



Comprehensive School Improvement Plan

Boone County High School
Boone County School District

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TABLE OF CONTENTS

Introduction	1
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Executive Summary

Introduction	3
--------------------	---

Description of the School	4
---------------------------------	---

School's Purpose	5
------------------------	---

Notable Achievements and Areas of Improvement	6
---	---

Additional Information	7
------------------------------	---

CSIP 2014 Final

Overview	9
----------------	---

Goals Summary	10
---------------------	----

Goal 1: Increase student achievement for all student groups in the achievement gap measure so that proficiency increases from 34% in 2013 to 69.9% in 2017	11
--	----

Goal 2: Increase the average freshman graduation rate from 89.2% to 91% by 2015	15
---	----

Goal 3: Increase the combined average math and reading K-Prep proficiency from 50.7 to 75.4 in 2017	17
---	----

Goal 4: Increase the percentage of students who are college and career ready from 45% to 73% by 2015	20
--	----

Goal 5: Increase the percent of effective teachers and leaders	22
--	----

Goal 6: Improve the quality and rigor of our Arts programs	24
--	----

Activity Summary by Funding Source	25
--	----

KDE Needs Assessment

Introduction	33
--------------------	----

Data Analysis	34
---------------------	----

Areas of Strengths 35

Opportunities for Improvement..... 36

Conclusion..... 37

KDE Assurances - School

Introduction..... 39

Assurances..... 40

Compliance and Accountability - High Schools

Introduction..... 47

Planning and Accountability Requirements..... 48

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 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

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

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

Description of the School

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

Boone County High School is a large comprehensive high school located in Florence, KY. We are very fortunate to live close to Cincinnati, Ohio and have access to all of the amenities of a large city, but yet still maintain a sense of a small town community. Demographically our school is about 82% white, our two largest minority populations are African American and Hispanic, each representing about 9% of our population. We have a significant at-risk population of about 44% that qualifies for free or reduced lunch. Our special education population is around 10% of our population and our transient rate is about 8%. We have a significant ELL population representing languages from about 30 different countries. Our community is a mix of blue and white collar workers. Our faculty on average has about 15 years of teaching experience. Most live in the Northern Kentucky area, with many living in Boone County.

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

Our challenges are similar to most large diverse school. How do we assist our transient students to maximize their potential, increase math skills across the board, meet the needs of our ELL, minority and Special Education students and still push our most gifted students.

School's Purpose

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

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

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

Notable Achievements and Areas of Improvement

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

BCHS has shown growth and improvement in the EPAS System. We have been making gains on our PLAN and ACT student scores. We have shown improvement each year on the overall student score. Under the old CATS assessment system we had been making annual gains in Reading, Math, Science, Social-Studies and On-Demand Writing. We are now in the third year of the KPREP System. Our EOC scores in Social-Studies and Reading have been strong and we are doing a good job with our GAP Group. In 2013 our College and Career Readiness calculation improved from 47% to 63% and our graduation percentage based on a recalculation of numbers in improved by 20%.

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

The staff includes the 2011 Kentucky Teacher of the Year, and the 2013 English and Language Arts Teacher of the Year.

Additional Information

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

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

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

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

CSIP 2014 Final

Overview

Plan Name

CSIP 2014 Final

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 student achievement for all student groups in the achievement gap measure so that proficiency increases from 34% in 2013 to 69.9% in 2017.	Objectives: 4 Strategies: 12 Activities: 12	Academic	\$0
2	Increase the average freshman graduation rate from 89.2% to 91% by 2015	Objectives: 1 Strategies: 1 Activities: 9	Organizational	\$10000
3	Increase the combined average math and reading K-Prep proficiency from 50.7 to 75.4 in 2017.	Objectives: 2 Strategies: 4 Activities: 12	Academic	\$2000
4	Increase the percentage of students who are college and career ready from 45% to 73% by 2015	Objectives: 3 Strategies: 5 Activities: 7	Academic	\$0
5	Increase the percent of effective teachers and leaders	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0
6	Improve the quality and rigor of our Arts programs	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Increase student achievement for all student groups in the achievement gap measure so that proficiency increases from 34% in 2013 to 69.9% in 2017.

Measurable Objective 1:

39% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics in Mathematics by 06/30/2014 as measured by the percent of students in the gap group achieving proficient or distinguished marks on the Algebra II End of Course exam..

Strategy 1:

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

Research Cited: Schools that work, PLC

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2013	06/30/2014	\$0	No Funding Required	Instructional Coach, PBIS team, Team leaders, Principals

Strategy 2:

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

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2013	06/30/2014	\$0	No Funding Required	Teachers, Instructional Coach, Principals

Strategy 3:

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

Activity - IEP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Boone County High School

Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2013	06/30/2014	\$0	No Funding Required	Special Education teachers, Collaborative teachers, Team leaders, Instructional Coach, Special Education Coordinator
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Measurable Objective 2:

53% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/30/2014 as measured by the percent of students in the gap group achieving proficient or distinguished marks on the English II End of Course exam..

Strategy 1:

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

Activity - Professional Developments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIO, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2013	06/30/2014	\$0	No Funding Required	Instructional Coach, Team leaders, PBIS team, Principals

Strategy 2:

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

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2013	06/30/2014	\$0	No Funding Required	Teachers, Instructional Coach, Principals

Strategy 3:

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

Activity - IEP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2013	06/30/2014	\$0	No Funding Required	Special Education and Collaborative teachers, Team leaders, Instructional Coach, Special Education Coordinator
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Measurable Objective 3:

56% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in social studies in Social Studies by 06/30/2014 as measured by the percent of students in the gap group achieving proficient or distinguished marks on the US History End of Course exam..

Strategy 1:

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

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIOp, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2013	05/31/2014	\$0	No Funding Required	Team leaders, PBIS team, Instructional Coach, Principals

Strategy 2:

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

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	04/01/2013	06/30/2014	\$0	No Funding Required	Teachers, Instructional Coach, Principals

Strategy 3:

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

Activity - IEP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Boone County High School

Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2013	06/30/2014	\$0	No Funding Required	Special Education and Collaborative Teachers, Team Leaders, Special Education Coordinator, Instructional Coach
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Measurable Objective 4:

40% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science in Science by 06/30/2015 as measured by the percent of students in the gap group achieving proficient or distinguished marks on the Biology End of Course exam..

