





## Bullitt County Public Schools

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Shepherdsville, Kentucky 40165

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[www.bullittschools.org](http://www.bullittschools.org)

TO: Jesse Bacon, Superintendent   
FROM: Adrienne Usher, Assistant Superintendent   
DATE: January 8, 2019  
RE: CDIP

Attached you will find the District Comprehensive School Improvement Plan for the 2018-2019 school year. This plan was entered and edited in eProve as requested by KDE.

Please place this request on the January agenda to be approved.

Thank you.

## **18-19 Phase One: Continuous Improvement Diagnostic for Districts**

Phase One: Continuous Improvement Diagnostic for Districts

**Bullitt County**  
Jesse Bacon  
1040 Hwy 44 E  
Shepherdsville, Kentucky, 40165  
United States of America

Last Modified: 10/24/2018  
Status: Locked

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## Phase One: Continuous Improvement Diagnostic for Districts

### Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a district's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

#### Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys\*) from various stakeholder groups, identify the processes, practice and conditions the district will address for improvement. Provide a rationale for why the area(s) should be addressed.

\*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

According to TELL Survey results, our district scores below the state regarding community involvement and support (67.2%), new teacher support (80.8%), time based on class sizes in regards to meeting the needs of all students (69.2%), and teachers feeling comfortable raising issues with school leadership (73.9%). Overall, Bullitt County Public Schools is higher than the state average in regards to a place that staff feel it is a good place to work and learn. Out of these areas below the state average the areas to work that impact student learning are new teacher support and community involvement/support. New teacher support is a great need for the district since the state no longer offers KTIP as a mentoring resource. Support for new teachers is crucial due to the fact that the first five years impacts whether these teachers decide to stay or leave the profession. In addition, this sets the foundation for their teaching expertise for the remainder of their career. A new teacher mentoring program will begin in January 2019 to provide job-embedded coaching and professional learning to create a more focused network to grow and support our new teachers. After scoring ourselves on The Missing Piece of the Proficiency Puzzle and based on community data, engaging parents and eliciting feedback for school improvement is an area of need. Our schools and district are providing inconsistent opportunities for input from all stakeholders based on data analysis. Processes for this work will include schools and the district creating set timelines for gathering input from all stakeholders to increase relationships with parents and the community for improved collaboration and meeting the needs of students.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Part II:

2. How will the district engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.


The district will engage a variety of stakeholders throughout the development process of district improvement. Weekly meetings will be set up with the student learning department level directors to analyze data for our needs assessment. This data will be used to align our work to the Key Core Work Processes related to our instructional and overall districts systems. A committee of teacher and parent representatives from each school level SBDM will be gathered to give and receive

feedback on the data, goals/objectives and activities created for district improvement. Principals will be a part of this work as well at monthly leadership meetings where school and district needs will be aligned for growth towards a common vision. In addition, other departments at Central Office will be included at monthly meetings to share and get input related to the impact/adjustments that may need to occur across our organization.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

**ATTACHMENT SUMMARY**

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*District  
Scoring*

## The Missing Piece of the Proficiency Puzzle Appendices

### Objective 1: Relationship-building

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

Distinguished	Proficient	Apprentice	Novice
Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior. *	Parents report that teacher/parent relationships are limited to discipline issues and/or reports of poor academic performance.
Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested. *	School staff has limited involvement with parents of new and ESL students.
District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Parents and other stakeholders report that they are actively welcomed when they visit the school. *	Some parents report they are welcome to visit school.	Parents report that school staff makes little effort to welcome parents or community members when they visit the school.
Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences. *	Parents receive information on school activities and are invited to conference if child is not doing well.
District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	School staff involves parents in personal communication about their students' progress at least once a month.	Administrators and school staff are available to parents by appointment only to discuss their student's progress. *	Most communication from administrators is regarding safety and discipline issues.
District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs. *	School staff has no plan for gathering information about students' learning needs.
Student/family feedback data on school welcoming and engagement efforts is retained in a useable confidential format and can be retrieved for district or school assistance to families.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve 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.	Student/family feedback is not included in any assessment of the school's efforts to welcome and engage parents.

