KDE Comprehensive School

Improvement Plan

Bell Central School Center

Bell County

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Pineville, KY 40965

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Bell Central School Center is located on US 25E between the cities of Pineville and Middleboro in Southeast Kentucky and serves students preschool through 8th grade. We house students from all over Bell County with the majority of our students coming from the communities of Arjay, Clear Creek, Meldum, Colmar, and Middlesboro.   We are the largest elementary school in the Bell County School District, with a current enrollment of 582 students and a 25:1 student/teacher ratio and a faculty/staff of 96. We have seen a decline in our enrollment since the Coal Industry has closed (last year we had an enrollment of 631). Bell County had at one time a booming coal industry however, today all but a few of the coal mines have closed their doors. We are seeing families have to move away from our area in order to find work and it is effecting the enrollment across the district.

The goal of the Bell Central faculty and staff is to provide the highest quality education possible for each and every student. We strive to meet the needs of all students and remove any barriers that may hinder educational growth. We have a 83% free and reduce lunch population in our building as well as many students being raised in one parent homes or by grandparents. Many of our students face barriers that seem impossible to overcome (drugs in the home, no electricity or running water, abusive homes, no food, etc.) however with the help of our faculty/staff and our community resources (Social Services, Lion's Club, RoHo, and Lighthouse Missions) we are able to remove many barriers and provide an excellent education to the students of Southeast Kentucky.

In addition to academics, our students have the opportunity to participate in numerous educational and extracurricular activities. These activities include Governor's Cup, Junior BETA, Math Counts, Science Olympiad, Girls' and Boys' Basketball, Cheerleading. We have shown steady, consistent growth and look forward to another successful year. Our elementary and middle school received a Distinguished rating on the 2014/15 KPREP test. Our middle school was ranked #21 in the state. Our staff and students are very hard workers and we all share the same common goal...to be the BEST we can be at EVERYTHING.

School's Purpose

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

Bell Central School Center believes that all students are equal, and that we, as educators, should treat each student like they are our own children. Our Mission Statement is as follows: We, the Bell Central Educational Community, accept the privilege and responsibility of providing a safe and nurturing environment conducive to the development of each individual student, enabling them to become productive members of society.

We offer many extra curricular activities to help develop our students as individuals who have the desire and ability to succeed in school as well as in life. We reward positive behavior, attendance and academic achievements. We offer a Renaissance Club for 6th-8th grade students who have Perfect Attendance, Honor Roll/Principal's List and Good Behavior each 6 weeks. Our students are loved, respected and challenged daily.

Notable Achievements and Areas of Improvement

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

Bell Central has shown a steady, consistent growth in our state's accountability test as well as in the MAP assessment. Our elementary and middle school was awarded a score of Proficient on the 2014-2015 K-Prep test. We were the only school within the surrounding counties (Bell, Knox and Harlan) to receive the score of Distinguished in both the elementary and middle grades. Our middle school is a School of Distinction.   We are continuing to show strong improvements in the area of academics year after year. During our MAP Assessment for the 2014-2015 school

year, Bell Central School Center was ranked #1 above all other schools in the district in all content areas for percentage of students on grade level and student growth. We are currently working on decreasing the number of students who score novice on the K-Prep test and increasing our number of

distinguished.

Additional Information

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

Our school currently uses Success For All (SFA) as our core Reading Program in our Primary and Middle schools and Singapore Math and SFA Math as our

core Math Programs for K-8th grades.

We offer many additional programs that help our students overcome many academic obstacles they face, such as;

Reading Mastery, for K-3rd grade students struggling in Reading.

Corrective Reading for students in 4th-8th grades that struggle in Reading.

Our School is also serviced through GEAR UP, which helps prepare our students to be College and Career Ready.

Bell Central School Center is home to Once Upon a Friday, a Reading Incentive for our K-3rd grade students that encourages parents, grandparents and community volunteers to come every Friday and read with one of our students. This enables us to instill a love of reading within our students and shows the community how important reading is to Bell Central. We average around 130 volunteer readers every Friday.

CSIP 2015-2016

Overview

Plan Name

CSIP 2015-2016

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-prep scores for elementary from 59.2% to 77.2% in 2019 and for middle from 61.9% to 75.3% in 2019.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	$500
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.1% in 2015 to 75.0% in 2019 for elementary and from 56.5% in 2015 to 70.1% in 2019 for middle school.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	$0
3	Maintain/ increase the percentage of effective principals and teachers based on local data collected through summary of evidence at the end of the summative cycle (Annually for principals, every 3 years).	Objectives: 2 Strategies: 2 Activities: 8	Organizational	$716
4	to increase the percentage of students who are college and career ready from 41.3 to 75.5% by 2017	Objectives: 1 Strategies: 3 Activities: 7	Organizational	$8500
5	Maintain proficiency in Arts & Humanities, Practical Living Career Studies, Primary and Writing Programs in Bell County as evidenced by Program Review Results.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0
6	Novice Reduction	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Increase the averaged combined reading and math K-prep scores for elementary from 59.2% to 77.2% in 2019 and for middle from 61.9% to 75.3% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for elementary to 63.5% and middle to 60.4% by 05/31/2016 as measured by the school report card.

Strategy 1:

RTI - Our Response to Intervention Program will continue to be implemented school wide.

Category: Continuous Improvement

Activity - Tier 1 Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review student MAP data and determine students placement into intervention program (RTI)	Academic Support Program	08/30/2012	05/29/2015	$0	District Funding	Greg Wilson Principal

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine.	Academic Support Program	09/03/2012	05/29/2015	$500	General Fund	Kara Lefevers, Trina Fuson and Shanna Philpot

Strategy 2:

CIITS - CIITS will be used to enhance classroom instruction and learning.

