Coach Instructional Supervisor
School Health Assessment	All schools will complete the School Health Assessment via the Alliance for Healthier Generation Website.	Other - Continuous Improvement	08/08/2016	06/30/2017	\$0	Principals District Food Service Director District PLCS Program Review Point of Contact
Preschool Curriculum	SFA preschool reading curriculum, Curiosity Corner, is being implemented throughout all preschool classrooms district wide. This program aligns to the SFA reading program currently being taught throughout the district in K-8 classes.	Direct Instruction	08/18/2015	06/01/2017	\$0	Dr. Mitch Bailey, District Preschool Director
Extended Preschool Program	Extend the current 4 day per week preschool program to a 5 day per week preschool program with an increased focus on readiness for 4 year olds.	Direct Instruction, Academic Support Program	01/02/2017	06/01/2017	\$0	Dr. Mitch Bailey, District Preschool Coordinator/D OSE
School Level Math Coaches	Assistant principals at each K-8 building will serve as the Math Coach for their school on a day to day basis in addition to the District Primary Math Coach and the District Math Instructional Supervisor.	Professional Learning	08/08/2016	06/01/2017	\$0	Assistant Principals Instructional Supervisor
Extended Math Instruction Time	All 1st grade through 8th grade math classes will last for 2 class periods (approximately 1 hr. 40 mins.) in order to increase rigor and intensity of the math instruction.	Direct Instruction	08/09/2016	05/31/2017	\$0	Yvonne Gilliam, Superintendent K-8 Principals
Total					\$98488	

Lone Jack School Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive District Improvement Plan

Bell County

Operation Preparation	Promote and implement Operation Preparation for 8th and 10th grade students.	Career Preparation/Orientation	08/08/2016	05/31/2017	\$0	Gear Up Academic Specialists, School Counselors, and Principals
District Support	Inform staff of the expectations and procedures as defined by the district of the District External Review Process. The process will be implemented with fidelity in order to provide feedback to all schools concerning their specific program review areas.	Academic Support Program	08/01/2016	06/30/2017	\$0	Instructional Supervisors, District Assessment Coordinator and Principals
Program Review Evaluation - ASSIST	School level Program Review Teams will examine rubrics, consider existing sources and evidence to inform the overall program evaluation at least three times each year and will submit to the district for review. according to the Bell District Program Review Timeline using the ASSIST program.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisors and Principals
Kindergarten Screener	Teachers will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE).	Policy and Process	08/01/2016	09/30/2016	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator/D OSE
Screener Results	Schools will disseminate the results of the Kindergarten screener to parents to increase their level of awareness concerning Kindergarten student performance compared to standards.	Parent Involvement	10/03/2016	01/31/2017	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator/D OSE School Principals
Program Review - Work Plan	Each school will use their Program Review analysis to identify areas of need and target those areas for improvement in a Work Plan. The Work Plan should address the Program Review Areas that are being submitted for accountability for that school year.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisors, Principals, and School Program Review Teams
Parent Readiness Workshops	Implement Parent Readiness workshops targeting parents of students ages 3-4 years old. Training will provide parents with strategies and activities to implement with their children to prepare them for entering kindergarten.	Parent Involvement	08/01/2016	05/31/2017	\$10000	Dr. Mitch Bailey - District Preschool Coordinator School Principals School Level Teacher Leaders
Program Review Team Membership	All teachers will participate as a member of at least one program review area/team at their prospective school.	Academic Support Program	08/08/2016	06/15/2017	\$0	Principals Instructional Supervisors

Comprehensive District Improvement Plan

Bell County

District Wellness Policy	The District Wellness Policy will be reviewed on an annual basis in order to provide guidance for all schools in the review of their Wellness policies.	Policy and Process	08/01/2016	06/30/2017	\$0	District Food Service Director and District PLCS Program Review Point of Contact
Success for All Reading	K-8 reading teachers will implement a research based reading program (Success for All - SFA).	Direct Instruction	08/08/2016	06/01/2017	\$0	Dr. Mitch Bailey, District Reading Curriculum Specialist/DO SE
Training and Coaching	Reading teachers will participate in professional learning about SFA reading program. On site coaching by SFA consultants will also be provided to increase effective implementation.	Professional Learning	08/01/2016	06/01/2017	\$16288	Dr. Mitch Bailey, District Reading Curriculum Specialist/DO SE
Math In Focus Trainings	K-8 math teachers will participate in Math in Focus trainings, demonstration lessons and coaching visits.	Professional Learning	08/01/2016	06/30/2017	\$17200	Instructional Supervisor, Principals and Assistant Principals
District Math Leadership Team	A District Math Leadership Team (made up of the Primary Math Coach, Instructional Supervisor, and Assistant Principals) will meet on a regular basis to review data from observations/walk thrus, testing analysis, sharing of resources, etc. in order to provide math support needed for each individual school.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisor, Assistant Principals, and Primary Math Coach
Math in Focus Program Implementaion	K-8 math teachers will implement Singapore Math in Focus program utilizing program strategies and resources to improve student achievement and rigor of instruction.	Direct Instruction	08/01/2016	06/01/2017	\$40000	Instructional Supervisor, Primary Math Coach, and Principals
Power Teaching Math	Middle grades math teachers will use the Power Teaching Math cooperative learning framework resources to support Math in Focus math curriculum.	Direct Instruction	08/01/2016	06/30/2017	\$5000	Instructional Supervisor, Principals and Assistant Principals
Coaching	Middle grades math teachers will participate in coaching/support visits provided by Instructional Supervisor and certified SFA coaches. Teachers will implement feedback from coaching visits.	Professional Learning	08/01/2016	05/31/2017	\$5000	Instructional Supervisor, Principals and Assistant Principals

