



KDE Comprehensive School Improvement Plan

Bell Central School Center
Bell County

James Wilson, Principal
9821 Highway 25-E
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 are the largest elementary school in the Bell County School District, with a current enrollment of 631 students. We currently have a 25:1 student/teacher ratio and a faculty/staff of 96. 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. 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 school received a Distinguished rating on the 2013/14 KPREP test and was ranked in the 94th percentile. Our middle school received a rating of Proficient/Progressing for the 2013/14 school year and was ranked in the 83rd percentile. 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 2012-2013 K-Prep test. We were the only school within the surrounding counties (Bell, Knox and Harlan) to receive the score of Proficient in both the elementary and middle grades. Our elementary school received a score of Distinguished during the 2013-2014 K-Prep Assessment, and our middle school received a score of Proficient/Progressing. We are continuing to show strong improvements in the area of academics year after year. During our MAP Assessment for the 2012-2013 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 also received this honor again for the 2013-2014 school year.

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 is 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.

2014/2015 Bell Central CSIP

Overview

Plan Name

2014/2015 Bell Central CSIP

Plan Description

2014/2015 School Improvement Plan

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 61.7% to 74.9% in 2017 and for middle from 53.6% to 72.3% in 2017.	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 56.2% in 2014 to 72.6% in 2017 for elementary and from 47.9% in 2014 to 70.9% in 2017 for middle school.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$0
3	Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$716
4	Increase the percentage of effective principals from _____% in 2015 to _____% in 2020.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
5	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
6	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

Goal 1: Increase the averaged combined reading and math K-prep scores for elementary from 61.7% to 74.9% in 2017 and for middle from 53.6% to 72.3% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for elementary to 59.8% and middle to 55.6% by 05/30/2014 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
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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
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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 56.2% in 2014 to 72.6% in 2017 for elementary and from 47.9% in 2014 to 70.9% in 2017 for middle school.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 48.6% to 56.1% for elementary and from 51.5% to 53.4% for middle school. by 05/30/2014 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	05/29/2015	\$0	No Funding Required	Greg Wilson

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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	05/29/2015	\$0	No Funding Required	Greg Wilson Heather Cornett Jennifer Wilder

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	05/29/2015	\$0	No Funding Required	Cindy Hickman, GEAR-UP Specialist Kara Lefevers

Strategy 2:

Screeners - 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	05/29/2015	\$0	No Funding Required	Kara Lefevers

Goal 3: Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.

Measurable Objective 1:

collaborate to increase the percentage of effective teachers; however, data is currently unavailable. Goal and objective data will be set in 2015 after baseline has been set. by 05/29/2015 as measured by The school report card.

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Strategy 1:

Professional Growth and Effectiveness System - The PGES system will be implemented through out our school and district in order to improve teacher effectiveness.

Category: Teacher PGES

Activity - District Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leadership Team will develop an implementations plan for the TPGES for 2013-2014 pilot and the 2014-2015 statewide implementation.	Policy and Process	12/01/2013	06/30/2015	\$0	No Funding Required	District PGES Team
Activity - Professional Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a Professional Learning Plan that incorporates the TPGES components through PLC's. Components include: Framework, Observation, Self-reflection, Student Growth Goals, Professional Growth Goals and Student Voice.	Professional Learning	08/01/2013	06/30/2015	\$0	No Funding Required	Superintendent; District PGES Coordinator; Principals and Teachers
Activity - Peer Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers serving as peer observers will complete the PBS Learning Peer Observation Module	Professional Learning	10/01/2013	05/29/2015	\$0	No Funding Required	Superintendent; District PGES; Principals
Activity - Principal Observation Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal Observation Certification pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers and principals will calibrate using teachscape to ensure observations scoring accuracy.	Professional Learning	07/01/2013	06/30/2015	\$716	District Funding	Superintendent; Principals
Activity - Educator Development Suite	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and Teachers will complete training in the use of CIITS with intentional focus on Educator Development Suite	Professional Learning	09/01/2013	05/29/2015	\$0	No Funding Required	CIITS Coordinators; Principals and Teachers
Activity - PGES Webcasts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Participation in PGES Webcasts	Professional Learning	08/01/2013	06/30/2015	\$0	No Funding Required	District PGES Coordinator

Goal 4: Increase the percentage of effective principals from _____% in 2015 to _____% in 2020.