Category: Continuous Improvement

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the effective use of CIITS for instructional planning, creation of assessments and instructional resources.	Academic Support Program	10/01/2012	05/29/2015	$0	Other	Greg Wilson and Jennifer Yankey

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

	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS for instructional planning and sharing of instructional resources.	Academic Support Program	12/03/2012	05/29/2015	$0	Other	Greg Wilson, Jennifer Yankey and Jennifer Blankenship

Strategy 3:

School Readiness - School Readiness will be determined by administering a Kindergarten Screener.

Category: Early Learning

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarteners with the common statewide screener. (BRIGANCE)	Academic Support Program	08/12/2013	05/29/2015	$0	State Funds	Kindergarten Teachers, Heather Cornett

Activity - Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will disseminate results of the K screener to parents.	Parent Involvement	09/02/2014	10/30/2015	$0	No Funding Required	Kindergarten Teachers

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.1% in 2015 to 75.0% in 2019 for elementary and from 56.5% in 2015 to 70.1% in 2019 for middle school.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 51.1% to 60.0% for elementary and from 56.5% to 57.6% for middle school. by 05/31/2016 as measured by the school report card.

Strategy 1:

Best Practice for GAP - Best Practices will be implemented in order to decrease our gap score.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze student achievement by gap groups using MAP, classroom assessments and KPREP.	Academic Support Program	09/24/2012	05/31/2016	$0	No Funding Required	Greg Wilson Jennifer Blankenship

Activity - Staff Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership will determine the assignment of staff to best serve the identified students. (SFA, Reading Mastery, Novel Studies)	Academic Support Program	08/27/2012	05/31/2016	$0	No Funding Required	Greg Wilson Heather Cornett Jennifer Blankenship

Activity - At Risk Students	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. Cross reference the PtGT results with other forms of academic and non-academic data to determine which students are at immediate risk for failure and require intensive intervention and support.	Academic Support Program	08/12/2013	05/31/2016	$0	No Funding Required	Cindy Hickman, GEAR-UP Specialist Kara Davis

Strategy 2:

Screener - The screener will be administered 3 times per year.

Category: Continuous Improvement

Activity - MAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be administered the MAP assessment 3 times per year in reading and math. The results from the assessment will be used to determine RTI placement.	Academic Support Program	09/17/2012	05/29/2015	$0	District Funding	Greg Wilson Jennifer Wilder MAP proctors

Strategy 3:

TELL survey - Teachers will participate in the TELL survey.

Category: Stakeholder Engagement

Activity - Teacher Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in the TELL survey and analyze the results at the leadership level and at the staff level.	Parent Involvement	03/04/2013	05/31/2016	$0	No Funding Required	Kara Davis

Goal 3: Maintain/ increase the percentage of effective principals and teachers based on local data collected through summary of evidence at the end of the summative cycle (Annually for principals, every 3 years).

Measurable Objective 1:

collaborate to Collaborate to increase the effectiveness of principals based on the annual local summary of evidence data.   by 05/31/2016 as measured by The school report card.

Strategy 1:

Professional Growth and Effectiveness System - Professional Growth and Effectiveness System – The PGES system will be implemented throughout the school and

district in order to improve principal effectiveness.

Category: Teacher PGES

Activity - District Principal Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Principal Coach – supports the implementation of PPGES through principal coaching including on site visits, cadre meetings, etc.	Policy and Process	08/18/2015	06/01/2016	$0	No Funding Required	District Principal Coach: Greg Wilson

Activity - District Principal Cadre Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Principal Cadre Meetings – District PGES POC and Principal Coach collaborate to conduct cadre meetings that focus on fidelity of implementation and training.	Professional Learning	08/18/2015	06/01/2016	$0	No Funding Required	District Principal Coach: Greg Wilson and District PGES POC: Jennifer Yankey

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 appropriate data, surveys, and CSIP information for 2015-2016.	Professional Learning	08/18/2015	06/01/2016	$0	No Funding Required	District Principal Coach: Greg Wilson and PGES POC: Jennifer Yankey

Activity - Principal Site Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of a minimum of two site visits (one per semester) completed by the superintendent/designee for each administrator.	Professional Learning	08/18/2015	06/01/2016	$716	District Funding	District Principal Coach: Greg Wilson

Measurable Objective 2:

collaborate to increase/maintain the percentage of effective teachers and other professionals based on by 06/01/2016 as measured by local summary of evidence data. .

Strategy 1:

PGES for Teachers - Professional Growth and Effectiveness System – The PGES system will be implemented throughout the school and district in order to improve teacher and other professionals' effectiveness.

Category: Teacher PGES

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities – Teachers and other professionals will participate in PLCs that focus on the various components of the PGES system: Framework, Self-Reflection, PGP, SGG, Student Voice, Peer Observations, etc.	Professional Learning	08/18/2015	06/01/2016	$0	Other	Principal: Greg Wilson Assistant Principal: Jennifer Blankenship

Activity - Student Growth Goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Growth Goal Workshop - The District Leadership Team will provide a Student Growth Goal Workshop opportunity for all teachers and other professionals to participate. Workshop will provide feedback to all participants about their SGG.	Professional Learning	08/18/2015	06/01/2016	$0	No Funding Required	District Curriculum Coaches District Principal Coach: Greg Wilson District Assistant Principals

Activity - Peer Observers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers serving as peer observers will complete the required PBS Peer Observation module AND the district provided training	Professional Learning	08/18/2015	06/01/2016	$0	No Funding Required	District PGES POC: Jennifer Yankey District Principals

Activity - Principal Cerified Evaluation Training	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 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 CEP to ensure observation scoring accuracy.	Professional Learning	08/18/2015	06/01/2016	$0	No Funding Required	District PGES POC: Jennifer Yankey

Goal 4: to increase the percentage of students who are college and career ready from 41.3 to 75.5% by 2017

Measurable Objective 1:

collaborate to to increase the percentage of Bell Central School Center students who are CCR to 57% by 05/30/2014 as measured by The school report card.

Strategy 1:

Targeted Interventions - Students intervention will be focused on specific areas of needs based on data.