Comprehensive District Improvement Plan

Bell County

Early Childhood Awareness Council	Participate in the Promise Zone Early Childhood Council formed by the Partners for Education at Berea College. Information obtained through the council will be shared at the local level. Early childhood partners will address kindergarten readiness.	Community Engagement	08/01/2016	06/30/2017	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator Bell Whitley Preschool Director
Everyday Counts Calendar Math	K-6 classrooms will utilize Everyday Counts Calendar Math as a supplemental resource for math classes.	Academic Support Program	08/08/2016	06/01/2017	\$5000	Principals Primary Math Coach Instructional Supervisor
School Health Assessment	All schools will complete the School Health Assessment via the Alliance for Healthier Generation Website.	Other - Continuous Improvement	08/08/2016	06/30/2017	\$0	Principals District Food Service Director District PLCS Program Review Point of Contact
Preschool Curriculum	SFA preschool reading curriculum, Curiosity Corner, is being implemented throughout all preschool classrooms district wide. This program aligns to the SFA reading program currently being taught throughout the district in K-8 classes.	Direct Instruction	08/18/2015	06/01/2017	\$0	Dr. Mitch Bailey, District Preschool Director
Extended Preschool Program	Extend the current 4 day per week preschool program to a 5 day per week preschool program with an increased focus on readiness for 4 year olds.	Direct Instruction, Academic Support Program	01/02/2017	06/01/2017	\$0	Dr. Mitch Bailey, District Preschool Coordinator/D OSE
School Level Math Coaches	Assistant principals at each K-8 building will serve as the Math Coach for their school on a day to day basis in addition to the District Primary Math Coach and the District Math Instructional Supervisor.	Professional Learning	08/08/2016	06/01/2017	\$0	Assistant Principals Instructional Supervisor
Extended Math Instruction Time	All 1st grade through 8th grade math classes will last for 2 class periods (approximately 1 hr. 40 mins.) in order to increase rigor and intensity of the math instruction.	Direct Instruction	08/09/2016	05/31/2017	\$0	Yvonne Gilliam, Superintendent K-8 Principals
Total					\$98488	

Frakes School Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive District Improvement Plan

Bell County

Operation Preparation	Promote and implement Operation Preparation for 8th and 10th grade students.	Career Preparation/Orientation	08/08/2016	05/31/2017	\$0	Gear Up Academic Specialists, School Counselors, and Principals
District Support	Inform staff of the expectations and procedures as defined by the district of the District External Review Process. The process will be implemented with fidelity in order to provide feedback to all schools concerning their specific program review areas.	Academic Support Program	08/01/2016	06/30/2017	\$0	Instructional Supervisors, District Assessment Coordinator and Principals
Program Review Evaluation - ASSIST	School level Program Review Teams will examine rubrics, consider existing sources and evidence to inform the overall program evaluation at least three times each year and will submit to the district for review. according to the Bell District Program Review Timeline using the ASSIST program.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisors and Principals
Kindergarten Screener	Teachers will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE).	Policy and Process	08/01/2016	09/30/2016	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator/D OSE
Screener Results	Schools will disseminate the results of the Kindergarten screener to parents to increase their level of awareness concerning Kindergarten student performance compared to standards.	Parent Involvement	10/03/2016	01/31/2017	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator/D OSE School Principals
Program Review - Work Plan	Each school will use their Program Review analysis to identify areas of need and target those areas for improvement in a Work Plan. The Work Plan should address the Program Review Areas that are being submitted for accountability for that school year.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisors, Principals, and School Program Review Teams
Parent Readiness Workshops	Implement Parent Readiness workshops targeting parents of students ages 3-4 years old. Training will provide parents with strategies and activities to implement with their children to prepare them for entering kindergarten.	Parent Involvement	08/01/2016	05/31/2017	\$10000	Dr. Mitch Bailey - District Preschool Coordinator School Principals School Level Teacher Leaders
Program Review Team Membership	All teachers will participate as a member of at least one program review area/team at their prospective school.	Academic Support Program	08/08/2016	06/15/2017	\$0	Principals Instructional Supervisors