Strategy 1:

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

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIOF, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2013	06/30/2014	\$0	No Funding Required	Team Leaders, PBIS Team, Instructional Coach, Principals

Strategy 2:

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

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2013	06/30/2014	\$0	No Funding Required	Teachers, Instructional Coach, Principals

Strategy 3:

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

Activity - IEP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Boone County High School

Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2013	06/30/2014	\$0	No Funding Required	Special education and Collaborative teachers, Team Leaders, Instructional Coach, Special Education Coordinator
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Goal 2: Increase the average freshman graduation rate from 89.2% to 91% by 2015

Measurable Objective 1:

collaborate to improve our graduation rate to 91% by 06/30/2014 as measured by Whether or not we hit our target graduation rate of 91% for May of 2014.

Strategy 1:

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

Research Cited: Part of our PBIS System

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

Activity - ILP/CTE Connection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will utilize the ILP and other information including counseling in order to place freshmen in CTE courses aligned with their career interest	Career Preparation/Orientation	08/01/2013	06/30/2014	\$0	No Funding Required	Guidance, Administration, Teachers and Building Coach

Activity - IEP and 504 Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Boone County High School

BCHS will continue to utilize EPAS data and ILP information to plan for instruction to develop the IEP and 504 plans.	Academic Support Program	08/01/2013	06/30/2014	\$0	No Funding Required	Guidance, Administration, Special Education Teachers, Teachers and Building Coach
Activity - Intervention Rosters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will use data from EPAS, KPREP to develop intervention rosters in combination with other tools to identify students at risk, develop plans to communicate that plan to students and teachers.	Academic Support Program	06/30/2013	06/30/2014	\$0	No Funding Required	Guidance, Administration, Teachers, and Building Coach
Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS through PBIS and Advisory/Advisee Model will focus on attendance and dropout prevention.	Behavioral Support Program	08/01/2013	06/30/2014	\$0	District Funding	PBIS Trainer provided by district, PBIS implementation Team, PBIS Coach and all staff at BCBS
Activity - Alternative Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCBS will continue to utilize various alternative programs such as Drop-In, ACE, TTL and other future district and school options.	Academic Support Program	06/01/2013	06/30/2014	\$0	General Fund	Guidance, Administration and District Staff
Activity - Dual Enrollment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCBS will continue to provide opportunities for students to earn high school credit while attending high school through dual enrollment, acceleration and AP programming.	Other	08/01/2013	06/30/2014	\$0	General Fund	Guidance, Administration, Teachers and Building Coach
Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Boone County High School

BCHS will continue to provide access to credit recovery courses to meet high school graduation requirements.	Academic Support Program	08/01/2013	06/30/2014	\$10000	School Council Funds	Guidance, Administration, Teachers, and Building Coach
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Activity - SIT Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will develop a student intervention team process that is focused on addressing root causes of behavior, and to identify and explore alternatives to suspension	Academic Support Program	08/01/2013	06/30/2014	\$0	No Funding Required	Administration, Guidance, Teachers and Building Coach

Goal 3: Increase the combined average math and reading K-Prep proficiency from 50.7 to 75.4 in 2017.

Measurable Objective 1:

48% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in the skills represented in the KCAS. in Mathematics by 06/30/2014 as measured by the percent of students achieving proficient or distinguished marks on the Algebra II End of Course exam..

Strategy 1:

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

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

Activity - 21st Century Learning and math practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Include in planning and instructional process a clear focus on 21st Century skills to include intentional instruction in critical and creative thinking skills and the 8 mathematical practice standards so that students have purposeful support in becoming responsible, creative, independent lifelong learners.	Other	08/01/2013	06/30/2014	\$0	No Funding Required	Teachers, Team leaders, Instructional coach, Principals (monitoring)

Activity - Teacher Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Boone County High School

Continue to expand the use of teacher teams to drive instructional decisions, reflect on student work and enrich instructional practice.	Professional Learning	08/01/2013	06/30/2014	\$0	No Funding Required	Team Leaders, Instructional Coach, Principals (monitoring)
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Activity - MDC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement and refine the strategies for formative learning and resources made available through the Mathematics Design Collaborative. Teachers collaborate with vertical team including teachers from middle schools.	Professional Learning	08/01/2013	06/30/2014	\$0	Other	Instructional Coach, MDC Teacher leaders, Team Leader

Strategy 2:

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

Research Cited: CCSSO standards development

Activity - Alignment to standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue the development, refinement, and implementation of standards-based units of study aligned to KCAS, Quality Core, and the College Readiness Standards.	Direct Instruction	08/01/2013	06/30/2014	\$0	No Funding Required	Instructional Coach, Team Leaders, PLCs, Principals (monitoring)

Activity - Use of Benchmarks and common assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Facilitate the development and implementation of common assessments and Quality Core benchmarks. Ensure assessments align with EPAS, KCAS and Quality Core standards and that provide students opportunities to demonstrate mastery at high levels.	Academic Support Program	08/01/2013	06/30/2014	\$2000	Perkins	Instructional Coach, Team Leaders, PLCs, Principals (monitoring)

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Boone County High School

Support teachers in utilizing CIITS as a tool to enhance student learning, assessment design, and resources. Teachers utilize the technology to research, develop, and refine through collaboration these tools in a standards-based environment.	Professional Learning	08/01/2013	06/30/2014	\$0	State Funds	Team Leaders, Instructional Coach, school technology coordinator, Principals (monitoring)
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Measurable Objective 2:

64% of Ninth and Tenth grade students will demonstrate a proficiency in reading in English Language Arts by 06/30/2014 as measured by the percent of students achieving proficient or distinguished marks on the English II End of Course exam..