Category: Continuous Improvement

Activity - EXPLORE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School review EPAS related data, makes instructional decisions based on large areas of student needs, and creates a list of students who did not meet benchmarks on the EXPLORE.	Career Preparation/Orientation	06/01/2013	10/30/2014	$0	No Funding Required	Principal and Middle School Teachers

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All eighth grade students are mentored monthly using specific guidelines.	Academic Support Program	09/01/2013	05/29/2015	$0	No Funding Required	GEAR UP Academic Specialist

Strategy 2:

Acceleration - Middles school teachers will participate in professional learning that targets acceleration of student performance based on more rigorous curriculum and instructional strategies.

Category: Professional Learning & Support

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools commit to Laying the Foundation teacher training through attendance to Summer Institutes for ELA, Math and Science.	Professional Learning	08/01/2013	07/30/2015	$8500	Grant Funds	Principal and Middle School Teachers

Strategy 3:

College and Career Advising - Middle grade students will participate in mulitiple College and Career Readiness Activities

Category: Career Readiness Pathways

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

| Implement Operation Preparation for all 8th Grade students | Career Preparation/Orientation | 08/01/2013 | 05/29/2015 | $0 | Grant Funds | GEAR UP Academic Specialist |

Activity - College Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Middles Grade students will participate in College/Career related field trip.	Field Trip	08/01/2013	05/29/2015	$0	Grant Funds	GEAR UP Academic Specialist

Activity - College Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a College Day where ALL students and Staff wear a College T-Shirt of their choice.	Policy and Process	12/01/2013	05/29/2015	$0	No Funding Required	Principal and Teachers

Activity - ILP Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ILP teacher will monitor the completion of the ILP at the school level, along with a District Representive monitoring the completion at the district level at least bi-annually.	Career Preparation/Orientation	09/02/2013	05/29/2015	$0	No Funding Required	Denise Greer: ILP Teacher at Bell Central Jennifer Yankey: ILP District Representive

Goal 5: Maintain proficiency in Arts & Humanities, Practical Living Career Studies, Primary and Writing Programs in Bell County as evidenced by Program Review Results.

Measurable Objective 1:

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

Strategy 1:

Program Review - Staff will review current Program Reviews and identify areas of need.

Category: Continuous Improvement

Activity - Rubics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Teams will examine the rubrics used in the program review (Arts and Humanities, Practical Living, Writing and Primary). Each team will review existing evidence to make an overall program assessment.	Academic Support Program	09/03/2012	05/31/2016	$0	No Funding Required	Program Review Team Leads

Activity - Teacher Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
from all content areas will be assigned to a program review team and will help gather evidence and implement effective programs	Academic Support Program	09/03/2012	05/31/2016	$0	No Funding Required	Greg Wilson and Jennifer Blankenship

Activity - Submitting Scores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Leads will submit Program Review Ratings and information into ASSIST for district and state review.	Academic Support Program	02/20/2013	05/31/2016	$0	No Funding Required	Program Review Team Leads

Activity - GAPS in Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Program Review Team will identify and analyze gaps in their specific program review to determine next steps for continued improvements.	Academic Support Program	11/16/2012	05/31/2016	$0	No Funding Required	Program Review Teams

Goal 6: Novice Reduction

Measurable Objective 1:

collaborate to decrease the percent of students scoring novice in math K-Prep scores for elementary from 15.8 to 7.9 in 2021 and in reading K-prep for middle from 13.5 to 6.7 in 2021. by 05/31/2021 as measured by K-Prep Assessment.

Strategy 1:

RTI - Students will be placed in RTI during their academic rotation classes to get move instruction on Reading or Math

Category: Continuous Improvement

Activity - Teir 1 Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review student MAP data and determine student placement into intervention program RTI	Academic Support Program	08/18/2015	05/31/2021	$0	No Funding Required	Greg Wilson

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Strategies	Staff will develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine.	Academic Support Program	09/03/2012	05/29/2015	$500	Kara Lefevers, Trina Fuson and Shanna Philpot
				Total	$500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Site Visits	Completion of a minimum of two site visits (one per semester) completed by the superintendent/designee for each administrator.	Professional Learning	08/18/2015	06/01/2016	$716	District Principal Coach: Greg Wilson
MAP	Students will be administered the MAP assessment 3 times per year in reading and math. The results from the assessment will be used to determine RTI placement.	Academic Support Program	09/17/2012	05/29/2015	$0	Greg Wilson Jennifer Wilder MAP proctors
Tier 1 Analysis	Review student MAP data and determine students placement into intervention program (RTI)	Academic Support Program	08/30/2012	05/29/2015	$0	Greg Wilson Principal
				Total	$716	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Peer Observers	Teachers serving as peer observers will complete the required PBS Peer Observation module AND the district provided training	Professional Learning	08/18/2015	06/01/2016	$0	District PGES POC: Jennifer Yankey District Principals