## **2018-2019 Phase Two: Needs Assessment**

Phase Two: The Needs Assessment for Districts

**Bullitt County**  
Jesse Bacon  
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## Phase Two: The Needs Assessment for Districts

### Understanding Continuous Improvement: The Needs Assessment

**Rationale:** In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

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## Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The process for reviewing, analyzing and applying data at the district level starts with the Student Learning Department which includes the following persons: Jesse Bacon, Superintendent; Adrienne Usher, Assistant Superintendent for Student Learning; Rachelle Bramlage-Schomburg, Director of Secondary Education; Sheri Hamilton, Director of Elementary Education; Troy Kolb, Director of Special Education; Jan Stone, Director of Data, Assessment and Research and Lee Barger, Director of College/Career and Innovative Programs. The Student Learning Department meets weekly to review all assessment and trend data throughout the planning process and create the comprehensive district improvement plan, along with school level analysis data, to apply the results for overall district improvement. In addition, all principals (elementary, middle and high) are involved in the continuous improvement planning process at monthly meetings (every 3 weeks) to review school and district data. In addition, the district improvement plan is created based on the needs of all schools as a whole. A Comprehensive District Improvement Plan Committee made up of a variety of stakeholders (teachers, parents, etc.) will meet October-December to review, analyze and provide input towards the new improvement plan. In addition, this group will meet periodically in the spring to progress monitor CDIP goals/objectives/activities. These meetings will be documented through agendas and minutes and will be housed in the District Improvement Work folder in Google. Data results will be reviewed and applied at monthly Board meetings to inform the Board of Education. Schools will be assigned to review their ongoing continuous improvement efforts at each Board Meeting work session based on a rotational basis. Continuous improvement related to reviewing, analyzing and applying data results are offered through CSIP work sessions, throughout the year, to principals, instructional coaches and teacher leaders to help guide school improvement based on needs specific to data trends. All meetings and work are documented on the Directors' Living Calendar, agendas and sign-in sheets.

### **ATTACHMENTS**

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## Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic Status: Elementary Reading-53.4% of all students in Grades 3-5 scored Proficient/Distinguished which is below the state average of 54.6% on KPREP; 21.8% of students in Grades 3-5 scored Novice on KPREP which is the same percentage as last year's KPREP novice percentage; 43.5% of F/R lunch population scored proficient/distinguished which is an increase from the previous year at 41.8% on KPREP; 30.1% of F/R lunch population scored novice which is the same as the previous year on KPREP; 23.4% of students with disabilities scored Proficient/Distinguished which is a drop from 24.8% the previous year on KPREP; 48.1% of students with disabilities scored novice on KPREP which is a slight decrease from 48.4% the previous year Elementary Math-47.8% of students in Grades 3-5 scored Proficient/Distinguished which below the state average at 48.8% on KPREP; 19.6% of students in Grades 3-5 scored Novice which is an increase compared to last year's 16.2% of students scoring Novice on K-PREP; 35.8% F/R lunch population scored P/D which is a decrease from the previous year which is 35.1%; 27.4% F/R lunch population scored novice on KPREP which is an increase from 23.4% which is the highest it has been in four years; 19.2% of students with disabilities scored P/D on KPREP which is a decrease from 19.5%; 46.5% of students with disabilities scored novice on KPREP which was an increase from 41.8% Elementary Writing-33.5% of students in Grades 3-5 scored Proficient/Distinguished on K-PREP which is a drop 42.6% the previous year and is below the state average; 20.7% of students scored novice which is a decrease from 21.2% from the previous year on KPREP; 23.2% F/R lunch population scored P/D which is a decrease from 34.4% the previous year on KPREP; 27.7% F/R lunch population scored novice on KPREP which is a decrease from 29.8% the previous year on KPREP; 8.6% of students with disabilities scored P/D on KPREP which is a increase compared to 7.6% in 2017; 58.3% of students with disabilities scored novice on KPREP which has decreased from 67.2% Middle School Reading-57.9% of all students scored P/D on KPREP as compared to 57.8% which is an increase, but still below the state average at 60%; 19.5% of all students scored novice on KPREP which is an increase from 17.2%; 46.6% of F/R lunch population scored P/D which is an increase of 46.1% on KPREP; 28.2% F/R lunch population scored novice on KPREP which is an increase from 25.1% the previous year; 22.5% of students with disabilities scored P/D on KPREP with an increase from the previous year at 20.4%; 52.7% of students with disabilities scored novice on KPREP which is an increase from 48.9% the previous year Middle School Math-44.5% of all students scored P/D on KPREP which is a decrease from 48.1% the previous year which is also below the state at 47%; 14.0% of all students scored novice which is a decrease from 14.6% on the previous year's KPREP; 30.8% F/R lunch population scored P/D on KPREP which is a decrease from 34.8% the previous year; 20.1% F/R lunch population scored novice on KPREP which is a decrease from 21.3%; 12.1% of students with disabilities scored P/D which is a decrease from 15.0%; 41.3% of