Strategy 1:

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

Research Cited: LDC, marzano

Activity - 21st Century Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Include in planning and instructional process a clear focus on 21st Century skills to include intentional instruction in critical and creative thinking skills so that students have purposeful support in becoming responsible, creative, independent lifelong learners.	Direct Instruction	08/01/2013	06/30/2014	\$0	No Funding Required	Team Leaders, Instructional Coach, Principals (monitoring)

Activity - Teacher Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to expand the use of teacher teams to drive instructional decisions, reflect on student work and enrich instructional practice.	Professional Learning	08/01/2013	06/30/2014	\$0	No Funding Required	Team Leaders, Instructional Coach, Principals

Activity - LDC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students working together in social studies and science to incorporate literacy strategies into instruction that focus on building students' capacity in accessing learning through reading and writing.	Professional Learning	08/01/2013	06/30/2014	\$0	No Funding Required	Instructional Coach, Team leaders, Principals.

Strategy 2:

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

Research Cited: CCSSO standards development

Comprehensive School Improvement Plan

Boone County High School

Activity - Alignment to standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue the development, refinement, and implementation of standards-based units of study aligned to KCAS, Quality Core, and the College Readiness Standards.	Direct Instruction	08/01/2013	06/30/2014	\$0	Other	Instructional Coach, Team leaders, principals
Activity - Use of Benchmarks and common assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Facilitate the development and implementation of common assessments and Quality Core benchmarks. Ensure assessments align with EPAS, KCAS and Quality Core standards and that provide students opportunities to demonstrate mastery at high levels.	Professional Learning	08/01/2013	06/30/2014	\$0	No Funding Required	Team Leaders, Instructional Coach, Principals
Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support teachers in utilizing CIITS as a tool to enhance student learning, assessment design, and resources. Teachers utilize the technology to research, develop, and refine through collaboration these tools in a standards-based environment.	Professional Learning	08/01/2013	06/30/2014	\$0	No Funding Required	Team Leaders, Instructional Coach, School technology coordinator, Principals

Goal 4: Increase the percentage of students who are college and career ready from 45% to 73% by 2015

Measurable Objective 1:

A total of 174 Twelfth grade students will demonstrate a proficiency by meeting benchmark on the ACT Reading Assessment in English Language Arts by 06/03/2013 as measured by Percent of students College and Career Ready.

Strategy 1:

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

Research Cited: Best Practice

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Boone County High School

Implementation of interventions like reading assistant for students who did not meet benchmark and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/01/2013	06/30/2014	\$0	No Funding Required	Fast ForWord Lab Coordinator, Teachers, Administration and Building Coach
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Strategy 2:

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

Research Cited: Best Practice

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review of EPAS data to analyze gaps in instructional programming for identification of students who did not meet benchmarks and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/01/2013	06/30/2014	\$0	No Funding Required	Teachers, Administration and Building Coach

Measurable Objective 2:

A total of 174 Twelfth grade students will demonstrate a proficiency score on the ACT mathematics assessment in Mathematics by 06/03/2013 as measured by The number of students meeting benchmark on the ACT assessment..

Strategy 1:

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

Research Cited: Best Practice

Activity - Acceleration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of interventions for students who did not meet benchmarks and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/01/2013	06/30/2014	\$0	No Funding Required	Teachers, Administration and Building Coach

Strategy 2:

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

Research Cited: Best Practice

Activity - Gap Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Boone County High School

Review of EPAS data to analyze gaps in instructional programming for identification of students who did not meet benchmark and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/01/2013	06/30/2014	\$0	No Funding Required	Teachers, Administration and Building Coach
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Measurable Objective 3:

A total of 30 Twelfth grade students will demonstrate a proficiency by passing their KOSSA Assessment or earning an Industry Certificate and passing either the ASVAB or Work Keys Assessments. in Career & Technical by 06/03/2013 as measured by The number of students identified as Career Ready based on the CTE benchmarks..

Strategy 1:

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

Research Cited: BEST Practice

Activity - CTE Expansion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enhance and expand Career Pathways for each CTE program available at BCHS.	Career Preparation/Orientation	08/01/2013	06/30/2014	\$0	No Funding Required	CTE Coordinator, Counselors, Teachers, Administration and Building Coach

Activity - CCR Professiona Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide Professional Development Training on the College and Career Readiness measures to all staff members at BCHS	Professional Learning	08/15/2013	06/30/2014	\$0	No Funding Required	Building Coach and Administration

Activity - CTE Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue alignment of CTE curriculum with KOSSA, Industry Certificate Standards and Common Core Standards to increase the number of preparatory students who successfully achieve CCR measures.	Professional Learning	08/01/2013	06/30/2014	\$0	No Funding Required	Building Coach, CTE Teachers and Administration

Goal 5: Increase the percent of effective teachers and leaders

Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 12/21/2014 as measured by the teacher and principal evaluation system.

Comprehensive School Improvement Plan

Boone County High School

Strategy 1:

Pilot Participation - Pilot Participation

Research Cited: Measures of Effective Teaching Project

Activity - Pilot Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Boone County High School has a pilot program in which 11 teachers from the high school are participating. The pilot program included professional development, a focus on reflections, and regular support meetings. Likewise the principal is participating in district wide leadership program.	Professional Learning	08/01/2013	06/30/2014	\$0	Title II Part A	Principal, Teachers

Strategy 2:

Kentucky Teacher Effectiveness Framework - Build teacher capacity in the five domains of the Kentucky Teacher Effectiveness Framework.

Research Cited: Danielson Framework

Activity - Teacher Effectiveness Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group meetings with instructional coach to review SMART goals and the rubric and framework on Teacher Effectiveness Training	Professional Learning	03/01/2013	06/30/2014	\$0	No Funding Required	Principals, Teachers, and district personal

Strategy 3:

Building Capacity for Full Implementation - During professional development days that are preset in the school calendar, teachers in the pilot program will work with teachers not in the pilot program to review the reflection process, creation of smart goals, and the Danielson Framework.