Mentoring	All eighth grade students are mentored monthly using specific guidelines.	Academic Support Program	09/01/2013	05/29/2015	$0	GEAR UP Academic Specialist
Student Growth Goal	Student Growth Goal Workshop - The District Leadership Team will provide a Student Growth Goal Workshop opportunity for all teachers and other professionals to participate. Workshop will provide feedback to all participants about their SGG.	Professional Learning	08/18/2015	06/01/2016	$0	District Curriculum Coaches District Principal Coach: Greg Wilson District Assistant Principals
College Day	Establish a College Day where ALL students and Staff wear a College T-Shirt of their choice.	Policy and Process	12/01/2013	05/29/2015	$0	Principal and Teachers
ILP Completion	The ILP teacher will monitor the completion of the ILP at the school level, along with a District Represetive monitoring the completion at the district level at least bi-annually.	Career Preparation/Orientation	09/02/2013	05/29/2015	$0	Denise Greer: ILP Teacher at Bell Central Jennifer Yankey: ILP District Representive
Principal Goals	All principals will develop a State and Local Student Growth Goal, Professional Growth Plan, and Working Conditions goal based on appropriate data, surveys, and CSIP information for 2015-2016.	Professional Learning	08/18/2015	06/01/2016	$0	District Principal Coach: Greg Wilson and PGES POC: Jennifer Yankey
GAPS in Programs	Each Program Review Team will identify and analyze gaps in their specific program review to determine next steps for continued improvements.	Academic Support Program	11/16/2012	05/31/2016	$0	Program Review Teams
Teacher Survey	Teachers will participate in the TELL survey and analyze the results at the leadership level and at the staff level.	Parent Involvement	03/04/2013	05/31/2016	$0	Kara Davis
District Principal Cadre Meetings	District Principal Cadre Meetings – District PGES POC and Principal Coach collaborate to conduct cadre meetings that focus on fidelity of implementation and training.	Professional Learning	08/18/2015	06/01/2016	$0	District Principal Coach: Greg Wilson and District PGES POC: Jennifer Yankey
Teacher Assignment	from all content areas will be assigned to a program review team and will help gather evidence and implement effective programs	Academic Support Program	09/03/2012	05/31/2016	$0	Greg Wilson and Jennifer Blankenship
Data Analysis	Staff will analyze student achievement by gap groups using MAP, classroom assessments and KPREP.	Academic Support Program	09/24/2012	05/31/2016	$0	Greg Wilson Jennifer Blankenship

Principal Cerified Evaluation Training	Principals and assistant principals are required to pass the Initial Certified Evaluation training and the proficiency test for Teachscape in order to complete 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 CEP to ensure observation scoring accuracy.	Professional Learning	08/18/2015	06/01/2016	$0	District PGES POC: Jennifer Yankey
District Principal Coach	District Principal Coach – supports the implementation of PPGES through principal coaching including on site visits, cadre meetings, etc.	Policy and Process	08/18/2015	06/01/2016	$0	District Principal Coach: Greg Wilson
Teir 1 Analysis	Review student MAP data and determine student placement into intervention program RTI	Academic Support Program	08/18/2015	05/31/2021	$0	Greg Wilson
Staff Assignment	Leadership will determine the assignment of staff to best serve the identified students. (SFA, Reading Mastery, Novel Studies)	Academic Support Program	08/27/2012	05/31/2016	$0	Greg Wilson Heather Cornett Jennifer Blankenship
Submitting Scores	Program Review Leads will submit Program Review Ratings and information into ASSIST for district and state review.	Academic Support Program	02/20/2013	05/31/2016	$0	Program Review Team Leads
EXPLORE	School review EPAS related data, makes instructional decisions based on large areas of student needs, and creates a list of students who did not meet benchmarks on the EXPLORE.	Career Preparation/Orientation	06/01/2013	10/30/2014	$0	Principal and Middle School Teachers
At Risk Students	Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk student groups. Cross reference the PtGT results with other forms of academic and non-academic data to determine which students are at immediate risk for failure and require intensive intervention and support.	Academic Support Program	08/12/2013	05/31/2016	$0	Cindy Hickman, GEAR-UP Specialist Kara Davis
Rubics	Program Review Teams will examine the rubrics used in the program review (Arts and Humanities, Practical Living, Writing and Primary). Each team will review existing evidence to make an overall program assessment.	Academic Support Program	09/03/2012	05/31/2016	$0	Program Review Team Leads
Results	Teachers will disseminate results of the K screener to parents.	Parent Involvement	09/02/2014	10/30/2015	$0	Kindergarten Teachers
				Total	$0	

State Funds

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

Kindergarten Screener	Assess all kindergarteners with the common statewide screener. (BRIGANCE)	Academic Support Program	08/12/2013	05/29/2015	$0	Kindergarten Teachers, Heather Cornett
			Total		$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Planning	Teachers will use CIITS for instructional planning and sharing of instructional resources.	Academic Support Program	12/03/2012	05/29/2015	$0	Greg Wilson, Jennifer Yankey and Jennifer Blankenship
Training	Teachers will be trained in the effective use of CIITS for instructional planning, creation of assessments and instructional resources.	Academic Support Program	10/01/2012	05/29/2015	$0	Greg Wilson and Jennifer Yankey
PLC	Professional Learning Communities – Teachers and other professionals will participate in PLCs that focus on the various components of the PGES system: Framework, Self-Reflection, PGP, SGG, Student Voice, Peer Observations, etc.	Professional Learning	08/18/2015	06/01/2016	$0	Principal: Greg Wilson Assistant Principal: Jennifer Blankenship
			Total		$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Laying the Foundation	Schools commit to Laying the Foundation teacher training through attendance to Summer Institutes for ELA, Math and Science.	Professional Learning	08/01/2013	07/30/2015	$8500	Principal and Middle School Teachers
Operation Preparation	Implement Operation Preparation for all 8th Grade students	Career Preparation/Orientation	08/01/2013	05/29/2015	$0	GEAR UP Academic Specialist
College Field Trips	All Middles Grade students will participate in College/Career related field trip.	Field Trip	08/01/2013	05/29/2015	$0	GEAR UP Academic Specialist
			Total		$8500	

KDE Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

The questions that we, as Bell Central School Center, are trying to answer through our data analysis are: What area do we see as areas of strength in our school and what areas do we see as areas of improvement?

As we began our data analysis at Bell Central, our teachers started by looking for areas/points of celebration. We discuss how we obtained these areas of celebration and what our data shows to be our areas of strength. Our next step was to look at the data and determine the area(s) of needed improvement. After this process we determined that one of our strengths is a decrease in the percent of students scoring at the novice level. One area of improvement we found is the need to increase the percent of students scoring at the distinguished level. During our data analysis day, we also compared MAP and K-Prep to see if there was a correlation between the scores of each test.

