



KDE Comprehensive School Improvement Plan

Boyle County High School

Boyle County

Mark Wade, Principal
1637 Perryville Road
Danville, KY 40422

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

School's size-837 students

Location-1637 Perryville Road, Danville KY 40422

Phone: (859) 236-5047

Fax: (236) 236-6826

BCHS has experienced many new staff this year and is undergoing changing with the new teacher evaluation system.

Staff-60 staff members

Our Current School Council Members:

Andrea Mesplay Rachel Settles Amy Farr

Michelle Feistritz Carrie Snow Mark Wade

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.

Boyle County High School strives to inspire and equip all students to be successful citizens through the self-disciplined pursuit of their unique abilities.

This statement is read before every site based meeting so the committee can laser focus the intentions of the meeting on our school's vision.

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.

With the new KPREP accountability system, BCHS had the following results:

14 out of 20 Achievement

8 out of 20 GAP

12.1 out of 20 Growth

18.2 out of 20 College & Career Readiness

19.2 out of 20 Graduation Rate

71.5 out of 100 TOTAL=96th Percentile of all KY High Schools, A "School of Distinction" rating classified as "distinguished/progressing".

Areas of improvement-BCHS will focus in on increasing our GAP and Achievement scores

Additional Information

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

Boyle County Schools ranks in the 6th out of 173 school districts in Academic Achievement.

BCHS CSIP Plans 2014-2015

Overview

Plan Name

BCHS CSIP Plans 2014-2015

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math KPREP scores for high school students from 44% to 72% in 2017.	Objectives: 1 Strategies: 2 Activities: 12	Organizational	\$0
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 33% to 66.5 in 2017.	Objectives: 1 Strategies: 1 Activities: 7	Academic	\$0
3	Increase the % of students who are college and career ready from 24% to 68% by 2015	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
4	To increase our graduation rate from 76% to 90% by 2015.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0

Goal 1: Increase the averaged combined reading and math KPREP scores for high school students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency in combined reading and math KPREP by 05/30/2014 as measured by 60.6% of students proficient or distinguished in math and reading combined.

Strategy 1:

Best Instructional Practices - We have focused methods to guarantee best teaching practices in every classroom as evidenced in teacher reflection, data analysis, and best first time teaching.

Category:

Activity - Co-teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General ed teacher and special ed teacher co-teach, co-plan and both own the class. Co-teaching partners will use one of the three models daily: Chunking, Intersecting or Station Teaching Model.	Direct Instruction	08/20/2013	05/29/2015	\$0	General Fund	Special Ed Director and Principal
Activity - Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development and trainings are developed for our teachers to increase student engagement daily in the classrooms. Student engagement is a look for when the administrative team completes their learning walks.	Direct Instruction	08/20/2013	05/29/2015	\$0	General Fund	Principal
Activity - Common Assessment Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Development days and common planning time is set aside to look at assessments given to students in each class. Teachers are to develop plans of intervention for the students that are not meeting benchmarks.	Direct Instruction	08/20/2013	05/30/2014	\$0	General Fund	Principal
Activity - Blueprint Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional and staff development is set up to carry out the mission of our district's Blueprint. The district's Blueprint is specific on what is expected in our classrooms.	Direct Instruction	08/20/2013	05/30/2014	\$0	General Fund	Principal

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Activity - Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As an administrative team, we will do over 350 walk throughs per year. Every twenty school days, a new round of walk throughs will take place.	Direct Instruction	08/20/2013	05/30/2014	\$0	General Fund	Principal
Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have used professional development days to create daily formative assessments. These formative assessment called exit slips, are given each day at the end of class so the teacher knows if the students learned the content delivered.	Direct Instruction	08/20/2013	05/30/2014	\$0	General Fund	Principal
Activity - Comprehensive Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There is a committee that created a school-wide writing plan for the school. Documents are saved and examined in Edmodo. The administration ensures that the plan is being used.	Direct Instruction	08/20/2013	05/30/2014	\$0	General Fund	Principal

Strategy 2:

Rigor and preparation for 21st Century Marketplace - Add 21st century skills and diploma seals.

Category:

Activity - STEM Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers can apply to teach STEM classes based on the requirements that are set. Additional money is available for these classes for supplies.	Career Preparation/Orientation	08/19/2014	05/29/2015	\$0	General Fund	Principal
Activity - STEM Diploma	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee was formed to add a STEM seal on our existing diploma. There is a set list of classes that are required to acquire this seal on their diploma.	Career Preparation/Orientation	08/19/2014	05/29/2015	\$0	General Fund	Principal
Activity - Arts and Letters Diploma	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee was formed to add an Arts & Letters seal on our existing diploma. There is a set list of classes that are required to acquire this seal on their diploma.	Career Preparation/Orientation	08/19/2014	05/29/2015	\$0	General Fund	Principal
Activity - Interdisciplinary Problem Sets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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IPS's are submitted by our business community to the school and are delivered to classes that they fit in. These problem sets are real world and rigorous.	Career Preparation/Orientation	01/06/2014	05/29/2015	\$0	General Fund	Principal
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Activity - 21st Century Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee was formed to create a list of 21st Century Skills. Teachers choose three 21st Century Skills from this list for each class they teach. These 21st Century Skills will be added to the course description book for each class.	Career Preparation/Orientation	08/19/2014	05/29/2015	\$0	Grant Funds	Principal

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 33% to 66.5 in 2017.