Comprehensive District Improvement Plan

Bell County

District Wellness Policy	The District Wellness Policy will be reviewed on an annual basis in order to provide guidance for all schools in the review of their Wellness policies.	Policy and Process	08/01/2016	06/30/2017	\$0	District Food Service Director and District PLCS Program Review Point of Contact
Success for All Reading	K-8 reading teachers will implement a research based reading program (Success for All - SFA).	Direct Instruction	08/08/2016	06/01/2017	\$0	Dr. Mitch Bailey, District Reading Curriculum Specialist/DO SE
Training and Coaching	Reading teachers will participate in professional learning about SFA reading program. On site coaching by SFA consultants will also be provided to increase effective implementation.	Professional Learning	08/01/2016	06/01/2017	\$16288	Dr. Mitch Bailey, District Reading Curriculum Specialist/DO SE
Math In Focus Trainings	K-8 math teachers will participate in Math in Focus trainings, demonstration lessons and coaching visits.	Professional Learning	08/01/2016	06/30/2017	\$17200	Instructional Supervisor, Principals and Assistant Principals
District Math Leadership Team	A District Math Leadership Team (made up of the Primary Math Coach, Instructional Supervisor, and Assistant Principals) will meet on a regular basis to review data from observations/walk thrus, testing analysis, sharing of resources, etc. in order to provide math support needed for each individual school.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisor, Assistant Principals, and Primary Math Coach
Math in Focus Program Implementaion	K-8 math teachers will implement Singapore Math in Focus program utilizing program strategies and resources to improve student achievement and rigor of instruction.	Direct Instruction	08/01/2016	06/01/2017	\$40000	Instructional Supervisor, Primary Math Coach, and Principals
Power Teaching Math	Middle grades math teachers will use the Power Teaching Math cooperative learning framework resources to support Math in Focus math curriculum.	Direct Instruction	08/01/2016	06/30/2017	\$5000	Instructional Supervisor, Principals and Assistant Principals
Coaching	Middle grades math teachers will participate in coaching/support visits provided by Instructional Supervisor and certified SFA coaches. Teachers will implement feedback from coaching visits.	Professional Learning	08/01/2016	05/31/2017	\$5000	Instructional Supervisor, Principals and Assistant Principals

Comprehensive District Improvement Plan

Bell County

Early Childhood Awareness Council	Participate in the Promise Zone Early Childhood Council formed by the Partners for Education at Berea College. Information obtained through the council will be shared at the local level. Early childhood partners will address kindergarten readiness.	Community Engagement	08/01/2016	06/30/2017	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator Bell Whitley Preschool Director
Everyday Counts Calendar Math	K-6 classrooms will utilize Everyday Counts Calendar Math as a supplemental resource for math classes.	Academic Support Program	08/08/2016	06/01/2017	\$5000	Principals Primary Math Coach Instructional Supervisor
School Health Assessment	All schools will complete the School Health Assessment via the Alliance for Healthier Generation Website.	Other - Continuous Improvement	08/08/2016	06/30/2017	\$0	Principals District Food Service Director District PLCS Program Review Point of Contact
Preschool Curriculum	SFA preschool reading curriculum, Curiosity Corner, is being implemented throughout all preschool classrooms district wide. This program aligns to the SFA reading program currently being taught throughout the district in K-8 classes.	Direct Instruction	08/18/2015	06/01/2017	\$0	Dr. Mitch Bailey, District Preschool Director
Extended Preschool Program	Extend the current 4 day per week preschool program to a 5 day per week preschool program with an increased focus on readiness for 4 year olds.	Direct Instruction, Academic Support Program	01/02/2017	06/01/2017	\$0	Dr. Mitch Bailey, District Preschool Coordinator/D OSE
School Level Math Coaches	Assistant principals at each K-8 building will serve as the Math Coach for their school on a day to day basis in addition to the District Primary Math Coach and the District Math Instructional Supervisor.	Professional Learning	08/08/2016	06/01/2017	\$0	Assistant Principals Instructional Supervisor
Extended Math Instruction Time	All 1st grade through 8th grade math classes will last for 2 class periods (approximately 1 hr. 40 mins.) in order to increase rigor and intensity of the math instruction.	Direct Instruction	08/09/2016	05/31/2017	\$0	Yvonne Gilliam, Superintendent K-8 Principals
Total					\$98488	

Bell County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive District Improvement Plan

Bell County

Middle School Transition	Increase a smoother transition for middle school students to the high school by providing tours, presentations on careers, discussions on CTE opportunities at the high schools and ILP Planning.	Career Preparation/Orientation	08/08/2016	06/01/2017	\$500	Principal, CTE teachers, and Gear Up Academic Specialists
Operation Preparation	Promote and implement Operation Preparation for 8th and 10th grade students.	Career Preparation/Orientation	08/08/2016	05/31/2017	\$0	Gear Up Academic Specialists, School Counselors, and Principals
Work Keys	Provide students with practice opportunities for the Work Keys Assessments.	Direct Instruction	08/01/2016	06/01/2017	\$2000	Principals and CTE Teachers
Academic Support	Identify and implement remediation strategies for students not meeting Work Keys or ASVAB benchmarks.	Academic Support Program	08/08/2016	06/01/2017	\$500	Principal and CTE Teachers
Career Pathway Development	Career pathways are being implemented for each CTE program available within the school.	Career Preparation/Orientation	08/08/2016	06/01/2017	\$500	Principal and CTE Teachers
AP Courses and Assessment	AP (Advanced Placement) courses will be offered at the high school in order to provide enriching and rigorous classes. AP assessments will be partially paid for (1/2) through GEAR UP funds to encourage more students to participate.	Direct Instruction	08/08/2016	06/01/2017	\$13600	Principal and AP Teachers
Data Analysis and Program Improvement	School will analyze past Advance Placement data to determine student success and any needed program improvements.	Academic Support Program	08/08/2016	06/01/2017	\$0	Principal and AP teachers
District Support	Inform staff of the expectations and procedures as defined by the district of the District External Review Process. The process will be implemented with fidelity in order to provide feedback to all schools concerning their specific program review areas.	Academic Support Program	08/01/2016	06/30/2017	\$0	Instructional Supervisors, District Assessment Coordinator and Principals
Program Review Evaluation - ASSIST	School level Program Review Teams will examine rubrics, consider existing sources and evidence to inform the overall program evaluation at least three times each year and will submit to the district for review. according to the Bell District Program Review Timeline using the ASSIST program.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisors and Principals
ALEKS	Utilize ALEKS math software program for targeted students to remediate, accelerate, individualize, and instruct.	Academic Support Program	08/01/2016	06/01/2017	\$8000	High School Principals, Math Teachers
Virtual School	Virtual School is provided for students who must have alternative instruction due to specific needs.	Technology	08/08/2016	06/30/2017	\$3500	Director of Pupil Personnel