students with disabilities scored novice on KPREP which is down from 42.5% Middle School Writing-39.5% of all students scored P/D which is a decrease from 41.9% on KPREP; 17.9% of all students scored novice on KPREP which was an increase from 12.5%; 25.6% F/R lunch population scored P/D on KPREP as compared to 28.1% the previous year; 25.8% F/R lunch population scored novice on KPREP which as increase from 18.6%; 9.4% of students with disabilities scored P/D on KPREP which decreased from 11.2%; 57.3% of students with disabilities score novice on KPREP and increased from 49.6% High School Reading- 42.5% of all students scored P/D on KPREP (ACT); 29.7% of all students scored Novice on KPREP (ACT) ; 29.4% of F/R lunch population scored P/D on KPREP (ACT); 43.1% of F/R lunch population scored novice on KPREP (ACT); 8.0% of students with disabilities scored P/D on KPREP (ACT); 58.6% of students with disabilities scored novice on KPREP (ACT) High School Math-34% of all students scored P/D on KPREP (ACT); 29.1% of all students scored novice on KPREP (ACT); 21.2% F/R lunch population scored P/D on KPREP (ACT); 42.8% F/R lunch population scored novice on KPREP (ACT); 6.6% of students with disabilities scored P/D on KPREP (ACT); 73.6% of students with disabilities scored novice on KPREP (ACT) High School Writing-47.9% of all students scored P/D on KPREP which has decreased compared to 59.8%; 19.0% of all students scored novice on KPREP which was an increase from 17.0%; 36.7% of F/R lunch population scored P/D on KPREP which is a decrease from 47.2%; 26.9% of F/R lunch population scored novice on KPREP which is an increase from 24.7%; 16.3% of students with disabilities scored P/D on KPREP which is a decrease from 18.0%; 47.7% of students with disabilities scored novice on KPREP which is a decrease from 51.0% the previous year Transition Ready- 77.4% of all students were transition ready compared to 89.5% the previous year Graduation Rate- the 4-year cohort is at 89.0% which is a decrease from 90.6% the previous year Non-Academic Data: Infinite Campus Behavior Data: in the 17-18 school year, 77 elementary students, 230 middle school students, and 449 high school students were suspended for at least one event. The total events of suspensions is 1,244, of which 943 of those events are male students. This is in comparison to a total of 800 events for the 16-17 school year. The amount of restraints in the 16-17 school year was 276 events as compared to 322 restraints in the 17-18 school year. Drug events also increased; from 63 in 16-17 school year, to 90 in the 17-18 school year. Teacher Attendance Data- At the end of 2017-2018, teacher attendance across the district was 92.35%. Less than 10% of certified staff received the additional 2 sick days which serves as an incentive for not using any sick days all year long. TELL Survey Data-According to the TELL Survey, 80.6% of teachers agree that new teacher support is addressed by school leadership as compared to the state average of 86%.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