Measurable Objective 1:

48% of Students with Disabilities students will demonstrate a proficiency by 2017 in Reading by 08/28/2015 as measured by our annual KPREP Gap results..

Strategy 1:

Best Practices - Teachers will use best practices to help us with our Gap students.

Category:

Activity - Co-Teaching Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General ed teacher and special ed teacher co-teach, co-plan and both own the class. Co-teaching partners will use one of the three models daily: Chunking, Intersecting or Station Teaching Model.	Academic Support Program	08/20/2013	05/29/2015	\$0	General Fund	Special Ed teachers and Principal

Activity - Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development and trainings are developed for our teachers to increase student engagement daily in the classrooms. Student engagement is a look for when the administrative team completes their learning walks.	Academic Support Program	08/20/2013	05/29/2015	\$0	General Fund	Principal

Activity - Common Assessment and Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff Development days and common planning time is set aside to look at assessments given to students in each class. Teachers are to develop plans of intervention for the students that are not meeting benchmarks.	Academic Support Program	08/20/2013	05/29/2015	\$0	General Fund	Principal
Activity - Blueprint Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional and staff development is set up to carry out the mission of our district's Blueprint. The district's Blueprint is specific on what is expected in our classrooms.	Academic Support Program	08/20/2013	05/29/2015	\$0	General Fund	Principal
Activity - Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As an administrative team, we will do over 350 walk throughs per year. Every twenty school days, a new round of walk throughs will take place.	Academic Support Program	08/20/2013	05/29/2015	\$0	General Fund	Principal
Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have used professional development days to create daily formative assessments. These formative assessment called exit slips, are given each day at the end of class so the teacher knows if the students learned the content delivered.	Academic Support Program	08/20/2013	05/29/2015	\$0	General Fund	Principal
Activity - Comprehensive Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There is a committee that created a school-wide writing plan for the school. Documents are saved and examined in Edmodo. The administration ensures that the plan is being used.	Academic Support Program	08/20/2013	05/29/2015	\$0	General Fund	Principal

Goal 3: Increase the % of students who are college and career ready from 24% to 68% by 2015

Measurable Objective 1:

demonstrate a proficiency in CCR by 05/30/2014 as measured by 62.8 of students CCR as measured by the Unbridled Learning Formula.

Strategy 1:

Rigor and Real World Experiences - We want to give our students experiences in the classroom that are real world. We want to ramp up the rigorous curriculum already in place to challenge our students.

Category:

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Activity - Interdisciplinary Problem Sets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IPS's are submitted by our business community to the school and are delivered to classes that they fit in. These problem sets are real world and rigorous.	Career Preparation/Orientation	01/06/2014	05/29/2015	\$0	General Fund	Principal

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors and BAC will meet individually with students for 15-20 minutes to help them schedule classes and select a pathway.	Academic Support Program	02/03/2014	05/29/2015	\$0	General Fund	Principal

Strategy 2:

Individual CCR Focus - BAC and Career Coaches will create individual plans around CCR.

Category:

Activity - ASVAB	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ASVAB is given to help students that are not yet career ready. There is ASVAB prep in our CTE classes prior to this test. There is also ASVAB prep the day before the ASVAB by a member of the Ky National Guard.	Career Preparation/Orientation	11/01/2013	05/30/2015	\$0	No Funding Required	BAC

Activity - COMPASS Prep and Transition Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will have math and English transition classes available for seniors. We will do Compass intervention weeks prior to the student's Compass exam.	Career Preparation/Orientation	08/20/2013	05/29/2015	\$0	General Fund	Intervention teacher and Principal

Activity - CCR Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly list of seniors is examined to look at individual plans to making them CCR.	Career Preparation/Orientation	08/20/2013	05/29/2015	\$0	General Fund	BAC, Success Coaches, Principal

Goal 4: To increase our graduation rate from 76% to 90% by 2015.**Measurable Objective 1:**

A 90% increase of All Students will collaborate to 90% by 2015. in Reading by 05/29/2015 as measured by annual KPREP Graduation rate..

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Strategy 1:

Increase Graduation Rate - Free up our counselors to become more of a Success Coach.

Category:

Activity - 21st Century Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee was formed to create a list of 21st Century Skills. Teachers choose three 21st Century Skills from this list for each class they teach. These 21st Century Skills will be added to the course description book for each class.	Academic Support Program	08/19/2014	05/29/2015	\$0	General Fund	Principal
Activity - Success Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors are now considered Success Coaches. There is more 1 on 1 focus when it comes to scheduling to help meet their needs.	Academic Support Program	08/19/2014	05/29/2015	\$0	General Fund	Principal
Activity - Credit Recovery/ Learning Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Master Schedule will include a Learning Lab every period for intervention, remediation and Credit Recovery.	Academic Support Program	08/20/2013	05/29/2015	\$0	General Fund	Principal
Activity - Naming and Claiming Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will create a list of seniors that are not College and Career Ready and develop individual plans to get them CCR.	Academic Support Program	08/20/2013	05/29/2015	\$0	General Fund	Principal/BAC
Activity - iAcademy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee will develop iAcademy guidelines for students that are not able to attend school on a regular basis.	Academic Support Program	08/20/2013	05/29/2015	\$0	General Fund	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM Diploma	A committee was formed to add a STEM seal on our existing diploma. There is a set list of classes that are required to acquire this seal on their diploma.	Career Preparation/Orientation	08/19/2014	05/29/2015	\$0	Principal
Interdisciplinary Problem Sets	IPS's are submitted by our business community to the school and are delivered to classes that they fit in. These problem sets are real world and rigorous.	Career Preparation/Orientation	01/06/2014	05/29/2015	\$0	Principal
Common Assessment and Data Analysis	Staff Development days and common planning time is set aside to look at assessments given to students in each class. Teachers are to develop plans of intervention for the students that are not meeting benchmarks.	Academic Support Program	08/20/2013	05/29/2015	\$0	Principal
Naming and Claiming Students	We will create a list of seniors that are not College and Career Ready and develop individual plans to get them CCR.	Academic Support Program	08/20/2013	05/29/2015	\$0	Principal/BAC
Arts and Letters Diploma	A committee was formed to add an Arts & Letters seal on our existing diploma. There is a set list of classes that are required to acquire this seal on their diploma.	Career Preparation/Orientation	08/19/2014	05/29/2015	\$0	Principal
STEM Classes	Teachers can apply to teach STEM classes based on the requirements that are set. Additional money is available for these classes for supplies.	Career Preparation/Orientation	08/19/2014	05/29/2015	\$0	Principal
Co-Teaching Model	General ed teacher and special ed teacher co-teach, co-plan and both own the class. Co-teaching partners will use one of the three models daily: Chunking, Intersecting or Station Teaching Model.	Academic Support Program	08/20/2013	05/29/2015	\$0	Special Ed teachers and Principal
Comprehensive Writing Plan	There is a committee that created a school-wide writing plan for the school. Documents are saved and examined in Edmodo. The administration ensures that the plan is being used.	Direct Instruction	08/20/2013	05/30/2014	\$0	Principal
Blueprint Implementation	Professional and staff development is set up to carry out the mission of our district's Blueprint. The district's Blueprint is specific on what is expected in our classrooms.	Direct Instruction	08/20/2013	05/30/2014	\$0	Principal

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Common Assessment Data Analysis	Staff Development days and common planning time is set aside to look at assessments given to students in each class. Teachers are to develop plans of intervention for the students that are not meeting benchmarks.	Direct Instruction	08/20/2013	05/30/2014	\$0	Principal
Engagement	Professional development and trainings are developed for our teachers to increase student engagement daily in the classrooms. Student engagement is a look for when the administrative team completes their learning walks.	Direct Instruction	08/20/2013	05/29/2015	\$0	Principal
Success Coaches	Counselors are now considered Success Coaches. There is more 1 on 1 focus when it comes to scheduling to help meet their needs.	Academic Support Program	08/19/2014	05/29/2015	\$0	Principal
CCR Name and Claim	Monthly list of seniors is examined to look at individual plans to making them CCR.	Career Preparation/Orientation	08/20/2013	05/29/2015	\$0	BAC, Success Coaches, Principal
iAcademy	Committee will develop iAcademy guidelines for students that are not able to attend school on a regular basis.	Academic Support Program	08/20/2013	05/29/2015	\$0	Principal
Walk Throughs	As an administrative team, we will do over 350 walk throughs per year. Every twenty school days, a new round of walk throughs will take place.	Academic Support Program	08/20/2013	05/29/2015	\$0	Principal
Walk Throughs	As an administrative team, we will do over 350 walk throughs per year. Every twenty school days, a new round of walk throughs will take place.	Direct Instruction	08/20/2013	05/30/2014	\$0	Principal
Formative Assessments	Teachers have used professional development days to create daily formative assessments. These formative assessment called exit slips, are given each day at the end of class so the teacher knows if the students learned the content delivered.	Direct Instruction	08/20/2013	05/30/2014	\$0	Principal
COMPASS Prep and Transition Classes	We will have math and English transition classes available for seniors. We will do Compass intervention weeks prior to the student's Compass exam.	Career Preparation/Orientation	08/20/2013	05/29/2015	\$0	Intervention teacher and Principal
Credit Recovery/ Learning Labs	Master Schedule will include a Learning Lab every period for intervention, remediation and Credit Recovery.	Academic Support Program	08/20/2013	05/29/2015	\$0	Principal

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Formative Assessments	Teachers have used professional development days to create daily formative assessments. These formative assessment called exit slips, are given each day at the end of class so the teacher knows if the students learned the content delivered.	Academic Support Program	08/20/2013	05/29/2015	\$0	Principal
Engagement	Professional development and trainings are developed for our teachers to increase student engagement daily in the classrooms. Student engagement is a look for when the administrative team completes their learning walks.	Academic Support Program	08/20/2013	05/29/2015	\$0	Principal
Operation Preparation	Counselors and BAC will meet individually with students for 15-20 minutes to help them schedule classes and select a pathway.	Academic Support Program	02/03/2014	05/29/2015	\$0	Principal
Interdisciplinary Problem Sets	IPS's are submitted by our business community to the school and are delivered to classes that they fit in. These problem sets are real world and rigorous.	Career Preparation/Orientation	01/06/2014	05/29/2015	\$0	Principal
Comprehensive Writing Plan	There is a committee that created a school-wide writing plan for the school. Documents are saved and examined in Edmodo. The administration ensures that the plan is being used.	Academic Support Program	08/20/2013	05/29/2015	\$0	Principal
Blueprint Implementation	Professional and staff development is set up to carry out the mission of our district's Blueprint. The district's Blueprint is specific on what is expected in our classrooms.	Academic Support Program	08/20/2013	05/29/2015	\$0	Principal
Co-teaching	General ed teacher and special ed teacher co-teach, co-plan and both own the class. Co-teaching partners will use one of the three models daily: Chunking, Intersecting or Station Teaching Model.	Direct Instruction	08/20/2013	05/29/2015	\$0	Special Ed Director and Principal
21st Century Skills	A committee was formed to create a list of 21st Century Skills. Teachers choose three 21st Century Skills from this list for each class they teach. These 21st Century Skills will be added to the course description book for each class.	Academic Support Program	08/19/2014	05/29/2015	\$0	Principal
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ASVAB	ASVAB is given to help students that are not yet career ready. There is ASVAB prep in our CTE classes prior to this test. There is also ASVAB prep the day before the ASVAB by a member of the Ky National Guard.	Career Preparation/Orientation	11/01/2013	05/30/2015	\$0	BAC