Comprehensive District Improvement Plan

Bell County

CCR Course	11th grade students will participate in the College and Career Readiness course that utilizes WIN Learning, Method Test Prep, ILPs, and Why Try Curriculum.	Direct Instruction	08/08/2016	06/01/2017	\$55000	BCHS Principal, CCR Teacher,
Program Review - Work Plan	Each school will use their Program Review analysis to identify areas of need and target those areas for improvement in a Work Plan. The Work Plan should address the Program Review Areas that are being submitted for accountability for that school year.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisors, Principals, and School Program Review Teams
9th Grade Enrichment Tutor	Targeted 9th grade students will participate in an Enrichment Tutoring program. Students are targeted based on their EXPLORE scores (target students who are just 1-2 pts. from reaching benchmarks) for ELA, Math, and Science.	Academic Support Program	08/09/2016	06/01/2017	\$15170	BCHS Principal, Gear Up Academic Specialists, Gear Up Tutor
Boomerang/ Link Crew Program	Junior and Senior students mentor incoming 9th graders providing them with positive relationship to help with the transition into the high school. This program may target multiple needs of students (i.e. lessen stress, help with academics, help with new friends).	Behavioral Support Program	08/08/2016	06/01/2017	\$0	College and Career Readiness Teacher, Gear Up Academic Specialists
Program Review Team Membership	All teachers will participate as a member of at least one program review area/team at their prospective school.	Academic Support Program	08/08/2016	06/15/2017	\$0	Principals Instructional Supervisors
District Wellness Policy	The District Wellness Policy will be reviewed on an annual basis in order to provide guidance for all schools in the review of their Wellness policies.	Policy and Process	08/01/2016	06/30/2017	\$0	District Food Service Director and District PLCS Program Review Point of Contact
Learning Labs	9th through 12th grade students will be placed into Learning Labs focused on reading and mathematics skills. These labs will utilize ALEKS and Reading Plus technologies along with other resources to increase student knowledge in these content areas.	Academic Support Program	01/04/2016	05/15/2017	\$11000	BCHS Principal, Richard Gambrel Learning Lab Teachers
Reading Plus	Utilize Reading Plus web based program for target students to remediate, accelerate, individualize, and instruct.	Academic Support Program	08/08/2016	06/30/2017	\$11000	High School Principals, Reading Plus Teachers

Comprehensive District Improvement Plan

Bell County

School Health Assessment	All schools will complete the School Health Assessment via the Alliance for Healthier Generation Website.	Other - Continuous Improvement	08/08/2016	06/30/2017	\$0	Principals District Food Service Director District PLCS Program Review Point of Contact
Curriculum	Utilize Kentucky Academic Standards, KOSSA, and technical standards in curriculum development including maps, units, lessons and assessments.	Direct Instruction	08/01/2016	06/01/2017	\$500	Principal and CTE teachers
PDSA Protocol	Teachers will implement the Plan, Do, Study, Act (PDSA) protocol. This protocol requires teachers to focus on assessment data and act upon the information through changing instructional strategies, etc.	Other - Continuous Improvement	08/18/2015	06/01/2017	\$500	Principals Department Leads
Learning Labs	Targeted students in grades 9 - 12 will participate in Learning Labs focusing on either math (ALEKS), reading (Reading Plus), transition or a combination based on identified student need.	Academic Support Program	01/04/2016	06/01/2017	\$11000	Principals Learning Lab teachers
Expanded Work Keys	Additional students will be identified and given Work Keys assessment through collaboration with the Work Ready Community Council for Bell County.	Career Preparation/Orientation	12/01/2016	06/30/2017	\$1000	BCHS Administration
Expanded Dual Credit Program	Expand the Dual Credit program to include opportunities for students to be transported to the SKCTC college campus to participate in more course offerings during their junior and senior years of high school.	Direct Instruction, Academic Support Program	08/08/2016	06/01/2017	\$38000	Angela Allen, Dual Credit District Point of Contact/GEAR Up Coordinator BCHS Administration BCHS Counselors
Total					\$171770	

Bell County Alternative School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Virtual School	Virtual School is provided for students who must have alternative instruction due to specific needs.	Technology	08/08/2016	06/30/2017	\$3500	Director of Pupil Personnel
A Plus Credit Recovery Curriculum	Identified students will utilize the A Plus Credit Recovery Program/Curriculum in order to maintain their high school coursework.	Academic Support Program	08/08/2016	06/30/2017	\$3500	Chris Warren, DPP
Total					\$7000	