**Example:** 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

**Academic Data:** High School-the percentage of all students scoring proficient and distinguished in writing dropped 11.9%; the percentage of F/R lunch students scoring P/D dropped 10.5% points; the percentage of students with disabilities who scored novice was 47.7% as compared to all students who scored novice of 19.0%; other content areas are difficult to compare due to assessment change from EOC to ACT Middle School- the percentage of students with disabilities scoring novice in writing increased to 57.3% from 49.6% which is a large increase; the percentage of all students who scored novice in writing is 17.9% which is up 5.4% points from the previous year; the percentage of F/R students who scored novice in writing is 25.8% which has increased from 18.6% the previous year-overall writing novice increased and P/D decreased; students with disabilities increased in reading novice scores from 48.9% to 52.7%; F/R students increased in reading novice scores from 25.1% to 28.2%; all students increased in novice reading from 17.2% to 19.5%; the percentage of all students scoring P/D in math decreased for all students, students with disabilities and F/R lunch students Elementary: Across the board, all groups (all students, F/R lunch) have decreased in percentage of P/D in writing an average of 10% points; students with disabilities increased in writing P/D from 7.6% to 8.6%, but are significantly below all students scoring P/D at 33.5%; reading scores show stagnation for all students, F/R lunch and students with disabilities due to the fact there was no decrease in novice or increase in P/D; all groups (all students, F/R lunch and students with disabilities) increased novice in math Non-Academic Data: Behavior: Due to the current status as listed in the behavior data, increased focus in drug prevention due to the 30% increase in drug offenses the 16-17 school year to the 18-19 school year. PBIS fidelity is a focus in implementation; current Self- Assessment Surveys from the PBISapps.org website indicates that the district support is at 83% average in all schools and implementation average is 79%. The current TFI (fidelity) rate average is 83% (fidelity benchmark is at 80%) for Tier I implementation. Teacher Attendance is still a concern for the district as we did not make our CSIP goal. In addition, we are going to focus on school achievement by analyzing/ comparing teacher attendance vs. student attendance along with incentives for teacher attendance. TELL Survey-new teacher support is an area of concern as the state no longer provides KTIP, therefore, a focus on implementing a mentoring program for new teachers beginning in January

## ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Academic: Overall, based on trends, writing is an significant area of improvement across the district because there were drops evidenced across all levels. In addition, reading remains an area of focus due to the fact most scores were stagnant. In addition, keeping a watchful eye on our subgroups particularly, students with disabilities, is an area of high need. Data indicates that access to the core instruction could potentially be the barrier as well as providing high levels of student learning experiences for students with disabilities and our F/R lunch students. Non-

Academic: Overall, based on behavior data, there has been an increase in behavior incidents at all levels. In addition, we are experiencing students with more behavioral needs which has caused the district to intentionally work on trauma-informed care and classroom strategies for implementation. Teacher attendance is still stagnant and is an area that needs to be focused on at the district level along with supporting schools in this initiative as well.

## **ATTACHMENTS**

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## Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

The district will focus its resource on: KCWP 1: Design and Deploy Standards: The district will ensure on-going curriculum review is occurring at all levels through district pacing, etc. to align standards and targets to ensure all students have access to a guaranteed, viable curriculum. KCWP 2: Design and Deliver Instruction: The district will ensure monitoring measures are in place at all schools to support high fidelity of instructional delivery of standards included best practices, not limited to, our instructional expectations, student engagement, formative/summative assessments, etc. KCWP 3: Design and Deliver Assessment Literacy: The district will support schools with implementation of a comprehensive assessment system that is congruent and aligned to the depth and rigor of the standards to ensure mastery of standards-based learning.

## **ATTACHMENTS**

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## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.


**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

**Graduation Rate:** Our graduation rate is 90.7% which is above the state recommended threshold of 85.0%; The 4-year graduation rate for students with disabilities increased to 71.1% from 68.5%.  
**Proficiency:** All levels (elementary, middle and high) are well above the state recommended threshold (see attachment) Overall, we have made gains with our F/R lunch students due to the fact that only 3 out of 9 schools who are labeled TSI had this subgroup as an area of concern considering our district is about 60% F/R lunch. Reading and math increased number of students scoring distinguished; Elementary Math-9.0% F/R lunch population scored distinguished and increased from the previous year of 5.4%; At the high school level, the distinguished went up for all students in writing and there was also an increase for students with disabilities scoring P/D in writing at the elementary level.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 BCPS Overall Strengths Chart	This chart details our indicator scores for all levels as compared to the state threshold scores.	