Measurable Objective 1:

collaborate to increase the percentage of effective principals; however, data is currently unavailable. Goal and objective data will be set in 2015 after baseline has been set. by 05/29/2015 as measured by The school report card.

Strategy 1:

Professional Growth and Effectiveness System - The PGES system will be implemented through out our school and district in order to improve Principal effectiveness.

Category: Principal PGES

Activity - Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leadership Team will develop an implementation plan for the PPGES for 2014-2015 statewide implementation. They will also monitor through out the year to ensure implementation.	Policy and Process	12/01/2013	07/30/2015	\$0	No Funding Required	District PGES Team

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 2014-2015.	Other	07/01/2014	05/29/2015	\$0	No Funding Required	Superintendent/Designee; Principals

Activity - Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of a minimum of two observations per year completed by the superintendent/designee for each administrator.	Other	08/01/2014	05/30/2015	\$0	No Funding Required	Superintendent/Designee; Principals

Goal 5: 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.

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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 - Middle 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 multiple 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
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All Middle 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 Representative 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 Representative

Goal 6: 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 06/01/2015 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 - Rubrics	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	05/30/2015	\$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	05/29/2015	\$0	No Funding Required	Greg Wilson and Jennifer Blankenship

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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	05/29/2015	\$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	05/29/2015	\$0	No Funding Required	Program Review Teams

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Operation Preparation	Implement Operation Preparation for all 8th Grade students	Career Preparation/Orientation	08/01/2013	05/29/2015	\$0	GEAR UP Academic Specialist
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
College Field Trips	All Middle 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	

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
Total					\$0	

District Funding

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

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Principal Observation Certification	Principal Observation Certification pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers and principals will calibrate using teach scape to ensure observations scoring accuracy.	Professional Learning	07/01/2013	06/30/2015	\$716	Superintendent; Principals
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
Total					\$716	

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	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	05/29/2015	\$0	Program Review Teams
ILP Completion	The ILP teacher will monitor the completion of the ILP at the school level, along with a District Representative 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 Representative
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
Results	Teachers will disseminate results of the K screener to parents.	Parent Involvement	09/02/2014	10/30/2015	\$0	Kindergarten Teachers
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	05/29/2015	\$0	Program Review Team Leads

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Leadership Team	District Leadership Team will develop an implementation plan for the PPGES for 2014-2015 statewide implementation. They will also monitor through out the year to ensure implementation.	Policy and Process	12/01/2013	07/30/2015	\$0	District PGES Team
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
Data Analysis	Staff will analyze student achievement by gap groups using MAP, classroom assessments and KPREP.	Academic Support Program	09/24/2012	05/29/2015	\$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	05/29/2015	\$0	Greg Wilson Heather Cornett Jennifer Wilder
Peer Observation	Teachers serving as peer observers will complete the PBS Learning Peer Observation Module	Professional Learning	10/01/2013	05/29/2015	\$0	Superintendent; District PGES; Principals
Professional Learning Plan	Develop and implement a Professional Learning Plan that incorporates the TPGES components through PLC's. Components include: Framework, Observation, Self-reflection, Student Growth Goals, Professional Growth Goals and Student Voice.	Professional Learning	08/01/2013	06/30/2015	\$0	Superintendent; District PGES Coordinator; Principals and Teachers
District Leadership Team	District Leadership Team will develop an implementation plan for the TPGES for 2013-2014 pilot and the 2014-2015 statewide implementation.	Policy and Process	12/01/2013	06/30/2015	\$0	District PGES Team
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
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	05/29/2015	\$0	Kara Lefevers
PGES Webcasts	District Participation in PGES Webcasts	Professional Learning	08/01/2013	06/30/2015	\$0	District PGES Coordinator
Rubrics	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	05/30/2015	\$0	Program Review Team Leads
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	05/29/2015	\$0	Greg Wilson and Jennifer Blankenship
Observations	Completion of a minimum of two observations per year completed by the superintendent/designee for each administrator.	Other	08/01/2014	05/30/2015	\$0	Superintendent/Designee; Principals