Research Cited: METS project

Activity - Scaling the Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pilot teachers will lead teachers in the school that are not in the pilot program through the process of reflection and goal development. Pilot teachers, principals, and instructional coaches will be used as additional resources to lead teachers not currently enrolled in the pilot program to be prepared for the full implementation of the new Teacher Effectiveness Evaluation System.	Professional Learning	11/26/2013	06/30/2015	\$0	No Funding Required	Pilot Teachers, Principal, Instructional Coach

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

Measurable Objective 1:

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

Strategy 1:

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

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

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS	Support teachers in utilizing CIITS as a tool to enhance student learning, assessment design, and resources. Teachers utilize the technology to research, develop, and refine through collaboration these tools in a standards-based environment.	Professional Learning	08/01/2013	06/30/2014	\$0	Team Leaders, Instructional Coach, school technology coordinator, Principals (monitoring)
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AP Training	AP training	Professional Learning	05/01/2014	09/30/2014	\$0	Jason Kunk Jessica Issacs
PBIS	BCHS through PBIS and Advisory/Advisee Model will focus on attendance and dropout prevention.	Behavioral Support Program	08/01/2013	06/30/2014	\$0	PBIS Trainer provided by district, PBIS implementation Team, PBIS Coach and all staff at BCHS
Total					\$0	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of Benchmarks and common assessments	Facilitate the development and implementation of common assessments and Quality Core benchmarks. Ensure assessments align with EPAS, KCAS and Quality Core standards and that provide students opportunities to demonstrate mastery at high levels.	Academic Support Program	08/01/2013	06/30/2014	\$2000	Instructional Coach, Team Leaders, PLCs, Principals (monitoring)

Comprehensive School Improvement Plan

Boone County High School

Total \$2000

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Pilot Participation	Boone County High School has a pilot program in which 11 teachers from the high school are participating. The pilot program included professional development, a focus on reflections, and regular support meetings. Likewise the principal is participating in district wide leadership program.	Professional Learning	08/01/2013	06/30/2014	\$0	Principal, Teachers
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2013	05/31/2014	\$0	Team leaders, PBIS team, Instructional Coach, Principals
SIT Team	BCHS will develop a student intervention team process that is focused on addressing root causes of behavior, and to identify and explore alternatives to suspension	Academic Support Program	08/01/2013	06/30/2014	\$0	Administration, Guidance, Teachers and Building Coach
Use of Benchmarks and common assessments	Facilitate the development and implementation of common assessments and Quality Core benchmarks. Ensure assessments align with EPAS, KCAS and Quality Core standards and that provide students opportunities to demonstrate mastery at high levels.	Professional Learning	08/01/2013	06/30/2014	\$0	Team Leaders, Instructional Coach, Principals
CCR Professional Development	Continue to provide Professional Development Training on the College and Career Readiness measures to all staff members at BCHS	Professional Learning	08/15/2013	06/30/2014	\$0	Building Coach and Administration
Interventions	Implementation of interventions like reading assistant for students who did not meet benchmark and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/01/2013	06/30/2014	\$0	Fast ForWord Lab Coordinator, Teachers, Administration and Building Coach

Comprehensive School Improvement Plan

Boone County High School

IEP	Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2013	06/30/2014	\$0	Special Education and Collaborative teachers, Team leaders, Instructional Coach, Special Education Coordinator
Interventions	Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2013	06/30/2014	\$0	Teachers, Instructional Coach, Principals
Interventions	Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2013	06/30/2014	\$0	Teachers, Instructional Coach, Principals
Acceleration	Implementation of interventions for students who did not meet benchmarks and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/01/2013	06/30/2014	\$0	Teachers, Administration and Building Coach
Professional Development	Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2013	06/30/2014	\$0	Instructional Coach, PBIS team, Team leaders, Principals
Interventions	Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2013	06/30/2014	\$0	Teachers, Instructional Coach, Principals
ILP/CTE Connection	BCHS will utilize the ILP and other information including counseling in order to place freshmen in CTE courses aligned with their career interest	Career Preparation/Orientation	08/01/2013	06/30/2014	\$0	Guidance, Administration, Teachers and Building Coach
CTE Alignment	Continue alignment of CTE curriculum with KOSSA, Industry Certificate Standards and Common Core Standards to increase the number of preparatory students who successfully achieve CCR measures.	Professional Learning	08/01/2013	06/30/2014	\$0	Building Coach, CTE Teachers and Administration

Comprehensive School Improvement Plan

Boone County High School

Professional Developments	Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2013	06/30/2014	\$0	Instructional Coach, Team leaders, PBIS team, Principals
Intervention Rosters	BCHS will use data from EPAS, KPREP to develop intervention rosters in combination with other tools to identify students at risk, develop plans to communicate that plan to students and teachers.	Academic Support Program	06/30/2013	06/30/2014	\$0	Guidance, Administration, Teachers, and Building Coach
Teacher Teams	Continue to expand the use of teacher teams to drive instructional decisions, reflect on student work and enrich instructional practice.	Professional Learning	08/01/2013	06/30/2014	\$0	Team Leaders, Instructional Coach, Principals
Interventions	Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	04/01/2013	06/30/2014	\$0	Teachers, Instructional Coach, Principals
21st Century Learning and math practices	Include in planning and instructional process a clear focus on 21st Century skills to include intentional instruction in critical and creative thinking skills and the 8 mathematical practice standards so that students have purposeful support in becoming responsible, creative, independent lifelong learners.	Other	08/01/2013	06/30/2014	\$0	Teachers, Team leaders, Instructional coach, Principals (monitoring)
LDC	Teachers and students working together in social studies and science to incorporate literacy strategies into instruction that focus on building students' capacity in accessing learning through reading and writing.	Professional Learning	08/01/2013	06/30/2014	\$0	Instructional Coach, Team leaders, Principals.
IEP	Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2013	06/30/2014	\$0	Special Education teachers, Collaborative teachers, Team leaders, Instructional Coach, Special Education Coordinator