## **2018-2019 Phase Two: District Assurances**

### **Phase Two: District Assurances**

**Bullitt County**  
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## Phase Two: District Assurances

### Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read each assurance and indicate whether your district is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

## District Assurances

1. All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who do not meet state certification requirements.

- ☒ Yes
- ☐ No
- ☐ N/A

### COMMENTS

### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No
- ☐ N/A

### COMMENTS

### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Our district has planned strategies to recruit and retain certified teachers.

- ☒ Yes
- ☐ No
- ☐ N/A

### COMMENTS

### ATTACHMENTS

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4. Our district ensures that program funds are targeted to schools that have the lowest proportion of certified teachers, have the largest average class size, or are identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools.

- ☒ Yes
- ☐ No
- ☐ N/A

### COMMENTS

### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose, according to the program plan, and appropriate documentation of such work is maintained.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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8. Our district ensures that set-aside funds for neglected institutions in the district are spent on identified student needs.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

9. Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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10. Our district ensures that parents are involved in deciding ways in which parent and family engagement funds are used.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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11. Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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13. Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer Title I, Part A equitable services.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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14. Our district ensures that schools meet cap size requirements prior to using Title I and/or Title II funds.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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15. We certify that we are a District of Innovation and attach the approved application.

- ☐ Yes
- ☐ No
- ☒ N/A

### **COMMENTS**

### **ATTACHMENTS**

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16. The district certifies it has submitted the required District School Safety Report in eProve to verify compliance with KRS 158.162, to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **2018-2019 District Safety Report**

### **Phase Two: District Safety Report**

#### **Bullitt County**

Jesse Bacon

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**Last Modified: 10/29/2018**

**Status: Locked**

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## Phase Two: District Safety Report

### District School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

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## Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

*Please reference the appropriate board policy number(s) and/or title(s) below.*

*Please note that the local board is also required, pursuant to KRS 158.164, to direct the school council or, if none exists, the principal in each school to establish lockdown procedures; however, you are not being asked to certify that here.*

Yes, all schools have adopted policies for emergency plans for each year. All schools have policies on file via their school website and principal office files.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Has each school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further below.*

*Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.*

Yes, all schools, including the district, has adopted an emergency plan for this year. All plans were submitted to the district by September 1, 2018.

### **ATTACHMENTS**

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3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further below.*

Yes, we have 6 municipalities in our district, and all schools have consulted with both police and fire departments in their area for approval and consultation.

### **ATTACHMENTS**

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4. Has each school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further below.*

YES.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further below.*

YES

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Was each school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

*Please provide the most recent date of review/revision of the emergency plan for each school in the district below. If all schools in the district did NOT meet the requirement, respond "no" and please explain further below.*

YES. All reviews were completed before June 5, 2018.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

*Please provide the date each school in the district completed this discussion below. If all schools in the district have NOT met the requirement, respond "no" and please explain further below.*

YES, all staff was aware of the emergency plan on Opening Day, August 7, 2018.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

YES. Data is monitored by drill report sheets turned into central office. Forms are kept on file and documented throughout the year.

### **ATTACHMENTS**

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9. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly*

*during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

YES

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **2018-2019 Phase Three: Comprehensive Improvement Plan for Districts**

### **Phase Three: Comprehensive Improvement Plan for Districts**

#### **Bullitt County**

Jesse Bacon  
1040 Hwy 44 E  
Shepherdsville, Kentucky, 40165  
United States of America

**Last Modified: 12/27/2018**

**Status: Locked**

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## Phase Three: Comprehensive Improvement Plan for Districts

### Comprehensive Improvement Plan for Districts

**Rationale:** District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

**Operational definitions of each area within the plan:**

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

**Measure of Success:** The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.


You may enter an optional narrative about your Comprehensive Improvement Plan for Districts below. If you do not have an optional narrative, enter N/A.

N/A

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Bullitt County Public Schools CDIP 2019	District Improvement Planning	

## Comprehensive Improvement Plan for Districts

### Rationale

District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

### Operational definitions of each area within the plan

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

**Measure of Success:** the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

### Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

**1: Proficiency Goal**

Goal 1: Increase the combined (reading and math) percentage of proficient/distinguished students from 50.6 % to 68% (elementary), from 51.2% to 68% (middle), as measured by K-PREP, and from 38.6% 52% (high), as measured by ACT scores, by 2021.