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 areas of strength include low percentage of novice performing students in Science, Reading and Writing in 4th-7th grades. We are going to continue to review data from multiple sources and make needed changes to increase our student performance and their success.

Another area of strength is found at our Elementary Level, we received a score of Distinguished on the 2014-2015 K-Prep test, the only elementary in the Bell County School System as well as the only elementary school in our area (including Pineville and Middlesboro school systems).

We also saw a growth at our middle school level, we received a score of Distinguished as well as a School of Distinction. on the 2014-2015 K-Prep Test, last year we

were just labeled Proficient/Progressing. We

will continue to develop our core reading program, as well as our intervention programs school wide to ensure that we continue to exhibit high scores.

KDE Comprehensive School Improvement Plan

Bell Central School Center

SY

Opportunities for Improvement

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

After review our testing data it is very clear that the greatest area for improvement is to move our students from the apprentice performance level to the proficient/distinguished performance level across the board in all subject areas. We are also working on identifying ways to improve our 4th and 5th grade Math scores. We are currently beginning to implement a
process of identifying students who are not performing up to their skill level and offering enrichment opportunities for them.
We are also working with our 8th grade teachers to decrease the number of students performing/scoring at the novice level. Teachers in grades 4th-8th are in the process of identifying students who need assistance outside of the regular interventions and are pulling them for one on one help. They are also identifying students who are not working up to their potential and pulling them for enrichment activities.

Conclusion

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

Our next steps include:

Implementing the enrichment plan/additional assistance plans in grades 4th-8th.

Reviewing data from multiple sources through out the year.

Continuing to focus on Reading in the Primary

Working on the 4th and 5th grade Math instruction.

KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.1% in 2015 to 75.0% in 2019 for elementary and from 56.5% in 2015 to 70.1% in 2019 for middle school.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 51.1% to 60.0% for elementary and from 56.5% to 57.6% for middle school. by 05/31/2016 as measured by the school report card.

Strategy1:

TELL survey - Teachers will participate in the TELL survey.

Category: Stakeholder Engagement

Research Cited:

Activity - Teacher Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the TELL survey and analyze the results at the leadership level and at the staff level.	Parent Involvement	03/04/2013	05/31/2016	$0 - No Funding Required	Kara Davis

Strategy2:

Screener - The screener will be administered 3 times per year.

Category: Continuous Improvement

Research Cited:

Activity - MAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be administered the MAP assessment 3 times per year in reading and math. The results from the assessment will be used to determine RTI placement.	Academic Support Program	09/17/2012	05/29/2015	$0 - District Funding	Greg Wilson Jennifer Blankenship MAP proctors

Strategy3:

Best Practice for GAP - Best Practices will be implemented in order to decrease our gap score.

Category: Continuous Improvement

Research Cited:

Activity - At Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk student groups. Cross reference the PtGT results with other forms of academic and non-academic data to determine which students are at immediate risk for failure and require intensive intervention and support.	Academic Support Program	08/12/2013	05/31/2016	$0 - No Funding Required	Cindy Hickman, GEAR-UP Specialist Kara Davis

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will analyze student achievement by gap groups using MAP, classroom assessments and KPREP.	Academic Support Program	09/24/2012	05/31/2016	$0 - No Funding Required	Greg Wilson Jennifer Blankenship

Activity - Staff Assignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will determine the assignment of staff to best serve the identified students. (SFA, Reading Mastery, Novel Studies)	Academic Support Program	08/27/2012	05/31/2016	$0 - No Funding Required	Greg Wilson Heather Cornett Jennifer Blankenship

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

Goal 1:

Increase the averaged combined reading and math K-prep scores for elementary from 59.2% to 77.2% in 2019 and for middle from 61.9% to 75.3% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for elementary to 63.5% and middle to 60.4% by 05/31/2016 as measured by the school report card.

Strategy1:

RTI - Our Response to Intervention Program will continue to be implemented school wide.

Category: Continuous Improvement

Research Cited:

Activity - Tier 1 Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review student MAP data and determine students placement into intervention program (RTI)	Academic Support Program	08/30/2012	05/29/2015	$0 - District Funding	Greg Wilson Principal

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine.	Academic Support Program	09/03/2012	05/29/2015	$500 - General Fund	Kara Davis, Trina Fuson, Leigh Roark

Strategy2:

School Readiness - School Readiness will be determined by administering a Kindergarten Screener.

Category: Early Learning

Research Cited:

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners with the common statewide screener. (BRIGANCE)	Academic Support Program	08/12/2013	05/29/2015	$0 - State Funds	Kindergarten Teachers, Heather Cornett

Activity - Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will disseminate results of the K screener to parents.	Parent Involvement	09/02/2014	10/30/2015	$0 - No Funding Required	Kindergarten Teachers

Strategy3:

CIITS - CIITS will be used to enhance classroom instruction and learning.

Category: Continuous Improvement

Research Cited:

Activity - CIITS Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning and sharing of instructional resources.	Academic Support Program	12/03/2012	05/29/2015	$0 - Other	Greg Wilson, Jennifer Yankey and Jennifer Blankenship

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in the effective use of CIITS for instructional planning, creation of assessments and instructional resources.	Academic Support Program	10/01/2012	05/29/2015	$0 - Other	Greg Wilson and Jennifer Yankey

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

Goal 1:

Increase the averaged combined reading and math K-prep scores for elementary from 59.2% to 77.2% in 2019 and for middle from 61.9% to

75.3% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for elementary to 63.5% and middle to 60.4% by 05/31/2016 as measured by the school report card.

Strategy1:

School Readiness - School Readiness will be determined by administering a Kindergarten Screener.

Category: Early Learning

Research Cited:

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners with the common statewide screener. (BRIGANCE)	Academic Support Program	08/12/2013	05/29/2015	$0 - State Funds	Kindergarten Teachers, Heather Cornett

Activity - Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will disseminate results of the K screener to parents.	Parent Involvement	09/02/2014	10/30/2015	$0 - No Funding Required	Kindergarten Teachers

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

Goal 1:

Increase the averaged combined reading and math K-prep scores for elementary from 59.2% to 77.2% in 2019 and for middle from 61.9% to 75.3% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for elementary to 63.5% and middle to 60.4% by 05/31/2016 as measured by the school report card.