Comprehensive District Improvement Plan

Bell County

Bell Central School Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Operation Preparation	Promote and implement Operation Preparation for 8th and 10th grade students.	Career Preparation/Orientation	08/08/2016	05/31/2017	\$0	Gear Up Academic Specialists, School Counselors, and Principals
District Support	Inform staff of the expectations and procedures as defined by the district of the District External Review Process. The process will be implemented with fidelity in order to provide feedback to all schools concerning their specific program review areas.	Academic Support Program	08/01/2016	06/30/2017	\$0	Instructional Supervisors, District Assessment Coordinator and Principals
Program Review Evaluation - ASSIST	School level Program Review Teams will examine rubrics, consider existing sources and evidence to inform the overall program evaluation at least three times each year and will submit to the district for review. according to the Bell District Program Review Timeline using the ASSIST program.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisors and Principals
Kindergarten Screener	Teachers will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE).	Policy and Process	08/01/2016	09/30/2016	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator/D OSE
Screener Results	Schools will disseminate the results of the Kindergarten screener to parents to increase their level of awareness concerning Kindergarten student performance compared to standards.	Parent Involvement	10/03/2016	01/31/2017	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator/D OSE School Principals
Program Review - Work Plan	Each school will use their Program Review analysis to identify areas of need and target those areas for improvement in a Work Plan. The Work Plan should address the Program Review Areas that are being submitted for accountability for that school year.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisors, Principals, and School Program Review Teams

Comprehensive District Improvement Plan

Bell County

Parent Readiness Workshops	Implement Parent Readiness workshops targeting parents of students ages 3-4 years old. Training will provide parents with strategies and activities to implement with their children to prepare them for entering kindergarten.	Parent Involvement	08/01/2016	05/31/2017	\$10000	Dr. Mitch Bailey - District Preschool Coordinator School Principals School Level Teacher Leaders
Program Review Team Membership	All teachers will participate as a member of at least one program review area/team at their prospective school.	Academic Support Program	08/08/2016	06/15/2017	\$0	Principals Instructional Supervisors
District Wellness Policy	The District Wellness Policy will be reviewed on an annual basis in order to provide guidance for all schools in the review of their Wellness policies.	Policy and Process	08/01/2016	06/30/2017	\$0	District Food Service Director and District PLCS Program Review Point of Contact
Success for All Reading	K-8 reading teachers will implement a research based reading program (Success for All - SFA).	Direct Instruction	08/08/2016	06/01/2017	\$0	Dr. Mitch Bailey, District Reading Curriculum Specialist/DO SE
Training and Coaching	Reading teachers will participate in professional learning about SFA reading program. On site coaching by SFA consultants will also be provided to increase effective implementation.	Professional Learning	08/01/2016	06/01/2017	\$16288	Dr. Mitch Bailey, District Reading Curriculum Specialist/DO SE
Math In Focus Trainings	K-8 math teachers will participate in Math in Focus trainings, demonstration lessons and coaching visits.	Professional Learning	08/01/2016	06/30/2017	\$17200	Instructional Supervisor, Principals and Assistant Principals
District Math Leadership Team	A District Math Leadership Team (made up of the Primary Math Coach, Instructional Supervisor, and Assistant Principals) will meet on a regular basis to review data from observations/walk thrus, testing analysis, sharing of resources, etc. in order to provide math support needed for each individual school.	Academic Support Program	08/08/2016	06/30/2017	\$0	Instructional Supervisor, Assistant Principals, and Primary Math Coach
Math in Focus Program Implementaion	K-8 math teachers will implement Singapore Math in Focus program utilizing program strategies and resources to improve student achievement and rigor of instruction.	Direct Instruction	08/01/2016	06/01/2017	\$40000	Instructional Supervisor, Primary Math Coach, and Principals

Comprehensive District Improvement Plan

Bell County

Power Teaching Math	Middle grades math teachers will use the Power Teaching Math cooperative learning framework resources to support Math in Focus math curriculum.	Direct Instruction	08/01/2016	06/30/2017	\$5000	Instructional Supervisor, Principals and Assistant Principals
Coaching	Middle grades math teachers will participate in coaching/support visits provided by Instructional Supervisor and certified SFA coaches. Teachers will implement feedback from coaching visits.	Professional Learning	08/01/2016	05/31/2017	\$5000	Instructional Supervisor, Principals and Assistant Principals
Early Childhood Awareness Council	Participate in the Promise Zone Early Childhood Council formed by the Partners for Education at Berea College. Information obtained through the council will be shared at the local level. Early childhood partners will address kindergarten readiness.	Community Engagement	08/01/2016	06/30/2017	\$0	Dr. Mitch Bailey, District Kindergarten Coordinator Bell Whitley Preschool Director
Everyday Counts Calendar Math	K-6 classrooms will utilize Everyday Counts Calendar Math as a supplemental resource for math classes.	Academic Support Program	08/08/2016	06/01/2017	\$5000	Principals Primary Math Coach Instructional Supervisor
School Health Assessment	All schools will complete the School Health Assessment via the Alliance for Healthier Generation Website.	Other - Continuous Improvement	08/08/2016	06/30/2017	\$0	Principals District Food Service Director District PLCS Program Review Point of Contact
Preschool Curriculum	SFA preschool reading curriculum, Curiosity Corner, is being implemented throughout all preschool classrooms district wide. This program aligns to the SFA reading program currently being taught throughout the district in K-8 classes.	Direct Instruction	08/18/2015	06/01/2017	\$0	Dr. Mitch Bailey, District Preschool Director
Extended Preschool Program	Extend the current 4 day per week preschool program to a 5 day per week preschool program with an increased focus on readiness for 4 year olds.	Direct Instruction, Academic Support Program	01/02/2017	06/01/2017	\$0	Dr. Mitch Bailey, District Preschool Coordinator/D OSE
Additional Preschool Classrooms	An addition of two new preschool classrooms in order to provide services for a larger number of students.	Academic Support Program	08/08/2016	05/31/2017	\$59666	Dr. Mitch Bailey, District Preschool Coordinator/D OSE
School Level Math Coaches	Assistant principals at each K-8 building will serve as the Math Coach for their school on a day to day basis in addition to the District Primary Math Coach and the District Math Instructional Supervisor.	Professional Learning	08/08/2016	06/01/2017	\$0	Assistant Principals Instructional Supervisor