<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <u>KCWP 1: Design and Deploy Standards</u></li> <li>• <u>KCWP 2: Design and Deliver Instruction</u></li> <li>• <u>KCWP 3: Design and Deliver Assessment Literacy</u></li> <li>• <u>KCWP 4: Review, Analyze and Apply Data</u></li> <li>• <u>KCWP 5: Design, Align and Deliver Support</u></li> <li>• <u>KCWP 6: Establishing Learning Culture and Environment</u></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <u>KCWP1: Design and Deploy Standards Classroom Activities</u></li> <li>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u></li> <li>• <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u></li> <li>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u></li> <li>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u></li> <li>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<ul style="list-style-type: none"> <li>• At the elementary school level, increase the combined reading and math percentage of proficient/distinguished students, as measured by KPREP, from 50.6% to 56.4%;</li> <li>• At the middle school level, reading and math percentage of proficient/distinguished students, as measure by KPREP, from 51.2% to 56.8%;</li> <li>• At the high school level, reading and math percentage of proficient/distinguished students, as measured by ACT, from 38.6% to 43.2% by Spring 2019.</li> </ul>	<p>KCWP 1: Design and Deploy Standards</p> <p>*Addressing this process ensures a guaranteed and viable paced curriculum based on state standards that support instruction and assessment for all students K-12.</p>	<p>Elementary instructional coaches and teacher leaders will pace standards along with aligning congruent learning targets.</p> <p>Middle school instructional coaches and teacher leaders will pace standards along with aligning congruent learning targets.</p> <p>High school instructional coaches and teacher leaders will implement a system of curricular review to refine/update congruency of standards, learning targets and assessments.</p>	<p>By July 2019, ELA and math pacing guides will be implemented across all elementary schools.</p> <p>By December 2019, ELA and math pacing guides will be implemented across all middle schools.</p> <p>Implemented timeline, agenda minutes and revised pacing guides</p>	Pacing Guides Review Process	\$7500 Student Learning Department Budget
	<p>KCWP 2: Design and Deliver Instruction</p> <p>*Addressing this process ensures the core instructional</p>	District administration, instructional coaches, principals and teacher leaders will continue to train and monitor quality implementation of the four pillars of a "Thinking-Focused	Eleot Tool Environment Data Trends	District and School Level Eleot Tool Results Monitored Monthly	\$15,000 Student Learning Budget

	process is provided to all students utilizing evidence-based strategies.	Classrooms” across elementary, middle and high school classrooms.			
		Continue providing Solution Tree training on the PLC process to administrators, instructional coaches and teacher leaders; begin to implement a PLC facilitator training process and data analysis protocols	PLC Process Observation Visits (data analysis protocols and evidence of next steps implemented)	District PLC Data Collection Form	\$80,000 Student Learning Department Budget Title II Funds
	KCWP 3: Design and Deliver Assessment Literacy	Implement training in Understand By Design (UbD) with administrators, instructional coaches and school instructional leadership teams	Unit Plans and Assessment Calendar	Assessment Quality Review	\$3750 Student Learning Budget
	*Addressing this process will ensure assessments are high quality and appropriate assessment design is used that will best evaluate the level of student learning.	Administration, instructional coaches and teachers evaluate the quality of test items, test tasks, and scoring rubrics	Increase of assessments aligned to depth of knowledge/rigor of standards	Common Formative Assessment Data MAP Data Writing Samples KPREP Data District Data Dashboard	\$100,000 General Budget
		Monitor fidelity and implementation of Early Reading Assessment Protocol for literacy programming adjustments	Congruency of PASS, DRA and MAP Reading Data; on grade level reading by Grade 3	PASS Data DRA Data MAP Data KPREP @Grade 3	
	KCWP 5: Design, Align and Deliver Support	Create a clearly defined MTSS process for Tier 2 that promotes an extension of Tier 1 instruction in which students are provided intervention based on individual academic needs and Solution Tree RtI Conference Training	Core Instruction Fidelity through PLC Process	District PLC Data Collection Form	\$20,000 Student Learning Department Budget

## 2: Separate Academic Indicator

Goal 2: Increase the separate academic indicator overall from 59.8% to 65%, as measured by KPREP, by 2021.