Comprehensive School Improvement Plan

Boone County High School

IEP	Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2013	06/30/2014	\$0	Special Education and Collaborative Teachers, Team Leaders, Special Education Coordinator, Instructional Coach
Interventions	Review of EPAS data to analyze gaps in instructional programming for identification of students who did not meet benchmarks and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/01/2013	06/30/2014	\$0	Teachers, Administration and Building Coach
21st Century Skills	Include in planning and instructional process a clear focus on 21st Century skills to include intentional instruction in critical and creative thinking skills so that students have purposeful support in becoming responsible, creative, independent lifelong learners.	Direct Instruction	08/01/2013	06/30/2014	\$0	Team Leaders, Instructional Coach, Principals (monitoring)
CIITS	Support teachers in utilizing CIITS as a tool to enhance student learning, assessment design, and resources. Teachers utilize the technology to research, develop, and refine through collaboration these tools in a standards-based environment.	Professional Learning	08/01/2013	06/30/2014	\$0	Team Leaders, Instructional Coach, School technology coordinator, Principals
Gap Analysis	Review of EPAS data to analyze gaps in instructional programming for identification of students who did not meet benchmark and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/01/2013	06/30/2014	\$0	Teachers, Administration and Building Coach
IEP and 504 Development	BCHS will continue to utilize EPAS data and ILP information to plan for instruction to develop the IEP and 504 plans.	Academic Support Program	08/01/2013	06/30/2014	\$0	Guidance, Administration, Special Education Teachers, Teachers and Building Coach
Scaling the Work	Pilot teachers will lead teachers in the school that are not in the pilot program through the process of reflection and goal development. Pilot teachers, principals, and instructional coaches will be used as additional resources to lead teachers not currently enrolled in the pilot program to be prepared for the full implementation of the new Teacher Effectiveness Evaluation System.	Professional Learning	11/26/2013	06/30/2015	\$0	Pilot Teachers, Principal, Instructional Coach

Comprehensive School Improvement Plan

Boone County High School

Teacher Effectiveness Training	Small group meetings with instructional coach to review SMART goals and the rubric and framework on Teacher Effectiveness Training	Professional Learning	03/01/2013	06/30/2014	\$0	Principals, Teachers, and district personal
Teacher Teams	Continue to expand the use of teacher teams to drive instructional decisions, reflect on student work and enrich instructional practice.	Professional Learning	08/01/2013	06/30/2014	\$0	Team Leaders, Instructional Coach, Principals (monitoring)
Professional Development	Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2013	06/30/2014	\$0	Team Leaders, PBIS Team, Instructional Coach, Principals
IEP	Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2013	06/30/2014	\$0	Special education and Collaborative teachers, Team Leaders, Instructional Coach, Special Education Coordinator
Persistence to graduation	BCHS will utilize the Persistence of Graduation Too, EPAS intervention rosters, and other tools to identify students who are at risk of failing, develop plans to assist those students, and provide models of parent communication, interventions to ensure success for the students.	Academic Support Program	08/01/2013	08/01/2014	\$0	Guidance, Teachers, Administration and Building Coach
Alignment to standards	Continue the development, refinement, and implementation of standards-based units of study aligned to KCAS, Quality Core, and the College Readiness Standards.	Direct Instruction	08/01/2013	06/30/2014	\$0	Instructional Coach, Team Leaders, PLCs, Principals (monitoring)
CTE Expansion	Enhance and expand Career Pathways for each CTE program available at BCHS.	Career Preparation/Orientation	08/01/2013	06/30/2014	\$0	CTE Coordinator, Counselors, Teachers, Administration and Building Coach
Total					\$0	

Comprehensive School Improvement Plan

Boone County High School

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery	BCHS will continue to provide access to credit recovery courses to meet high school graduation requirements.	Academic Support Program	08/01/2013	06/30/2014	\$10000	Guidance, Administration, Teachers, and Building Coach
Total					\$10000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dual Enrollment	BCHS will continue to provide opportunities for students to earn high school credit while attending high school through dual enrollment, acceleration and AP programming.	Other	08/01/2013	06/30/2014	\$0	Guidance, Administration, Teachers and Building Coach
Alternative Programs	BCHS will continue to utilize various alternative programs such as Drop-In, ACE, TTL and other future district and school options.	Academic Support Program	06/01/2013	06/30/2014	\$0	Guidance, Administration and District Staff
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Alignment to standards	Continue the development, refinement, and implementation of standards-based units of study aligned to KCAS, Quality Core, and the College Readiness Standards.	Direct Instruction	08/01/2013	06/30/2014	\$0	Instructional Coach, Team leaders, principals
MDC	Continue to implement and refine the strategies for formative learning and resources made available through the Mathematics Design Collaborative. Teachers collaborate with vertical team including teachers from middle schools.	Professional Learning	08/01/2013	06/30/2014	\$0	Instructional Coach, MDC Teacher leaders, Team Leader
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?**

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

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

The data has also helped us spot trends in reading that seem to be affecting other academic areas. Students with reading scores below grade level are not scoring well in other academic areas. Over the next year we will initiate a class that focuses on developing essential reading skills into the course offerings at BCHS. In addition, the instructional coach will be working with teachers to develop a better understanding of closed reading strategies and shared inquiry to promote the reading and understanding of non-fiction passages.

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?

We were pleased with the performance of our students on the EOC exams in Social-Studies and Reading. In addition, we were happy with our increase in college and career readiness.

Our MDC and LDC work is strengthening the instructional skills of our teachers, we're providing our students with authentic and practical experiences which enrich their foundation. Regular PLC meetings among the Math Teachers has helped to better align the curriculum and ensures better pacing. We are refining our implementation of IEP's, strengthening the collaboration between special education the traditional core subject teachers and continuing to align our lesson plans, unit plans and assessments through PLC work groups.

Use of the Star Web Reading for monitoring has yielded interested comparisons to EOC and Epass tests. During our research we uncovered that students whom are reading below grade level are having significant deficits in all other academic areas and so in the coming school year we will look to build a class that focuses on researched based instructional practices to improve reading.

Our TGPES pilot team has completed the first phases of training and implementation. They have lead professional development days in which they have guided the other teachers in the school through the reflection process.

Opportunities for Improvement

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

We need to increase the number of students scoring at the proficiency level on the Math EOC. We likewise need to improve the number of students that are college ready and at grade level in reading.