Comprehensive District Improvement Plan

Bell County

Extended Math Instruction Time	All 1st grade through 8th grade math classes will last for 2 class periods (approximately 1 hr. 40 mins.) in order to increase rigor and intensity of the math instruction.	Direct Instruction	08/09/2016	05/31/2017	\$0	Yvonne Gilliam, Superintendent K-8 Principals
Total					\$158154	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	http://www.bell.k12.ky.us/education/components/docmgr/default.php?sectiondetailid=19943& To find each school's CSIP, click School tab at the top and then click the School Improvement Plans link.	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district 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
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

Comprehensive District Improvement Plan

Bell County

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

Comprehensive District Improvement Plan

Bell County

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Comprehensive District Improvement Plan

Bell County

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	N/A		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	N/A		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	N/A		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

Comprehensive District Improvement Plan

Bell County

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A		

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Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Phase II - Compliance and Accountability - Districts

Introduction

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

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. **Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.**

Goal 1:

Increase achievement for all students in the non-duplicated gap group (combined rdg & math) for elementary from 46% in 2016 to 69.6% in 2019, for middles grades from 43.7% in 2016 to 70.1% in 2019, and for high school from 41.5% in 2016 to 66.1% in 2019

Measurable Objective 1:

collaborate to decrease the achievement gap by increasing the proficiency ratings in the non-duplicated gap group for elementary from 46% to 57.4%, for middle from 43.7% to 58.1%, and for high school from 41.5% to 52.5% by 09/15/2017 as measured by the District Report Card.

Strategy1:

Best Practice - Administration, teachers, and other professionals will use best practice strategies and activities to decrease gap and promote achievement.

Category: Continuous Improvement

Research Cited:

Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our district ensures that effective teachers are equitably distributed throughout the district so that all students are college and career ready.	Recruitment and Retention	07/01/2015	06/30/2017	\$0 - No Funding Required	Yvonne Gilliam, Superintendent

Goal 2:

Increase the percentage of effective principals, teachers, and other professionals based on local data collected through summary of evidence at the end of the summative cycle to provide equitable access to effective educators to all schools and students.

Measurable Objective 1:

collaborate to increase/maintain the percentage of effective teachers and other professionals by 06/30/2017 as measured by local summary of evidence data.

Strategy1:

Teacher and Other Professionals PGES - The Professional Growth and Effectiveness System will be implemented throughout the school and district in order to improve teacher and other professional's effectiveness.

Category: Teacher PGES

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Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and other professionals will participate in PLCs that focus on the various components of the PGES system: Framework for Teaching, Self-Reflections, PGP, SGGs, Student Voice, Peer Observations, etc.	Professional Learning	08/08/2016	06/01/2017	\$0 - No Funding Required	District PGES Point of Contact, Principal coach, and Principals

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers serving as peer observers will complete the new I Drive Digital online training modules AND the district provided training. This training is also open to any other teacher and other professionals who want to participate.	Professional Learning	08/08/2016	09/30/2016	\$0 - No Funding Required	District PGES Point of Contact

Activity - Initial Certified Evaluation Training and Teachscape	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and assistant principals are required to pass the Initial Certified Evaluation training and the proficiency test for Teachscape in order to complete the observations and the PGES system with teachers and other professionals. All principals and assistants who have passed the initial requirements, must calibrate each year as designated in the district Certified Evaluation Plan to ensure observation scoring accuracy.	Professional Learning	07/01/2016	06/30/2017	\$3000 - District Funding	Principals and District PGES Point of Contact

Measurable Objective 2:

collaborate to increase the effectiveness of principals by 06/30/2017 as measured by the annual local summary of evidence data..

Strategy1:

Professional Growth and Effectiveness System - The PGES or Professional Growth and Effectiveness System will be implemented throughout the district at all schools in order to improve the principal effectiveness.

Category: Principal PGES

Research Cited:

Activity - Principal Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All principals will develop a State and Local Student Growth Goal, Professional Growth Plan, and Working Conditions Goal based on the appropriate data, surveys, and CSIP information.	Other - Continuous Improvement	07/01/2016	06/01/2017	\$0 - No Funding Required	Superintendent, District Principal Coach, Principals

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Activity - Principal Site Visits / Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of a minimum of two formal site visits per year completed by the superintendent/designee for each principal. District Principal Coach will complete informal site visits with all principals regularly (at least biweekly) for the course of the school year.	Other - Continuous Improvement	08/08/2016	06/30/2017	\$0 - No Funding Required	Superintendent and District Principal Coach

Activity - District Principal Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Full time District Principal Coach supports the implementation of PPGES through principal coaching including site visits, school walk-thrus, data analysis/planning meetings, principal cadre meetings, etc.	Professional Learning	08/08/2016	06/30/2017	\$0 - No Funding Required	Superintendent, Principal Coach, District PGES Point of Contact

Activity - District Principal Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Principal coach and District PGES Point of Contact collaborate to conduct Professional Learning Communities (PLCs) that focus on the training and fidelity of implementation of the Professional Growth and Effectiveness System.	Professional Learning	08/01/2016	06/30/2017	\$500 - General Fund	Superintendent, Principal Coach, District PGES Point of Contact

The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary from 49.1% in 2016 to 71.1% in 2019, for middle grades from 46.9% in 2016 to 71.4% in 2019, and for high school from 44.9% in 2016 to 68.4% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores to 59.5% for elementary, 60% for middle, and 55.7% for high school by 09/01/2017 as measured by the District Report Card.