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Total \$0**Grant Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
21st Century Skills	A committee was formed to create a list of 21st Century Skills. Teachers choose three 21st Century Skills from this list for each class they teach. These 21st Century Skills will be added to the course description book for each class.	Career Preparation/Orientation	08/19/2014	05/29/2015	\$0	Principal
Total					\$0	

KDE Needs Assessment

Introduction

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

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?

How do we increase our Achievement and GAP scores?

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Our strength is a culture of high expectations. We also have teachers that strive to build appropriate relationships with students.

Opportunities for Improvement

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

Areas of improvement are Achievement and GAP scores on the latest KPREP data.

Conclusion

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

Consult with teacher leaders in our building and rollout a comprehensive plan to address these areas.

The Missing Piece

Introduction

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

Stakeholders

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

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

Spencer Tatum-Building Assessment Coordinator, Assistant Principal

Marjie Rush-Assistant Special Education Director

Amy Reynolds-Guidance Counselor

Relationship Building

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

Overall Rating: 3.57

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

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

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

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

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

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

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

Communications

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

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

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

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

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

KDE Comprehensive School Improvement Plan

Boyle County High School

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

Decision Making

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

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

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

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

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

KDE Comprehensive School Improvement Plan

Boyle County High School

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

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

Overall Rating: 3.67

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

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

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	District and school staff ensure that parents and community members are trained to serve as educational advocates or to access trained educational advocates for students to meet their academic goals.	Distinguished

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

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

Overall Rating: 3.17

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	<p>District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.</p>	Distinguished

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

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.</p>	Distinguished

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.</p>	Distinguished

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

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	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

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

Overall Rating: 3.67

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

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

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

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

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

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

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

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

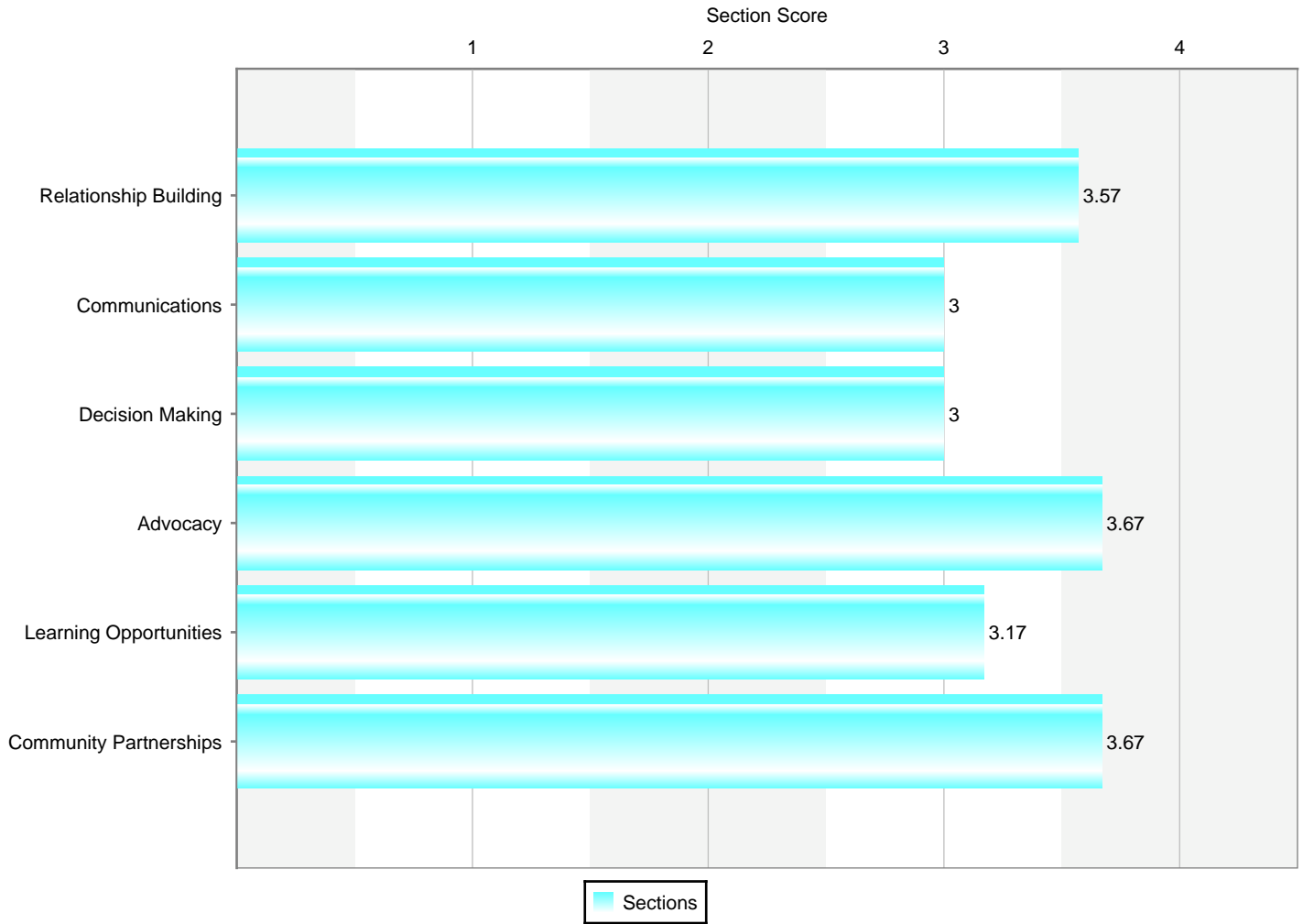
Strengths-Involvement of the community in the learning process.