We are providing intentional interventions to address skill deficits in Reading, English and Mathematics to increase the opportunity for student success. We are utilizing transitional course and Tier 2 interventions to assist with achieving this goal. We are also looking to enhance the career pathways that we have so that more students can become Career Ready. The Business department has underground curriculum alignment and new class assignments to better serve the needs of the student population. Career pathways have been determined for students and communicated to the guidance and scheduling workers so that students may earn industry certificates.

In Math we are continuing to utilize PLC time to work on curriculum alignment, common assessments and analyze student work. We also have make a course sequence change to enrich a student content base for future success. We have also strengthened interventions and individual student support.

The use of Starweb as a monitoring device over the next year for Math and Reading will become more and more prevalent.

Conclusion

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

We have created a reading class at the sophomore level. The class will focus on best instructional practices. The English Department has identified students in the freshman class that will be placed according to Star Reading Assessment into the new reading classes. A teacher in the English department will work as an intervention specialist to prepare students to be college ready. A Math Teacher will likewise be utilized to intervene for Math classes. StarWeb Reading and Math will be used next semester to better monitor progress of students.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	After the release of the school testing data the school conducted a comprehensive needs assessment. This included a review of the achievement data by all departments. The data indicated scheduling, alignment, and curricular changes that we are now implementing. For example, this data indicated that many students benefited from enrollment in AP US History. This year only 13 students are enrolled, and so barriers were reduced and more sections of AP US History were opened up for next year. In addition, the reading data indicated that many of our students are not reading at grade level.	

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	The school is continuing to implement practices learned from LDC and MDC methods. Over the last 5 months, the teachers in the school have engaged in Danielson Framework. The amount of time they have spent in this work has allowed them to focus on best instructional practices.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	not applicable	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Students are monitored weekly using STAR reading. These students then receive specialized instruction. These efforts will grow over the next year with the addition of the reading class. In addition, during the second semester and English Teacher will be used to provide reading and grammar intervention five days a week as will a Math teacher for Math class. The math department has likewise identified	

Comprehensive School Improvement Plan

Boone County High School

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

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	All teachers are highly qualified through the LEAD report.	

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.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	The school informs the parents of reporting via phone message home using an "all call" phone system and through website announcements. In addition, letters are sent home regularly to parents.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Approved professional flex time is made available to teachers. In addition, the school has two professional development days scheduled in the year. These days include time for reflection on the Danielson Framework for teaching and learning, and department specific planning.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	This occurs within the weeks of and month after our state results are returned.	

Comprehensive School Improvement Plan

Boone County High School

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.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	The school has purchased a StarWeb for reading and math to identify skill growth and deficits in biweekly manner. Over the last 6 months teachers have received training in MDC and LDC work, and science teachers have been working to prepare for the Next Generation Science Standards and Practices.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	Students qualifying for an IEP or 504 plan receive specialized instruction from a certified teacher. In addition, there progress is monitored routinely in areas with identified weaknesses.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	Student with an IEP, 504 Plan, or other document are included in a variety of classes and program at BCHS	

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	The school has regular department and faculty meetings at BCHS. BCHS teachers also engage in two professional development days during the year and can attend up to 12 hours of professional development based on their departmental needs.	

Comprehensive School Improvement Plan

Boone County High School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	During department meetings and weekly PLC meetings teachers share student work samples and other data to drive instructional decisions.	

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.	No	Not applicable	

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.	No	Not Applicable	

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.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	Not applicable	

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.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	Data from all departments is reviewed in October and November to inform best decisions.	

Comprehensive School Improvement Plan

Boone County High School

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	http://www.bchs.boone.kyschools.us/SIP/csip_2013.pdf	

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	No	Not Applicable	

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	Not applicable	

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	Para-educators are observed working with highly qualified teachers daily providing instruction and not clerical work.	

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	No	not applicable	

Comprehensive School Improvement Plan

Boone County High School

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	No	not applicable	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	The district allocation allows us to remain within the state caps	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	The district allocation allows BCHS to keep all class sizes below the state cap size.	

Compliance and Accountability - High 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 2014. 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 percent of effective teachers and leaders

Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 12/21/2014 as measured by the teacher and principal evaluation system.

Strategy1:

Kentucky Teacher Effectiveness Framework - Build teacher capacity in the five domains of the Kentucky Teacher Effectiveness Framework.

Research Cited: Danielson Framework

Activity - Teacher Effectiveness Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group meetings with instructional coach to review SMART goals and the rubric and framework on Teacher Effectiveness Training	Professional Learning	03/01/2013	06/30/2014	\$0 - No Funding Required	Principals, Teachers, and district personal

Strategy2:

Pilot Participation - Pilot Participation

Research Cited: Measures of Effective Teaching Project

Activity - Pilot Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Boone County High School has a pilot program in which 11 teachers from the high school are participating. The pilot program included professional development, a focus on reflections, and regular support meetings. Likewise the principal is participating in district wide leadership program.	Professional Learning	08/01/2013	06/30/2014	\$0 - Title II Part A	Principal, Teachers

Strategy3:

Building Capacity for Full Implementation - During professional development days that are preset in the school calendar, teachers in the pilot program will work with teachers not in the pilot program to review the reflection process, creation of smart goals, and the Danielson Framework.

Research Cited: METS project

Comprehensive School Improvement Plan

Boone County High School

Activity - Scaling the Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot teachers will lead teachers in the school that are not in the pilot program through the process of reflection and goal development. Pilot teachers, principals, and instructional coaches will be used as additional resources to lead teachers not currently enrolled in the pilot program to be prepared for the full implementation of the new Teacher Effectiveness Evaluation System.	Professional Learning	11/26/2013	06/30/2015	\$0 - No Funding Required	Pilot Teachers, Principal, Instructional Coach

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase student achievement for all student groups in the achievement gap measure so that proficiency increases from 34% in 2013 to 69.9% in 2017.

Measurable Objective 1:

53% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/01/2013 as measured by the percent of students in the gap group achieving proficient or distinguished marks on the English II End of Course exam..