Strategy1:

Curriculum Assessment & Alignment - Curriculum, Instruction, and Assessment will continue to be reviewed and revised to ensure alignment in rigor and content to the Kentucky Academic Standards and the Unbridled Learning Accountability System.

Category: Continuous Improvement

Research Cited:

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Activity - Content Specific Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary, Middle and high school teachers will attend content specific professional learning designed to meet specific needs of those content areas.	Professional Learning	08/01/2016	06/30/2017	\$50000 - Grant Funds	Jennifer Yankey, PD Coordinator Angela Allen, GEAR UP Coordinator

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle and high school teachers for ELA, math, science, and social studies will meet a minimum of two times per school year in order to share instructional strategies/activities.	Professional Learning	08/25/2014	06/01/2017	\$0 - No Funding Required	Instructional Supervisors and Principals

Goal 2:

Increase the percentage of students who are college-and career-ready at the high school level from 65.7% in 2016 to 68.5% in 2017.

Measurable Objective 1:

collaborate to increase the college and career readiness goal to 68.5% by 09/01/2017 as measured by the High School College and Career Readiness Report and the District Report Card.

Strategy1:

CCR Data Analysis and Continuous Improvement - Teachers will analyze CCR and other relevant data about their classes and individual students. The results will be used to drive classroom instruction, curriculum work, and targeted interventions.

Category: Continuous Improvement

Research Cited:

Activity - PDSA Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Plan, Do, Study, Act (PDSA) protocol. This protocol requires teachers to focus on assessment data and act upon the information through changing instructional strategies, etc.	Other - Continuous Improvement	08/18/2015	06/01/2017	\$500 - General Fund	Principals Department Leads

Goal 3:

Increase the percentage of effective principals, teachers, and other professionals based on local data collected through summary of evidence at the end of the summative cycle to provide equitable access to effective educators to all schools and students.

Measurable Objective 1:

collaborate to increase the effectiveness of principals by 06/30/2017 as measured by the annual local summary of evidence data..

Strategy1:

Professional Growth and Effectiveness System - The PGES or Professional Growth and Effectiveness System will be implemented

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throughout the district at all schools in order to improve the principal effectiveness.

Category: Principal PGES

Research Cited:

Activity - District Principal Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Principal coach and District PGES Point of Contact collaborate to conduct Professional Learning Communities (PLCs) that focus on the training and fidelity of implementation of the Professional Growth and Effectiveness System.	Professional Learning	08/01/2016	06/30/2017	\$500 - General Fund	Superintendent, Principal Coach, District PGES Point of Contact

Measurable Objective 2:

collaborate to increase/maintain the percentage of effective teachers and other professionals by 06/30/2017 as measured by local summary of evidence data.

Strategy1:

Teacher and Other Professionals PGES - The Professional Growth and Effectiveness System will be implemented throughout the school and district in order to improve teacher and other professional's effectiveness.

Category: Teacher PGES

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and other professionals will participate in PLCs that focus on the various components of the PGES system: Framework for Teaching, Self-Reflections, PGP, SGGs, Student Voice, Peer Observations, etc.	Professional Learning	08/08/2016	06/01/2017	\$0 - No Funding Required	District PGES Point of Contact, Principal coach, and Principals

Goal 4:

Demonstrate/maintain proficiency in Arts & Humanities, Practical Living Career Studies, Primary, World Languages, and Writing Programs in Bell County as evidenced by Program Review results.

Measurable Objective 1:

collaborate to demonstrate/maintain proficiency in Arts & Humanities, Practical Living Career Studies, Primary, World Language, and Writing Programs by 06/01/2016 as measured by Program Review results.

Strategy1:

Program Reviews - Schools and teachers will participate in the Program Review process to evaluate each program's effectiveness and areas of need for continuous improvement.

Category: Continuous Improvement

Research Cited:

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Activity - Visual/Performaing Arts Vertical Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Visual and Performing Arts teachers from across the district will meet a minimum of two times (once per semester) over the course of the school year to review the new standards, share strategies, discuss any issues or concerns, etc.	Professional Learning	08/08/2016	06/01/2017	\$0 - No Funding Required	Instructional Supervisor and Principals

Narrative:

TELL Survey Results for Question 2.1 b - Teachers have time available to collaborate with colleagues. State average: 77.7% Bell County District average: 70.2%

The identified strategies and activities are ways to provide these opportunities to our teachers to improve collaboration.

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system serves?

The Bell County School District serves approximately 2,903 preschool through twelfth grade students. These students are served by 6 Preschool through 8th grade school centers, 1 high school (9th - 12th graders) , and 1 alternative school. Our district partners with the Bell Whitley Community Action Agency to provide a fully blended preschool model that includes Headstart to help promote Kindergarten Readiness. We also provide a full day of Kindergarten to help meet the student's needs.