Areas of Improvement-Gathering more of a percentage of responses from all surveys. Small group of responses usually.

Our deeper learning initiative allows us to complete more real world projects that include the community. We will plan to use multiple means in gathering data to encourage participation.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The process of improving our school is an ongoing trend. The administrative team meets regularly to discuss data and reflect on the performance of our school. The principals, superintendent, assistant superintendent, and assistant special education director meet at least monthly to discuss performance and strategies to implement in the improvement plan. Constant feedback is gathered from the stakeholders through their participation in deeper learning projects and through site based council meetings. We have provided multiple opportunities for many stakeholders to share in the development of the improvement plan.

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

Administration Team-Major representation is from constant observation in the classroom and duties to facilitate improvements.

Teachers-Reflect on data and to implement classroom changes to address the needs of learners. Teachers have a huge amount of ownership in our school's performance, so they are constantly suggesting methods of improvement.

District Team-Assessment of data and feedback on many of the implemented programs. This group is also where a huge amount of intervention ideas are created.

Community and Parents-This group has played a huge role this year in deeper learning. They have been involved in many classes with problem based learning and interdisciplinary problem sets. This allows them to offer feedback and suggestions about the educational process.

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

The final improvement plan will be approved by site based council and therefore will be available to all stakeholders. The teachers, administrative team, community, and students will play a role in ensuring that the plan is implemented and measured.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Boyle County High School

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

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Boyle County High School

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

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Boyle County High School

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

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Boyle County High School

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

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

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

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

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

Compliance and Accountability - 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 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

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

Planning and Accountability Requirements

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

Goal 1:

All teachers at Boyle County High School will use a common language for instructing, reviewing, and assessing literacy.

Measurable Objective 1:

collaborate to develop a common language for literacy. by 08/01/2013 as measured by a document identifying the common language to be used by all instructors..

Strategy1:

Common literacy lingo - All teachers will be invited to a meeting where common literacy terminology will be discussed and decided.

Category:

Research Cited: null

Activity - Common literacy lingo	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meeting to discuss common terminology	Professional Learning	02/24/2012	02/22/2013	\$0 - No Funding Required	Writing committee

Goal 2:

The Boyle County High School Writing Committee along with district technology leaders will develop a plan for centralizing writing pieces electronically.

Measurable Objective 1:

collaborate to create a centralized electronic storage system for student writing pieces by 12/07/2012 as measured by creating a user friendly electronic storage system.

Strategy1:

Electronic Storage Resource Assessment - The Boyle County High School Writing Committee will meet with district technology leaders to assess various electronic storage resources for effectiveness.

Category:

Research Cited: null

KDE Comprehensive School Improvement Plan

Boyle County High School

Activity - Electronic Storage Resource Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Boyle County High School Writing Committee and district technology leaders will preview and assess possible electronic storage possibilities for student writing.	Technology	09/04/2012	10/05/2012	\$0 - No Funding Required	Boyle County High School Writing Committee and School/District Technology Leaders (i.e. Susan Michael, Stephanie Wade, Sandra Goode, and/or Susan Taylor)

Goal 3:

Increase the % of students who are college and career ready from 24% to 68% by 2015

Measurable Objective 1:

demonstrate a proficiency in CCR by 05/22/2015 as measured by 69% of students CCR as measured by the Unbridled Learning Formula.

Strategy1:

Individual CCR Focus - BAC and Career Coaches will create individual plans around CCR.