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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 2014-2015.	Other	07/01/2014	05/29/2015	\$0	Superintendent/Designee; Principals
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	05/29/2015	\$0	Cindy Hickman, GEAR-UP Specialist Kara Lefevers
Educator Development Suite	Principals and Teachers will complete training in the use of CIITS with intentional focus on Educator Development Suite	Professional Learning	09/01/2013	05/29/2015	\$0	CIITS Coordinators; Principals and 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	

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 2013-2014 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 Proficient/Progressing on the 2013-2014 K-Prep Test, last year we were just labeled Proficient. Our Elementary school was scored in the 94th percentile and our Middle school was in the 83rd percentile. 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.

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 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.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

The stakeholders engaged for the purpose of completing the Missing Piece diagnostic were:

Jennifer Blankenship, Assistant Principal

Marlene Knuckles, Parent Liaison

Lesa Straup, FRC Coordinator

Kara Patterson, School Counselor

JoAnn Wilder, Parent

Shirley Patterson, Parent

Mandy Maiden, Parent

Jill Ramey, 3rd Grade Teacher

Trina Fuson, Special Education Teacher & SBDM member

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.71

	Statement or Question	Response	Rating
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.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

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

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

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

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.0

	Statement or Question	Response	Rating
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
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 that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

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

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

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Bell Central School Center

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

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 1.57

	Statement or Question	Response	Rating
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 are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

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

	Statement or Question	Response	Rating
4.	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
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

KDE Comprehensive School Improvement Plan

Bell Central School Center

	Statement or Question	Response	Rating
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

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.17

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

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

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
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.	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 makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
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

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.17

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. 	Apprentice

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

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

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>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.</p>	Proficient

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

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	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.5

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

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

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

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

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

	Statement or Question	Response	Rating
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.