Our schools are located across the various communities within our county lines that reach from the Fourmile Community to Red Bird to Page to the Frakes community and even extends to the city of Middlesboro which is located on the Tennessee/Virginia border. Our community, parents, and students are serviced by 213 certified teachers, 55 instructional assistants, 33cooks, 24 custodians, 43 bus drivers, 7 Family Resource Youth Service Centers, and 3 parent liaisons. 84% of our students qualify for free/reduced lunch program which demonstrates the low socioeconomic status of our county. Our special education population makes up 16.6% of our student population and 9.6% are recognized as Gifted and Talented. Our enrollment has shown a significant decline this year. Over the course of the past two years, our district has seen a significant loss of students. Approximately 100 students have left our school district during the 2015-2016 school year. Currently we have lost another 31 students this year. According to the data obtained from our district's DPP, the vast majority have left our district as a result of families leaving the area.

Our county's financial success historically parallels that of the coal industry. In our most recent years, there has been a huge decline in the coal industry, resulting in a significant decrease in our county and student populations. At present, our main employment opportunities are in education and medical fields. Thus, one of the biggest challenges we face in our area is economic growth. There are several other challenges which affect our students including an increase in the number of students being raised by extended family members.

Our district continues to work diligently to overcome each of these obstacles and to produce college and career ready students.

System's Purpose

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

The Bell County School District's mission states that the parents, employees, and community partners strive to provide the individualized support necessary to ensure that each student reaches his or her full potential and is prepared, upon graduation, to successfully pursue their college or career ambitions. This mission was developed by district and school level administration including both the Special Education and Gifted and Talented directors. This mission is at the heart of what the district, each school, and each employee does for our students on a daily basis whether it be the instruction given in the classroom, the relationships built with bus drivers or cooks, or the basic needs of students being met by FRYSC centers and other support staff.

Our district has high expectations for the teaching and learning that occurs within each and every classroom every day. We ensure high quality instruction by providing effective and engaging professional learning opportunities (e.g. Professional Growth and Effectiveness System Components, Enduring Skills and Student Growth Goals, Content Specific Professional Learning, Sarah Evans, Math in Focus) for all teachers. Two Instructional Supervisors are utilized at each school to help with on going curriculum alignment with the Kentucky Academic Standards across all content areas, continuing to implement the work of Rick Stiggins including Daily Learning Targets and Formative / Summative Assessment (data analysis), and continuing to provide support for the implementation of the latest technology available for teacher and student use. We are presently in our eighth year of utilizing the MAP (Measures of Academic Progress) test as our universal screener for grades K through eight. This test is administered three times each year. Our high school has change this year from MAP testing for 9th and 10th graders to CERT (College Equipped Readiness Tool) for 9th through 11th graders and some 12th graders. The data from both tests is analyzed and used by classroom teachers to inform whole class and individual student instruction (placement into RTI Tiers).

Our district has also partnered with Berea College through a GEAR UP grant to promote College and Career Readiness and to continue to target drop out prevention. The grant has provided two Academic Specialists who work with each of our elementary schools and our high school by providing tutoring for students, mentoring 8th graders, conferencing about data results, providing multiple college visits, and promoting parental involvement through parent engagement activities. Our district now has a CCR Teacher at the high school also provided by Gear Up who works with 11th grade students toward reaching College and Career Readiness.

Our district continues to work diligently to enhance our student's educational experiences and opportunities in order to provide them with the 21st Century Skills they need to be successful and productive citizens.

Notable Achievements and Areas of Improvement

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

Over the past few years, our district has continued to show steady growth based on the state accountability system (2011-2012 District Overall Score - 54.0, 2012-2013 District - 62.7, 2013-2014 District - 64.7, 2014-2015 District - 65.9, 2015-2016 District Overall Score - 73.1). As this system transitioned to the Unbridled Learning with a focus on K-PREP and College and Career Readiness, our district has worked diligently to align our curriculum, instruction, and assessment with the KAS (Kentucky Academic Standards) including a focus on aligning curriculum documents such as maps and units of study to the standards, developing lesson plans and daily learning targets, and implementing formative assessment strategies, then using the results to guide instruction. We are currently striving to provide our teachers and principals with a strong support system for implementing the Professional Growth and Effectiveness System across our district including an enhanced focus on developing effective leaders by hiring a full time principal coach for the district.

Our district reached a milestone for the 2015-2016 Accountability Cycle by being categorized as a Distinguished District and by being 4th in the state in improvement. Multiple schools at the elementary, middle, and high school levels have noteworthy achievements.

These highlights include at the ELEMENTARY level:

- Bell Central School Center - Distinguished Category, School of Distinction
- Frakes School Center - Proficient Category, High Progressing
- Right Fork School Center - Distinguished Category, High Progressing/High Performing
- Yellow Creek School Center - Proficient Category

The MIDDLE level highlights include:

- Bell Central School Center - Distinguished Category, School of Distinction, High Progressing, #3 in the state
- Right Fork School Center - Proficient Category
- Yellow Creek School Center - Distinguished Category, School of Distinction, High Progressing

The HIGH School level highlights include:

- Bell County High School - Distinguished Category, High Progressing

All other ratings were at the Needs Improvement level; thus, revealing our general areas of improvement (elementary - Lone Jack, Page; middle - Frakes, Lone Jack, and Page).

As individual school data is analyzed, district wide patterns and individual school needs will be identified and addressed.

Additional Information

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

Although the Bell County School District is located in an area that is rich in tradition, heritage, and culture, we find that our area lacks in diverse opportunities and experiences that other regions easily access. We, as educators, must continuously work to overcome these regional barriers to provide more cultural experiences for our students in the areas of the arts, sciences, and technology in order for our students to become successful and productive adults no matter what endeavor they embark upon or where their journey may take them.