Category:

Research Cited:

Activity - CCR Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly list of seniors is examined to look at individual plans to making them CCR.	Career Preparation/ Orientation	08/20/2013	05/29/2015	\$0 - General Fund	BAC, Success Coaches, Principal

Activity - ASVAB	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ASVAB is given to help students that are not yet career ready. There is ASVAB prep in our CTE classes prior to this test. There is also ASVAB prep the day before the ASVAB by a member of the Ky National Guard.	Career Preparation/ Orientation	11/01/2013	05/30/2015	\$0 - No Funding Required	BAC

Activity - COMPASS Prep and Transition Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will have math and English transition classes available for seniors. We will do Compass intervention weeks prior to the student's Compass exam.	Career Preparation/ Orientation	08/20/2013	05/29/2015	\$0 - General Fund	Intervention teacher and Principal

Strategy2:

Rigor and Real World Experiences - We want to give our students experiences in the classroom that are real world. We want to ramp up the rigorous curriculum already in place to challenge our students.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Boyle County High School

Activity - Interdisciplinary Problem Sets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IPS's are submitted by our business community to the school and are delivered to classes in which they naturally fit. These problem sets are real world and rigorous.	Career Preparation/Orientation	01/06/2014	05/29/2015	\$0 - General Fund	Principal

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors and BAC will meet individually with students for 15-20 minutes to help them schedule classes and select a pathway.	Academic Support Program	02/03/2014	05/29/2015	\$0 - General Fund	Principal

Goal 4:

Increase the average freshman graduate rate from 76% to 90% by 2015.

Measurable Objective 1:

96% of All Students will demonstrate a behavior 96% by 2015. in Practical Living by 05/27/2016 as measured by annual KPREP Graduation rate..

Strategy1:

Increase Graduation Rate - Free up our counselors to become more of a Success Coach.

Category: Persistence to Graduation

Research Cited:

Activity - Naming and Claiming Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will create a list of seniors that are not College and Career Ready and develop individual plans to get them CCR.	Academic Support Program	08/20/2013	05/29/2015	\$0 - General Fund	Principal/BAC

Narrative:

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for high school students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency Boyle County High School will increase the averaged combined reading and math K-Prep scores by 05/29/2015 as measured by a goal of 65.5%.

KDE Comprehensive School Improvement Plan

Boyle County High School

Strategy1:

Best Instructional Practices - Teachers will use best instructional practices to ensure mastery of content by focusing on teacher reflection, data analysis, and best first time teaching.

Category: Learning Systems

Research Cited: Best instructional practice are promoted in all education systems as they are proven to be effective in student mastery of content.

Activity - Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and trainings are developed for our teachers to increase student engagement daily in the classrooms. Student engagement is a look for when the administrative team completes their learning walks.	Direct Instruction	08/20/2013	05/29/2015	\$0 - General Fund	Principal

Activity - Common Assessment Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff Development days and common planning time is set aside to look at assessments given to students in each class. Teachers are to develop plans of intervention for the students that are not meeting benchmarks.	Direct Instruction	08/20/2013	05/29/2015	\$0 - General Fund	Principal

Activity - Co-teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General ed teacher and special ed teacher co-teach, co-plan and both own the class. Co-teaching partners will use one of the three models daily: Chunking, Intersecting or Station Teaching Model.	Direct Instruction	08/20/2013	05/29/2015	\$0 - General Fund	Special Ed Director and Principal

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have used professional development days to create daily formative assessments. These formative assessment called exit slips, are given each day at the end of class so the teacher knows if the students learned the content delivered. We will look for re-teaching and reflection upon the formative assessment data during walkthroughs and evaluations.	Direct Instruction	08/20/2013	05/22/2015	\$0 - General Fund	Principal

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 33% in 2012 to 66.5% in 2017.

KDE Comprehensive School Improvement Plan

Boyle County High School

Measurable Objective 1:

54% of Students with Disabilities students will demonstrate a proficiency by 2017 in Reading by 08/28/2015 as measured by our annual KPREP Gap results..

Strategy1:

Best Instructional Practices - Teachers will use best instructional practices to ensure mastery of content by focusing on teacher reflection, data analysis, and best first time teaching.

Category: Continuous Improvement

Research Cited: Best instructional practice are promoted in all education systems as they are proven to be effective in student mastery of content.

Activity - Co-Teaching Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education and special education teacher co-teach, co-plan, and both have ownership of the class. In this type of instruction, teachers will use one of the three models daily: chunking, intersecting, or station teaching.	Academic Support Program	08/20/2013	05/29/2015	\$0 - General Fund	Special Ed teachers and Principal

Activity - Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and trainings are developed for our teachers to increase student engagement daily in the classrooms. Student engagement is a look for when the administrative team completes their learning walks.	Academic Support Program	08/20/2013	05/29/2015	\$0 - General Fund	Principal

Activity - Common Assessment and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff Development days and common planning time is set aside to look at assessments given to students in each class. Teachers are to develop plans of intervention for the students that are not meeting benchmarks.	Academic Support Program	08/20/2013	05/29/2015	\$0 - General Fund	Principal

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have used professional development days to create daily formative assessments. These formative assessment called exit slips, are given each day at the end of class so the teacher knows if the students learned the content delivered. We will look for re-teaching and reflection upon the formative assessment data during walkthroughs and evaluations.	Academic Support Program	08/20/2013	05/29/2015	\$0 - General Fund	Principal

Goal 3:

Increase the % of students who are college and career ready from 24% to 68% by 2015

KDE Comprehensive School Improvement Plan

Boyle County High School

Measurable Objective 1:

demonstrate a proficiency in CCR by 05/22/2015 as measured by 69% of students CCR as measured by the Unbridled Learning Formula.

Strategy1:

Individual CCR Focus - BAC and Career Coaches will create individual plans around CCR.