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

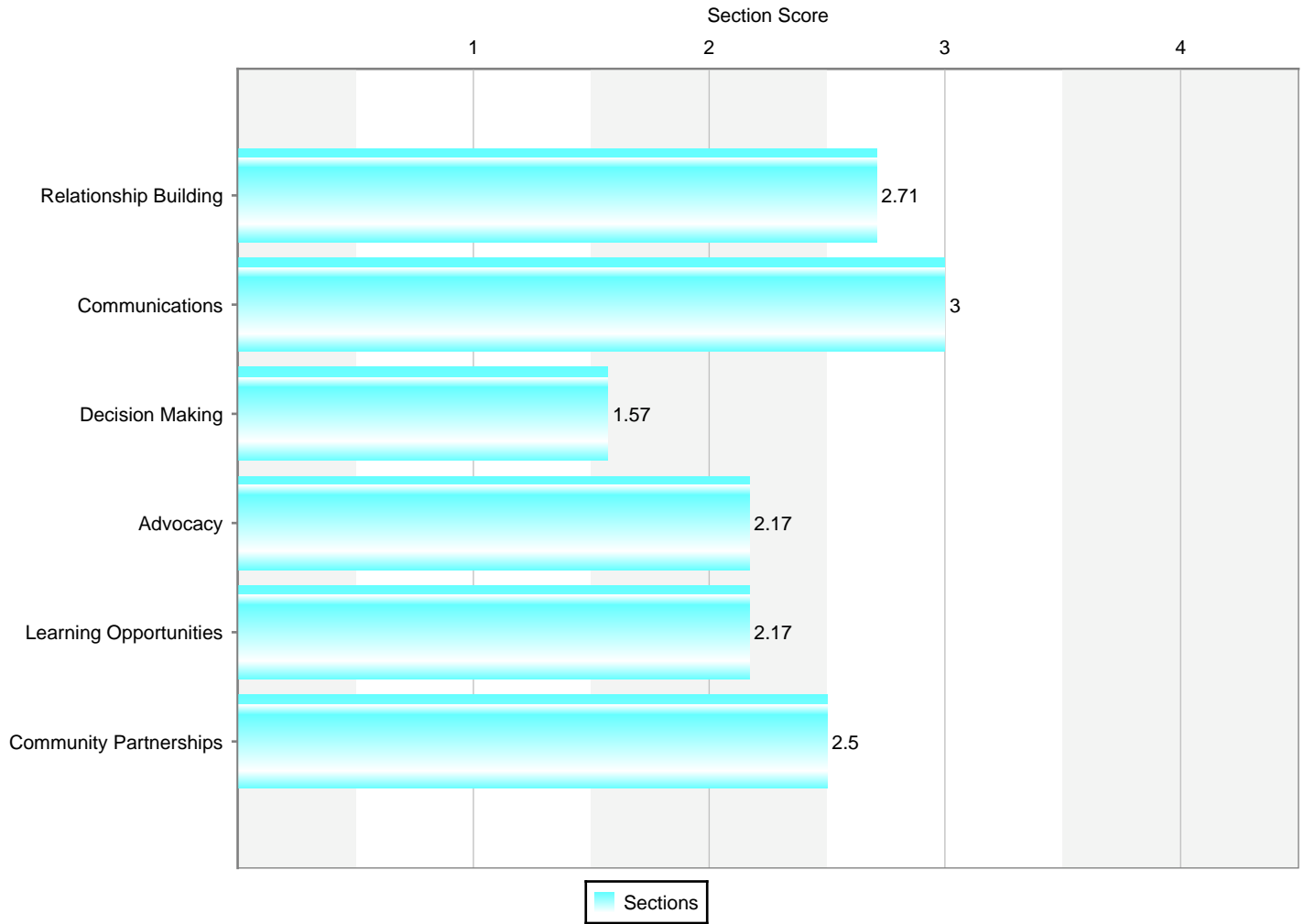
SBDM Policies concerning Parent Visits

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



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. 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. We met during District Data Days, PLC's SBDM meetings as well as email and 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.

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, it is then kept in the Assistant Principal's office for viewing anytime. It is also on the school's web site.

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		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

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

KDE Comprehensive School Improvement Plan

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

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Bell Central School Center

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
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	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		

KDE Comprehensive School Improvement Plan

Bell Central School Center

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 and linked to our district website. (provide the website link below)	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist 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		

KDE Comprehensive School Improvement Plan

Bell Central School Center

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 paraeducators 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		

Compliance and Accountability - Elementary 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 TELL KY Survey results.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 56.2% in 2014 to 72.6% in 2017 for elementary and from 47.9% in 2014 to 70.9% in 2017 for middle school.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 48.6% to 56.1% for elementary and from 51.5% to 53.4% for middle school. by 05/30/2014 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	Tier	Phase	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	05/29/2015	\$0 - No Funding Required	Kara Lefevers

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 61.7% to 74.9% in 2017 and for middle from 53.6% to 72.3% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for elementary to 59.8% and middle to 55.6% by 05/30/2014 as measured by the school report card.

Strategy1:

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

KDE Comprehensive School Improvement Plan

Bell Central School Center

Category: Continuous Improvement

Research Cited:

Activity - Training	Activity Type	Tier	Phase	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

Activity - CIITS Planning	Activity Type	Tier	Phase	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

Strategy2:

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

Category: Early Learning

Research Cited:

Activity - Kindergarten Screener	Activity Type	Tier	Phase	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	Tier	Phase	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:

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

Category: Continuous Improvement

Research Cited:

Activity - Tier 1 Analysis	Activity Type	Tier	Phase	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

KDE Comprehensive School Improvement Plan

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Activity - Intervention Strategies	Activity Type	Tier	Phase	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 Lefevers, Trina Fuson and Shanna Philpot

All children were screened for kindergarten readiness.