Strategy1:

School Readiness - School Readiness will be determined by administering a Kindergarten Screener.

Category: Early Learning

Research Cited:

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners with the common statewide screener. (BRIGANCE)	Academic Support Program	08/12/2013	05/29/2015	$0 - State Funds	Kindergarten Teachers, Heather Cornett

Activity - Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will disseminate results of the K screener to parents.	Parent Involvement	09/02/2014	10/30/2015	$0 - No Funding Required	Kindergarten Teachers

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

Goal 1:

Increase the averaged combined reading and math K-prep scores for elementary from 59.2% to 77.2% in 2019 and for middle from 61.9% to 75.3% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for elementary to 63.5% and middle to 60.4% by 05/31/2016 as measured by the school report card.

Strategy1:

RTI - Our Response to Intervention Program will continue to be implemented school wide.

Category: Continuous Improvement

Research Cited:

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine.	Academic Support Program	09/03/2012	05/29/2015	$500 - General Fund	Kara Davis, Trina Fuson, Leigh Roark

Activity - Tier 1 Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review student MAP data and determine students placement into intervention program (RTI)	Academic Support Program	08/30/2012	05/29/2015	$0 - District Funding	Greg Wilson Principal

Strategy2:

CIITS - CIITS will be used to enhance classroom instruction and learning.

Category: Continuous Improvement

Research Cited:

Activity - CIITS Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning and sharing of instructional resources.	Academic Support Program	12/03/2012	05/29/2015	$0 - Other	Greg Wilson, Jennifer Yankey and Jennifer Blankenship

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in the effective use of CIITS for instructional planning, creation of assessments and instructional resources.	Academic Support Program	10/01/2012	05/29/2015	$0 - Other	Greg Wilson and Jennifer Yankey

Strategy3:

School Readiness - School Readiness will be determined by administering a Kindergarten Screener.

Category: Early Learning

Research Cited:

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners with the common statewide screener. (BRIGANCE)	Academic Support Program	08/12/2013	05/29/2015	$0 - State Funds	Kindergarten Teachers, Heather Cornett

Activity - Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will disseminate results of the K screener to parents.	Parent Involvement	09/02/2014	10/30/2015	$0 - No Funding Required	Kindergarten Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.1% in 2015 to 75.0% in 2019 for elementary and from 56.5% in 2015 to 70.1% in 2019 for middle school.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 51.1% to 60.0% for elementary and from 56.5% to 57.6% for middle school. by 05/31/2016 as measured by the school report card.

Strategy1:

Screener - The screener will be administered 3 times per year.

Category: Continuous Improvement

Research Cited:

Activity - MAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be administered the MAP assessment 3 times per year in reading and math. The results from the assessment will be used to determine RTI placement.	Academic Support Program	09/17/2012	05/29/2015	$0 - District Funding	Greg Wilson Jennifer Blankenship MAP proctors

Strategy2:

TELL survey - Teachers will participate in the TELL survey.

Category: Stakeholder Engagement

Research Cited:

Activity - Teacher Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the TELL survey and analyze the results at the leadership level and at the staff level.	Parent Involvement	03/04/2013	05/31/2016	$0 - No Funding Required	Kara Davis

Strategy3:

Best Practice for GAP - Best Practices will be implemented in order to decrease our gap score.

Category: Continuous Improvement

Research Cited:

Activity - Staff Assignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will determine the assignment of staff to best serve the identified students. (SFA, Reading Mastery, Novel Studies)	Academic Support Program	08/27/2012	05/31/2016	$0 - No Funding Required	Greg Wilson Heather Cornett Jennifer Blankenship

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will analyze student achievement by gap groups using MAP, classroom assessments and KPREP.	Academic Support Program	09/24/2012	05/31/2016	$0 - No Funding Required	Greg Wilson Jennifer Blankenship

Activity - At Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk student groups. Cross reference the PtGT results with other forms of academic and non-academic data to determine which students are at immediate risk for failure and require intensive intervention and support.	Academic Support Program	08/12/2013	05/31/2016	$0 - No Funding Required	Cindy Hickman, GEAR-UP Specialist Kara Davis

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Maintain proficiency in Arts & Humanities, Practical Living Career Studies, Primary and Writing Programs in Bell County as evidenced by Program Review Results.

Measurable Objective 1:

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

Strategy1:

Program Review - Staff will review current Program Reviews and identify areas of need.

Category: Continuous Improvement

Research Cited:

Activity - Rubics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Teams will examine the rubrics used in the program review (Arts and Humanities, Practical Living, Writing and Primary). Each team will review existing evidence to make an overall program assessment.	Academic Support Program	09/03/2012	05/31/2016	$0 - No Funding Required	Program Review Team Leads

Activity - Teacher Assignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
from all content areas will be assigned to a program review team and will help gather evidence and implement effective programs	Academic Support Program	09/03/2012	05/31/2016	$0 - No Funding Required	Greg Wilson and Jennifer Blankenship

Activity - GAPS in Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Program Review Team will identify and analyze gaps in their specific program review to determine next steps for continued improvements.	Academic Support Program	11/16/2012	05/31/2016	$0 - No Funding Required	Program Review Teams

Activity - Submitting Scores	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Leads will submit Program Review Ratings and information into ASSIST for district and state review.	Academic Support Program	02/20/2013	05/31/2016	$0 - No Funding Required	Program Review Team Leads

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	we do not recruit teachers, however we do try to retain the ones we have.	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	www.bell.kyschools.us it is located under Bell Central School Center	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes	Our teachers are all highly qualified, but it this happened we would notify our parents.	