Strategy1:

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

Research Cited:

Activity - IEP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2012	06/01/2013	\$0 - No Funding Required	Special Education and Collaborative teachers, Team leaders, Instructional Coach, Special Education Coordinator

Strategy2:

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

Research Cited:

Comprehensive School Improvement Plan

Boone County High School

Activity - Professional Developments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2012	06/01/2013	\$0 - No Funding Required	Instructional Coach, Team leaders, PBIS team, Principals

Strategy3:

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

Research Cited:

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2012	06/01/2013	\$0 - No Funding Required	Teachers, Instructional Coach, Principals

Measurable Objective 2:

40% of All Students will demonstrate a proficiency in science in Science by 06/01/2013 as measured by the percent of students in the gap group achieving proficient or distinguished marks on the Biology End of Course exam..

Strategy1:

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

Research Cited:

Activity - IEP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2012	06/01/2013	\$0 - No Funding Required	Special education and Collaborative teachers, Team Leaders, Instructional Coach, Special Education Coordinator

Strategy2:

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

Research Cited:

Comprehensive School Improvement Plan

Boone County High School

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2012	06/01/2013	\$0 - No Funding Required	Teachers, Instructional Coach, Principals

Strategy3:

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

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2012	06/01/2013	\$0 - No Funding Required	Team Leaders, PBIS Team, Instructional Coach, Principals

Measurable Objective 3:

39% of All Students will demonstrate a proficiency in mathematics in Mathematics by 06/01/2013 as measured by the percent of students in the gap group achieving proficient or distinguished marks on the Algebra II End of Course exam..

Strategy1:

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

Research Cited:

Activity - IEP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2012	06/01/2013	\$0 - No Funding Required	Special Education teachers, Collaborative teachers, Team leaders, Instructional Coach, Special Education Coordinator

Strategy2:

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

Research Cited:

Comprehensive School Improvement Plan

Boone County High School

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2012	06/01/2013	\$0 - No Funding Required	Teachers, Instructional Coach, Principals

Strategy3:

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

Research Cited: Schools that work, PLC

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/08/2012	06/01/2013	\$0 - No Funding Required	Instructional Coach, PBIS team, Team leaders, Principals

Measurable Objective 4:

56% of All Students will demonstrate a proficiency in social studies in Social Studies by 06/01/2013 as measured by the percent of students in the gap group achieving proficient or distinguished marks on the US History End of Course exam..

Strategy1:

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

Research Cited:

Activity - IEP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refinement of individual learning plans aligned with KCAS and behavior expectations. Process includes analyzing student data and using data to plan, review and revise instruction.	Academic Support Program	08/01/2012	06/01/2013	\$0 - No Funding Required	Special Education and Collaborative Teachers, Team Leaders, Special Education Coordinator, Instructional Coach

Strategy2:

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

Research Cited:

Comprehensive School Improvement Plan

Boone County High School

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Requires collaboration among teachers to flexibly group based on student needs.	Academic Support Program	08/01/2012	06/01/2013	\$0 - No Funding Required	Teachers, Instructional Coach, Principals

Strategy3:

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

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and monitor research based strategies for students with diverse backgrounds including SIOP, PBIS, and specific strategies for students with disabilities.	Professional Learning	08/01/2012	06/01/2013	\$0 - No Funding Required	Team leaders, PBIS team, Instructional Coach, Principals

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

Goal 1:

Increase the average freshman graduation rate from 70.2% to 90% by 2015

Measurable Objective 1:

collaborate to improve our graduation rate to 72.7% by May of 2013 by 05/31/2013 as measured by Whether or not we hit our target graduation rate of 72.7% for May of 2013.

Strategy1:

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

Research Cited: Part of our PBIS System

Activity - SIT Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCBS will develop a student intervention team process that is focused on addressing root causes of behavior, and to identify and explore alternatives to suspension	Academic Support Program	08/15/2012	06/03/2013	\$0 - No Funding Required	Administration, Guidance, Teachers and Building Coach

Comprehensive School Improvement Plan

Boone County High School

Activity - Intervention Rosters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will use data from EPAS, KPREP to develop intervention rosters in combination with other tools to identify students at risk, develop plans to communicate that plan to students and teachers.	Academic Support Program	08/15/2012	06/03/2013	\$0 - No Funding Required	Guidance, Administration, Teachers, and Building Coach

Activity - IEP and 504 Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will continue to utilize EPAS data and ILP information to plan for instruction to develop the IEP and 504 plans.	Academic Support Program	08/15/2012	06/03/2013	\$0 - No Funding Required	Guidance, Administration, Special Education Teachers, Teachers and Building Coach

Activity - ILP/CTE Connection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will utilize the ILP and other information including counseling in order to place freshmen in CTE courses aligned with their career interest	Career Preparation/Orientation	08/15/2012	06/03/2013	\$0 - No Funding Required	Guidance, Administration, Teachers and Building Coach

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS through PBIS and Advisory/Advisee Model will focus on attendance and dropout prevention.	Behavioral Support Program	08/15/2012	06/03/2013	\$0 - District Funding	PBIS Trainer provided by district, PBIS implementation Team, PBIS Coach and all staff at BCHS

Activity - Persistence to graduation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will utilize the Persistence of Graduation Too, EPAS intervention rosters, and other tools to identify students who are at risk of failing, develop plans to assist those students, and provide models of parent communication, interventions to ensure success for the students.	Academic Support Program	08/15/2012	06/01/2013	\$0 - No Funding Required	Guidance, Teachers, Administration and Building Coach

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will continue to provide access to credit recovery courses to meet high school graduation requirements.	Academic Support Program	08/15/2012	06/03/2013	\$10000 - School Council Funds	Guidance, Administration, Teachers, and Building Coach

Comprehensive School Improvement Plan

Boone County High School

Activity - Alternative Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will continue to utilize various alternative programs such as Drop-In, ACE, TTL and other future district and school options.	Academic Support Program	08/15/2012	06/03/2013	\$0 - General Fund	Guidance, Administration and District Staff

Activity - Dual Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will continue to provide opportunities for students to earn high school credit while attending high school through dual enrollment, acceleration and AP programming.	Other	08/15/2012	06/03/2013	\$0 - General Fund	Guidance, Administration, Teachers and Building Coach

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

Goal 1:

Increase the percent of effective teachers and leaders

Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 12/21/2014 as measured by the teacher and principal evaluation system.