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <u>KCWP 1: Design and Deploy Standards</u></li> <li>• <u>KCWP 2: Design and Deliver Instruction</u></li> <li>• <u>KCWP 3: Design and Deliver Assessment Literacy</u></li> <li>• <u>KCWP 4: Review, Analyze and Apply Data</u></li> <li>• <u>KCWP 5: Design, Align and Deliver Support</u></li> <li>• <u>KCWP 6: Establishing Learning Culture and Environment</u></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <u>KCWP1: Design and Deploy Standards Classroom Activities</u></li> <li>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u></li> <li>• <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u></li> <li>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u></li> <li>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u></li> <li>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Writing</b> <ul style="list-style-type: none"> <li>• At the elementary school level, increase overall index from 57.3% to 60% by Spring 2019 as measured by KPREP.</li> <li>• At the middle school level, increase the overall index from 63.0% to 66% by Spring 2019 as measured by KPREP.</li> <li>• At the high school level, increase the number of proficient and distinguished writers from 47.9% to 50% by Spring 2019 as measured by KPREP.</li> </ul>	KCWP 1: Design and Deploy Standards  *Addressing this process ensures a guaranteed and viable paced curriculum based on state standards that support instruction and assessment for all students K-12.	Elementary instructional coaches and teacher leaders will pace standards along with aligning congruent learning targets.  Middle school instructional coaches and teacher leaders will pace standards along with aligning congruent learning targets.  High school instructional coaches and teacher leaders will implement a system of curricular review to refine/update congruency of standards, learning targets and assessments.	By July 2019, ELA and math pacing guides will be implemented across all elementary schools.  By December 2019, ELA and writing pacing guides will be implemented across all middle schools.  Implemented timeline, agenda minutes and revised pacing guides	Pacing Guides Review Process	\$0
	KCWP 2: Design and Deliver Instruction  *Addressing this process will provide teachers access to strategies to increase quality of	Professional job-embedded training on writing across content and increase in opportunities for students to write through using evidenced-based writing strategies	School writing plan and evaluation of student writing work samples quarterly	Writing Audit Process	\$5000 Student Learning Budget

	writing instruction embedded into other content areas				
<b>Science</b> <ul style="list-style-type: none"> <li>At the elementary level, increase the overall science index from 56% to 59% by Spring 2019 as measured by KPREP.</li> <li>At the middle school level, increase the overall science index from 54.3% to 57.3% by Spring 2019 as measured by KPREP.</li> </ul>	<b>KCWP 1: Design and Deploy Standards</b>  *Addressing this process helps ensure a guaranteed and viable paced science curriculum based on state standards that support instruction and assessment for all students K-12.	Elementary instructional coaches and teacher leaders will pace standards along with aligning congruent learning targets.  Middle school instructional coaches and teacher leaders will pace standards along with aligning congruent learning targets.  High school instructional coaches and teacher leaders will implement a system of curricular review to refine/update congruency of standards, learning targets and assessments.	By July 2019, science pacing guides will be reviewed/updated.  By December 2019, science pacing guides will be implemented across all middle schools.  Implemented timeline, agenda minutes and revised pacing guides	Pacing Guides Review Process	\$7500 Student Learning Budget
	<b>KCWP 3: Design and Deliver Assessment Literacy</b>  *Addressing this process helps ensure that science data is monitored and evaluated to inform modification to curriculum and instructional practices.	Implement a process to create and review science assessments and tasks congruent with state standard assessments to ensure rigor and alignment of assessment modes within the PLC process	Creation of science assessments administered to students at all levels by December 2019; analysis of data aligned to demand of science standards	Science Assessment Creation and Review	\$0
<b>Social Studies</b> <ul style="list-style-type: none"> <li>At the elementary level, increase the overall social studies index from 66.2% to 69.2% by Spring 2019 as measured by KPREP.</li> <li>At the middle school level, increase the overall science index from 76.5% to 79.5%</li> </ul>	<b>KCWP 5: Design and Deliver Assessment Literacy</b>  *Addressing this process helps ensure that social studies data is monitored and evaluated to inform modification to curriculum and instructional practices.	Evaluate assessments related to depth of knowledge congruent with standards to plan instructional units.	Increase of assessments aligned to depth of knowledge/rigor of standards	Assessment Quality Review	\$0
	<b>KCWP 1: Design and Deploy Standards</b>	Based on state review/implementation timeline, all levels will implement a team to deconstruct and pace standards	Pacing and learning targets for standards	TBD	\$0

by Spring 2019 as measured by KPREP.	*Addressing this process helps ensure a guaranteed and viable paced social studies curriculum based on state standards that support instruction and assessment for all students K-12.	initiated by the Student Learning Department			
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**3: Gap**