Category:

Research Cited:

Activity - CCR Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly list of seniors is examined to look at individual plans to making them CCR.	Career Preparation/Orientation	08/20/2013	05/29/2015	\$0 - General Fund	BAC, Success Coaches, Principal

Activity - ASVAB	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ASVAB is given to help students that are not yet career ready. There is ASVAB prep in our CTE classes prior to this test. There is also ASVAB prep the day before the ASVAB by a member of the Ky National Guard.	Career Preparation/Orientation	11/01/2013	05/30/2015	\$0 - No Funding Required	BAC

Activity - COMPASS Prep and Transition Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will have math and English transition classes available for seniors. We will do Compass intervention weeks prior to the student's Compass exam.	Career Preparation/Orientation	08/20/2013	05/29/2015	\$0 - General Fund	Intervention teacher and Principal

Strategy2:

Rigor and Real World Experiences - We want to give our students experiences in the classroom that are real world. We want to ramp up the rigorous curriculum already in place to challenge our students.

Category: Continuous Improvement

Research Cited:

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors and BAC will meet individually with students for 15-20 minutes to help them schedule classes and select a pathway.	Academic Support Program	02/03/2014	05/29/2015	\$0 - General Fund	Principal

Goal 4:

Increase the average freshman graduate rate from 76% to 90% by 2015.

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Measurable Objective 1:

96% of All Students will demonstrate a behavior 96% by 2015. in Practical Living by 05/27/2016 as measured by annual KPREP Graduation rate..

Strategy1:

Increase Graduation Rate - Free up our counselors to become more of a Success Coach.

Category: Persistence to Graduation

Research Cited:

Activity - Naming and Claiming Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will create a list of seniors that are not College and Career Ready and develop individual plans to get them CCR.	Academic Support Program	08/20/2013	05/29/2015	\$0 - General Fund	Principal/BAC

Narrative:

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

Goal 1:

Increase the average freshman graduate rate from 76% to 90% by 2015.

Measurable Objective 1:

96% of All Students will demonstrate a behavior 96% by 2015. in Practical Living by 05/27/2016 as measured by annual KPREP Graduation rate..

Strategy1:

Increase Graduation Rate - Free up our counselors to become more of a Success Coach.

Category: Persistence to Graduation

Research Cited:

Activity - Success Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors are now considered Success Coaches. There is more 1 on 1 focus when it comes to scheduling to help meet their needs.	Academic Support Program	08/19/2014	05/29/2015	\$0 - General Fund	Principal

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Activity - iAcademy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee will develop iAcademy guidelines for studnets that are not able to attend school on a regular basis.	Academic Support Program	08/20/2013	05/29/2015	\$0 - General Fund	Principal

Activity - 21st Century Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee was formed to create a list of 21st Century Skills. Teachers choose three 21st Century Skills from this list for each class they teach to incorporate as deeper learning through the PGES evaluation process. These 21st Century Skills will be added to the course description book for each class.	Academic Support Program	08/19/2014	05/29/2015	\$0 - General Fund	Principal

Activity - Naming and Claiming Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will create a list of seniors that are not College and Career Ready and develop individual plans to get them CCR.	Academic Support Program	08/20/2013	05/29/2015	\$0 - General Fund	Principal/BAC

Activity - Credit Recovery/ Learning Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Master Schedule will include a Learning Lab every period for intervention, remediation and Credit Recovery.	Academic Support Program	08/20/2013	05/29/2015	\$0 - General Fund	Principal

Narrative:

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

Goal 1:

Arts and humanities teachers, within the Boyle County school district, will meet twice a year to ensure the vertical alignment of the arts curriculum.

Measurable Objective 1:

collaborate to ensure vertical alignment of arts curriculum by 05/18/2012 as measured by Staff development days.

Strategy1:

Curriculum Development - Arts instructors from the district will collaborate to align the curriculum vertically.

Category:

Research Cited: null

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Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts instructors will meet this spring to vertically align the arts curriculum.	Professional Learning	02/27/2012	05/18/2012	\$0 - District Funding	Assitant Superintendent, Arts Instructors

Goal 2:

The program review committee, along with input from the district's arts committee, develops an arts specific checklist.

Measurable Objective 1:

collaborate to develop an arts specific checklist by 05/18/2012 as measured by completion of the checklist.

Strategy1:

Arts Checklist - Teachers will collaborate to create an arts specific checklist including, performance, learning target, and assessments.

Category:

Research Cited: null

Activity - Arts Specific Checklist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The program review committee will meet to develop an arts specific walk through checklist which monitors performance, creativity, learning target and assessments.	Professional Learning	02/27/2012	05/18/2012	\$0 - District Funding	Program Review committee members

Goal 3:

The program review committee creates a school vision regarding the arts and submits to the site-base committee for inclusion of the CSIP and approval.

Measurable Objective 1:

collaborate to create a school vision regarding the arts by 05/18/2012 as measured by completion and submission of an updated school vision regarding the arts.

Strategy1:

Arts Vision - The program review committee will create a school vision regarding the arts and then submit it to the SBDM council for inclusion in the CSIP and approval.

Category:

Research Cited: null

Activity - School Arts Vision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review committee will create a school vision regarding the arts and then submit it to the site-base committee for inclusion into the CSIP and approval.	Professional Learning	02/27/2012	05/18/2012	\$0 - District Funding	Program Review Committee Members

Goal 4:

All teachers at Boyle County High School will use a common language for instructing, reviewing, and assessing literacy.

Measurable Objective 1:

collaborate to develop a common language for literacy. by 08/01/2013 as measured by a document identifying the common language to be used by all instructors..