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

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

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

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

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

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

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

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

The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

Jennifer Blankenship: Assistant Principal

Kara Davis: School Counselor

Heather Cornett: Library/SFA Facilitator and parent

Lesa Straup: FRC Coordinator

Marlene Knuckles: Parent Liaison

Trina Fuson: Special Ed. Teacher and SBDM member

Jill Ramey: 3rd grade Teacher and parent

Kevin Hoskins: Health & P.E. Teacher and Practical Living Program Review Lead

JoAnn Wilder: parent

Billy Green: custodian and parent

Mandy Maiden: parent

Shirley Patterson: parent

Rebecca Miller: Bell County Extension Agent

Relationship Building

Overall Rating: 3.86

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

	Statement or Question	**Response**	**Rating**
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	**Response**	**Rating**
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	**Response**	**Rating**
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	**Response**	**Rating**
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	**Response**	**Rating**
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	**Response**	**Rating**
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.43

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.14

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

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

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

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

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

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

Advocacy

Overall Rating: 2.83

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

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

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

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

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

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

Learning Opportunities

Overall Rating: 2.67

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

	Statement or Question	**Response**	**Rating**
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

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

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

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

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

Community Partnerships

Overall Rating: 3.33

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

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

Strengths:

Inviting parents to be involved

Knowing our students needs

Addressing and meeting the needs of our students

Communication with parents

Needs Improvement:

Getting Surveys back

Using the information from the surveys

Offering PLC's to parents

Follow up of parent meetings

Training for Parent Leaders

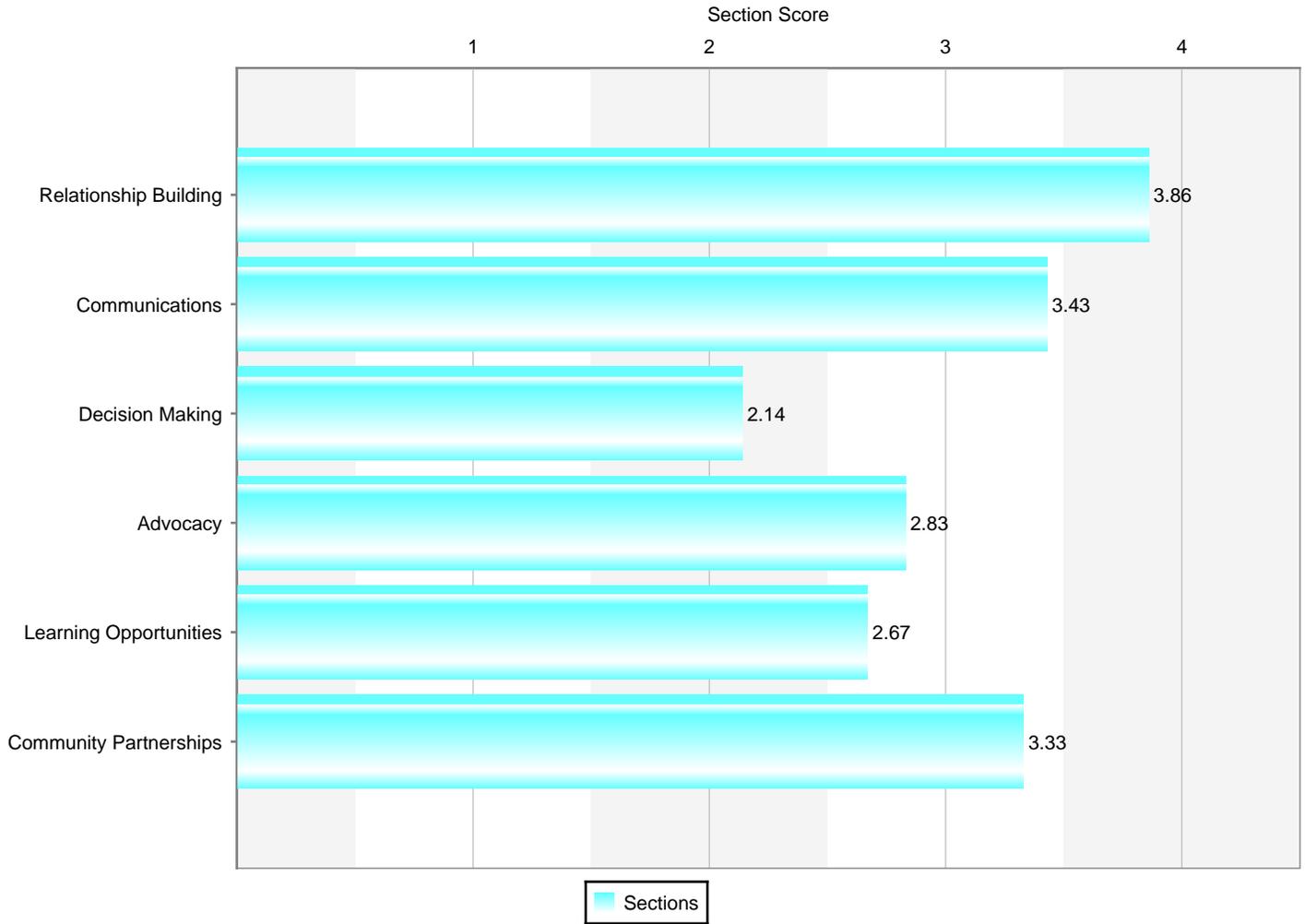SBDM Policies concerning Parent Visits

To sustain our areas of strength, Bell Central will continue to be aware of student needs, and invite our parents to visit and become involved in our school. We have a Bell Central Facebook Page to keep parents up to date on upcoming events. We also are working to update our Website.