Goal 1:

Increase the averaged combined reading and math K-prep scores for elementary from 61.7% to 74.9% in 2017 and for middle from 53.6% to 72.3% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for elementary to 59.8% and middle to 55.6% by 05/30/2014 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 - Results	Activity Type	Tier	Phase	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

Activity - Kindergarten Screener	Activity Type	Tier	Phase	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

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 61.7% to 74.9% in 2017 and for middle from 53.6% to 72.3% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for elementary to 59.8% and middle to 55.6% by 05/30/2014 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	Tier	Phase	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	Tier	Phase	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 61.7% to 74.9% in 2017 and for middle from 53.6% to 72.3% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for elementary to 59.8% and middle to 55.6% by 05/30/2014 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:

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Activity - Intervention Strategies	Activity Type	Tier	Phase	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 Lefevers, Trina Fuson and Shanna Philpot

Activity - Tier 1 Analysis	Activity Type	Tier	Phase	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 - Training	Activity Type	Tier	Phase	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

Activity - CIITS Planning	Activity Type	Tier	Phase	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

Strategy3:

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

Category: Early Learning

Research Cited:

Activity - Results	Activity Type	Tier	Phase	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

Activity - Kindergarten Screener	Activity Type	Tier	Phase	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

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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 56.2% in 2014 to 72.6% in 2017 for elementary and from 47.9% in 2014 to 70.9% in 2017 for middle school.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 48.6% to 56.1% for elementary and from 51.5% to 53.4% for middle school. by 05/30/2014 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	Tier	Phase	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	05/29/2015	\$0 - No Funding Required	Kara Lefevers

Strategy2:

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

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Tier	Phase	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	05/29/2015	\$0 - No Funding Required	Greg Wilson

Activity - Staff Assignment	Activity Type	Tier	Phase	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	05/29/2015	\$0 - No Funding Required	Greg Wilson Heather Cornett Jennifer Wilder

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Activity - At Risk Students	Activity Type	Tier	Phase	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	05/29/2015	\$0 - No Funding Required	Cindy Hickman, GEAR-UP Specialist Kara Lefevers

Strategy3:

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

Category: Continuous Improvement

Research Cited:

Activity - MAP	Activity Type	Tier	Phase	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 Wilder MAP proctors

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 06/01/2015 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:

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Activity - Rubrics	Activity Type	Tier	Phase	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	05/30/2015	\$0 - No Funding Required	Program Review Team Leads

Activity - GAPS in Programs	Activity Type	Tier	Phase	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	05/29/2015	\$0 - No Funding Required	Program Review Teams

Activity - Submitting Scores	Activity Type	Tier	Phase	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	05/29/2015	\$0 - No Funding Required	Program Review Team Leads

Activity - Teacher Assignment	Activity Type	Tier	Phase	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	05/29/2015	\$0 - No Funding Required	Greg Wilson and Jennifer Blankenship

Compliance and Accountability - Middle 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 TELL KY Survey results.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 56.2% in 2014 to 72.6% in 2017 for elementary and from 47.9% in 2014 to 70.9% in 2017 for middle school.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 48.6% to 56.1% for elementary and from 51.5% to 53.4% for middle school. by 05/30/2014 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	Tier	Phase	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	05/29/2015	\$0 - No Funding Required	Kara Lefevers

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 61.7% to 74.9% in 2017 and for middle from 53.6% to 72.3% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for elementary to 59.8% and middle to 55.6% by 05/30/2014 as measured by the school report card.

Strategy1:

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

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Category: Continuous Improvement

Research Cited:

Activity - Training	Activity Type	Tier	Phase	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

Activity - CIITS Planning	Activity Type	Tier	Phase	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

Strategy2:

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

Category: Early Learning

Research Cited:

Activity - Results	Activity Type	Tier	Phase	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

Activity - Kindergarten Screener	Activity Type	Tier	Phase	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

Strategy3:

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

Category: Continuous Improvement

Research Cited:

Activity - Intervention Strategies	Activity Type	Tier	Phase	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 Lefevers, Trina Fuson and Shanna Philpot

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Activity - Tier 1 Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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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	05/29/2015	\$0 - No Funding Required	Kara Lefevers

Strategy2:

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

Category: Continuous Improvement

Research Cited:

Activity - MAP	Activity Type	Tier	Phase	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 Wilder MAP proctors

Strategy3:

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

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Category: Continuous Improvement

Research Cited:

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Activity - Staff Assignment	Activity Type	Tier	Phase	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	05/29/2015	\$0 - No Funding Required	Greg Wilson Heather Cornett Jennifer Wilder

Activity - Data Analysis	Activity Type	Tier	Phase	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	05/29/2015	\$0 - No Funding Required	Greg Wilson

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Strategy1:

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

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Bell Central School Center

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Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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