Strategy1:

Common literacy lingo - All teachers will be invited to a meeting where common literacy terminology will be discussed and decided.

Category:

Research Cited: null

Activity - Common literacy lingo	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meeting to discuss common terminology	Professional Learning	02/24/2012	02/22/2013	\$0 - No Funding Required	Writing committee

Goal 5:

The Boyle County High School Writing Committee along with district technology leaders will develop a plan for centralizing writing pieces electronically.

Measurable Objective 1:

collaborate to create a centralized electronic storage system for student writing pieces by 12/07/2012 as measured by creating a user friendly electronic storage system.

Strategy1:

Electronic Storage Resource Assessment - The Boyle County High School Writing Committee will meet with district technology leaders to assess various electronic storage resources for effectiveness.

Category:

Research Cited: null

Activity - Electronic Storage Resource Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Boyle County High School Writing Committee and district technology leaders will preview and assess possible electronic storage possibilities for student writing.	Technology	09/04/2012	10/05/2012	\$0 - No Funding Required	Boyle County High School Writing Committee and School/District Technology Leaders (i.e. Susan Michael, Stephanie Wade, Sandra Goode, and/or Susan Taylor)

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Goal 6:

Literacy Design Collaborative teachers will continue work on template tasks and module creation

Measurable Objective 1:

collaborate to design template tasks and modules to improve writing instruction by 04/26/2013 as measured by students meeting writing expectations outlined by LDC rubrics.

Strategy1:

Literacy Design Collaborative teachers will meet and build upon last year's work in designing template tasks by embedding their tasks into modules of writing instruction. - LDC teachers will use the Module Creator to design modules to support their writing instruction.

Category:

Research Cited: null

Activity - Module Break Down	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LDC teachers will be instructed in how to design an effective module related to writing instruction, as well as learn how to use the electronic Module Creator.	Professional Learning	05/23/2012	11/30/2012	\$0 - No Funding Required	David Young

Goal 7:

Increase the averaged combined reading and math K-Prep scores for high school students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency Boyle County High School will increase the averaged combined reading and math K-Prep scores by 05/29/2015 as measured by a goal of 65.5%.

Strategy1:

Best Instructional Practices - Teachers will use best instructional practices to ensure mastery of content by focusing on teacher reflection, data analysis, and best first time teaching.

Category: Learning Systems

Research Cited: Best instructional practice are promoted in all education systems as they are proven to be effective in student mastery of content.

Activity - Comprehensive Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a committee that created a school-wide writing plan for the school. Documents are saved and examined in Edmodo. The administration ensures that the plan is being used.	Direct Instruction	08/20/2013	05/22/2015	\$0 - General Fund	Principal

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Goal 8:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

54% of Students with Disabilities students will demonstrate a proficiency by 2017 in Reading by 08/28/2015 as measured by our annual KPREP Gap results..

Strategy1:

Best Instructional Practices - Teachers will use best instructional practices to ensure mastery of content by focusing on teacher reflection, data analysis, and best first time teaching.

Category: Continuous Improvement

Research Cited: Best instructional practice are promoted in all education systems as they are proven to be effective in student mastery of content.

Activity - Comprehensive Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a committee that created a school-wide writing plan for the school. Documents are saved and examined in Edmodo. The administration ensures that the plan is being used.	Academic Support Program	08/20/2013	05/29/2015	\$0 - General Fund	Principal

Narrative:

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

Goal 1:

Increase the % of students who are college and career ready from 24% to 68% by 2015

Measurable Objective 1:

demonstrate a proficiency in CCR by 05/22/2015 as measured by 69% of students CCR as measured by the Unbridled Learning Formula.

Strategy1:

Individual CCR Focus - BAC and Career Coaches will create individual plans around CCR.

Category:

Research Cited:

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Activity - ASVAB	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ASVAB is given to help students that are not yet career ready. There is ASVAB prep in our CTE classes prior to this test. There is also ASVAB prep the day before the ASVAB by a member of the Ky National Guard.	Career Preparation/ Orientation	11/01/2013	05/30/2015	\$0 - No Funding Required	BAC

Activity - CCR Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly list of seniors is examined to look at individual plans to making them CCR.	Career Preparation/ Orientation	08/20/2013	05/29/2015	\$0 - General Fund	BAC, Success Coaches, Principal

Activity - COMPASS Prep and Transition Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will have math and English transition classes available for seniors. We will do Compass intervention weeks prior to the student's Compass exam.	Career Preparation/ Orientation	08/20/2013	05/29/2015	\$0 - General Fund	Intervention teacher and Principal

Strategy2:

Rigor and Real World Experiences - We want to give our students experiences in the classroom that are real world. We want to ramp up the rigorous curriculum already in place to challenge our students.

Category: Continuous Improvement

Research Cited:

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors and BAC will meet individually with students for 15-20 minutes to help them schedule classes and select a pathway.	Academic Support Program	02/03/2014	05/29/2015	\$0 - General Fund	Principal

Activity - Interdisciplinary Problem Sets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IPS's are submitted by our business community to the school and are delivered to classes in which they naturally fit. These problem sets are real world and rigorous.	Career Preparation/ Orientation	01/06/2014	05/29/2015	\$0 - General Fund	Principal

Narrative:

School Safety Report

Introduction

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

School Safety Requirements

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

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

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes		

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes		

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

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

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

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

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

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