To improve our areas of need we need to focus on developing Parent Leaders in our school. We need to offer trainings to our parents. These training will be offered to all parents and will be lead by school and district personnel. We will also be discussing parent policies with the SBDM council

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Relationship Building — 3.86

Communications — 3.43

Decision Making — 2.14

Advocacy — 2.83

Learning Opportunities — 2.67

Community Partnerships — 3.33

Sections

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Bell Central School Center used a variety of stakeholders when developing our CSIP. When the initial planning of the CSIP began the Assistant Principal, Jennifer Blankenship, was put in charge of developing the CSIP, she immediately began gathering stakeholders that would be 1. willing to serve on the CSIP committee and 2. an active participant, not just a body to serve a purpose. Mrs. Blankenship began by identifying these individuals and sending them an email inviting them to be a member of our CSIP committee. We use parents that are in our building on a regular basis (volunteers). We also received assistance from our teachers (school wide). We have a school level lead (primary, intermediate, middle) and they assist with the development of goals and activities. We also included our FRC Director and Parent Liaison. Jennifer Yankey from our District Office was also involved in the development of our CSIP. Once they agreed the committee communicated with each other in a various ways. There were meetings, emails, one on one conversations, etc. We also met during District Data Days, PLC's SBDM meetings as well as phone conversations.

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

Jennifer Blankenship: Assistant Principal was the lead on the CSIP. She met with our school counselor as well as the Principal to determine responsibly parties for each of the activities developed. Also the teacher met as a group on the District Data Day to determine the needs of our school. They also help to develop activities that we as a school will be doing to meet the goals we have in place. The CSIP committee was also involved in the development of the CSIP. Their input was used to help answer the questions asked through out the development as well as their ideas and suggestions used through out the plan.

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

The CSIP plan is presented to the SBDM council, a hard copy is kept in the Assistant Principal's office for viewing anytime. Teachers and other stakeholders receive an electronic copy and we up load a copy on the school's web page.

School Safety Report

Introduction

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

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	10/14/2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	10-14-2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	The SBDM has reviewed and revised the EMP, however I am not for sure if the first responders have reviewed and revised it. 10/14/2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	08/17/2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	The district invited the Emergency 911 Director Ben Barnett to review the EMP.	

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	I do not know the exact date but the safe zones have all be identified and all students and staff know where they are located.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	Bell Central completes all required drills for fire, earthquake and tornado as well as bomb threats and lockdowns multiple times through out the school year.	

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	We have recently renovated our front lobby to restrict access to the school. We have installed a buzzer system and a more secure entrance.	

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Lockdown: 9/17/15 Earthquake: 8/27/15 Fire Drill: 8/27/15, 9/17/15, 10/29/15, 11/30/15 Tornado: 9/17/15	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

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

Needs Assessment

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

What are the barriers identified?

Many of the barriers identified include...

1. Almost non-existence industry in Bell County. Education and the medical field are really the only industry still in our area. At one time the coal industry was booming and family members could always find a good job in the coal mines.

2. Low paying jobs

3. Families having to relocated because of lacks of jobs.

What sources of data were used to determine the barriers?

Parent surveys

FRC surveys

Knowledge of the area and community

unemployment rate

What are the root causes of those identified barriers?

The root cause would have to be the war on coal. Coal was really the only industry that Bell County had and with the current administration we have seen our community, area and school enrollment steady decline.

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

According to the PGES system the majority of our teachers are rated as Accomplished, however, there is a lack of understanding with the PGES system and what effective teaching really is.

Equitable Access Strategies

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

Our school principal decides what teachers are teaching each subject and the students are divided fairly among the teacher. We have teachers from the previous grade group students and the office staff (Assistant Principal and Counselor) determine the placement of special needs students.

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

We use our data to determine RTI placement, placement is based on what class period the student(s) can be pulled and the teacher is determined based on the available teacher at that time/class period.

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

We do not recruit teachers.

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

We do not currently recruit teachers.

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

We include teachers in the decision making at our school. They have a voice in their schedule, what students need additional help and what improvements our school needs.

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

We do have mentor teachers, first year teachers participate in the KTIP program, and we encourage our first year or inexperience teachers to

seek out others to assist them in their educational knowledge.

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

All teachers meet with the Principal and Assistant Principal to discuss their ratings. The administration offers support, training and resources to assist teachers to reaching the rating of accomplished.

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

Our Principal takes the TELL results and develops his working condition goal for the PPGES. He addresses the needs that the teachers say are the most important.

Questions

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

Goal: Increase the averaged combined reading and math K-prep scores for elementary from

59.2% to 77.2% in 2019 and for middle from 61.9% to 75.3% in 2019.

Objective: collaborate to increase the averaged combined reading and math K-prep scores for elementary to 63.5% and middle to 60.4% by

05/31/2016 as measured by the

school report card.

Strategies: RTI - Our Response to Intervention Program will continue to be implemented school wide.

Category: Continuous Improvement

CIITS - CIITS will be used to enhance classroom instruction and learning.

Category: Continuous Improvement

Goal: Maintain/ increase the percentage of effective principals and teachers based on local data

collected through summary of evidence at the end of the summative cycle (Annually for

principals, every 3 years).

Objective: Collaborate to increase the effectiveness of principals based on the annual local summary of evidence data. by 05/31/2016 as

measured by The school

report card.

Strategies: Professional Growth and Effectiveness System - Professional Growth and Effectiveness System - The PGES system will be

implemented throughout the school and

district in order to improve principal effectiveness

PGES for Teachers - Professional Growth and Effectiveness System - The PGES system will be implemented throughout the school and

district in order to improve

teacher and other professionals' effectiveness

School Readiness - School Readiness will be determined by administering a Kindergarten Screener.

Category: Early Learning

Goal: Increase the average combined reading and math proficiency ratings for all students in

the non-duplicated gap group from 51.1% in 2015 to 75.0% in 2019 for elementary and from

56.5% in 2015 to 70.1% in 2019 for middle school.

Objective:collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 51.1% to

60.0% for elementary and from

56.5% to 57.6% for middle school. by 05/31/2016 as measured by the school report card.

Strategies: Best Practice for GAP - Best Practices will be implemented in order to decrease our gap score.