Strategy1:

Kentucky Teacher Effectiveness Framework - Build teacher capacity in the five domains of the Kentucky Teacher Effectiveness Framework.

Research Cited: Danielson Framework

Activity - Teacher Effectiveness Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group meetings with instructional coach to review SMART goals and the rubric and framework on Teacher Effectiveness Training	Professional Learning	03/01/2013	06/30/2014	\$0 - No Funding Required	Principals, Teachers, and district personal

Strategy2:

Building Capacity for Full Implementation - During professional development days that are preset in the school calendar, teachers in the pilot program will work with teachers not in the pilot program to review the reflection process, creation of smart goals, and the Danielson Framework.

Research Cited: METS project

Comprehensive School Improvement Plan

Boone County High School

Activity - Scaling the Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot teachers will lead teachers in the school that are not in the pilot program through the process of reflection and goal development. Pilot teachers, principals, and instructional coaches will be used as additional resources to lead teachers not currently enrolled in the pilot program to be prepared for the full implementation of the new Teacher Effectiveness Evaluation System.	Professional Learning	11/26/2013	06/30/2015	\$0 - No Funding Required	Pilot Teachers, Principal, Instructional Coach

Strategy3:

Pilot Participation - Pilot Participation

Research Cited: Measures of Effective Teaching Project

Activity - Pilot Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Boone County High School has a pilot program in which 11 teachers from the high school are participating. The pilot program included professional development, a focus on reflections, and regular support meetings. Likewise the principal is participating in district wide leadership program.	Professional Learning	08/01/2013	06/30/2014	\$0 - Title II Part A	Principal, Teachers

Goal 2:

Improve the quality and rigor of our Arts programs

Measurable Objective 1:

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

Strategy1:

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

Research Cited:

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

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

Goal 1:

Increase the percentage of students who are college and career ready from 45% to 73% by 2015

Comprehensive School Improvement Plan

Boone County High School

Measurable Objective 1:

A total of 30 All Students will demonstrate a proficiency by passing their KOSSA Assessment or earning an Industry Certificate and passing either the ASVAB or Work Keys Assessments. in Career & Technical by 06/03/2013 as measured by The number of students identified as Career Ready based on the CTE benchmarks..

Strategy1:

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

Research Cited: BEST Practice

Activity - CTE Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue alignment of CTE curriculum with KOSSA, Industry Certificate Standards and Common Core Standards to increase the number of preparatory students who successfully achieve CCR measures.	Professional Learning	08/15/2012	06/03/2013	\$0 - No Funding Required	Building Coach, CTE Teachers and Administration

Activity - CCR Professiona Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide Professional Development Training on the College and Career Readiness measures to all staff members at BCHS	Professional Learning	08/15/2012	06/03/2013	\$0 - No Funding Required	Building Coach and Administration

Activity - CTE Expansion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enhance and expand Career Pathways for each CTE program available at BCHS.	Career Preparation/Orientation	08/15/2012	06/03/2013	\$0 - No Funding Required	CTE Coordinator, Counselors, Teachers, Administration and Building Coach

Measurable Objective 2:

A total of 174 All Students will demonstrate a proficiency score on the ACT mathematics assessment in Mathematics by 06/03/2013 as measured by The number of students meeing benchmark on the ACT assessment..

Strategy1:

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

Research Cited: Best Practice

Comprehensive School Improvement Plan

Boone County High School

Activity - Gap Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review of EPAS data to analyze gaps in instructional programming for identification of students who did not meet benchmark and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/15/2012	06/03/2013	\$0 - No Funding Required	Teachers, Administration and Building Coach

Strategy2:

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

Research Cited: Best Practice

Activity - Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of interventions for students who did not meet benchmarks and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/15/2012	06/03/2013	\$0 - No Funding Required	Teachers, Administration and Building Coach

Measurable Objective 3:

A total of 174 All Students will demonstrate a proficiency by meeting benchmark on the ACT Reading Assessment in English Language Arts by 06/03/2013 as measured by Percent of students College and Career Ready.

Strategy1:

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

Research Cited: Best Practice

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of interventions like reading assistant for students who did not meet benchmark and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/15/2012	06/03/2013	\$0 - No Funding Required	Fast ForWord Lab Coordinator, Teachers, Administration and Building Coach

Strategy2:

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

Research Cited: Best Practice

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review of EPAS data to analyze gaps in instructional programming for identification of students who did not meet benchmarks and other student level evaluation data for the purpose of specifying targeted interventions.	Academic Support Program	08/15/2012	06/03/2013	\$0 - No Funding Required	Teachers, Administration and Building Coach

Comprehensive School Improvement Plan

Boone County High School

Goal 2:

Increase the percent of effective teachers and leaders

Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 12/21/2014 as measured by the teacher and principal evaluation system.

Strategy1:

Kentucky Teacher Effectiveness Framework - Build teacher capacity in the five domains of the Kentucky Teacher Effectiveness Framework.

Research Cited: Danielson Framework

Activity - Teacher Effectiveness Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy2:

Pilot Participation - Pilot Participation

Research Cited: Measures of Effective Teaching Project

Activity - Pilot Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Boone County High School has a pilot program in which 11 teachers from the high school are participating. The pilot program included professional development, a focus on reflections, and regular support meetings. Likewise the principal is participating in district wide leadership program.	Professional Learning	08/01/2013	06/30/2014	\$0 - Title II Part A	Principal, Teachers

Strategy3:

Building Capacity for Full Implementation - During professional development days that are preset in the school calendar, teachers in the pilot program will work with teachers not in the pilot program to review the reflection process, creation of smart goals, and the Danielson Framework.

Research Cited: METS project

Comprehensive School Improvement Plan

Boone County High School

Activity - Scaling the Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot teachers will lead teachers in the school that are not in the pilot program through the process of reflection and goal development. Pilot teachers, principals, and instructional coaches will be used as additional resources to lead teachers not currently enrolled in the pilot program to be prepared for the full implementation of the new Teacher Effectiveness Evaluation System.	Professional Learning	11/26/2013	06/30/2015	\$0 - No Funding Required	Pilot Teachers, Principal, Instructional Coach