**Goal 3:** Increase the average combined reading and math proficiency rates for the consolidated (gap) group from 30.4% to 36.4 % (elementary), from 37.7% to 43.7%, as measured by KPREP, and from 15.6% to 25% as measured by ACT in 2021.

<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <u>KCWP 1: Design and Deploy Standards</u></li> <li>• <u>KCWP 2: Design and Deliver Instruction</u></li> <li>• <u>KCWP 3: Design and Deliver Assessment Literacy</u></li> <li>• <u>KCWP 4: Review, Analyze and Apply Data</u></li> <li>• <u>KCWP 5: Design, Align and Deliver Support</u></li> <li>• <u>KCWP 6: Establishing Learning Culture and Environment</u></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <u>KCWP1: Design and Deploy Standards Classroom Activities</u></li> <li>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u></li> <li>• <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u></li> <li>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u></li> <li>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u></li> <li>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>SWD</b> <ul style="list-style-type: none"> <li>• At the elementary level, increase the number of students with disabilities scoring proficient and distinguished in reading and math from 21.3% to 23.3% by Spring 2019 as measured by KPREP.</li> <li>• At the middle level, increase the number of students with disabilities scoring proficient and distinguished in reading and math from 17.3% to 19.3% by Spring 2019 as measured by KPREP.</li> <li>• At the high level, increase the number of students with disabilities scoring proficient and distinguished in reading</li> </ul>	KCWP 4: Review, Analyze and Apply Data  *Data will be monitored consistently through collaboration with principals and district leadership to provide support and/or address needs presented through data.	Principals will meet with Assistant Superintendent for Student Learning along with Level Director to analyze current school data related to school improvement planning.  District level administrators will evaluate/analyze/collaborate with schools on next steps based on reviewing subcategories within MAP testing to provide more support/feedback on areas of improvement and strength for students for students with disabilities	Growth in students with disabilities on school/district level data over time in ELA and math.  MAP Data Subcategories Increase in RIT scores	Quarterly Meeting Reviews  MAP Data Subcategories for ELA and Math	\$0  \$0
	KCWP 5: Design, Align and Deliver Support  *Academic review of core instruction data and alignment of special education services to create a more cohesive support system for regular education and	Special Education department will hold monthly academic review meetings with Director of Special Education and Assistant Superintendent for Student Learning align processes and practices to increase support/services aligned to core instruction.	Common Formative, MAP Data for Special Education Students aligned with IEP Goals/Progress	Monthly Meeting Academic Data Review Trends	\$0

and math from 7.3% to 11.0% by Spring 2019 as measured by ACT.	special education teachers.				
<b>F/R</b> <ul style="list-style-type: none"> <li>At the elementary level, increase the number of F/R students scoring proficient and distinguished in reading and math from 39.7 to 41.7% by Spring 2019 as measured by KPREP.</li> <li>At the middle level, increase the number of F/R students scoring proficient and distinguished in reading and math from 38.7% to 40.7% by Spring 2019 as measured by KPREP.</li> <li>At the high level, increase the number of F/R students scoring proficient and distinguished in reading and math from 25.3% to 28.5% by Spring 2019 as measured by ACT.</li> </ul>	<b>KCWP 4: Review, Analyze and Apply Data</b>  *Data will be monitored consistently through collaboration with principals and district leadership to provide support and/or address needs presented through data.	Principals will meet with Assistant Superintendent for Student Learning along with Level Director to analyze current school data related to school improvement planning.	Growth for students eligible for F/R lunch on school/district level data over time in ELA and math.	Quarterly Data Meeting Review	\$0
		District level administrators will evaluate/analyze/collaborate with schools on next steps based on reviewing subcategories within MAP testing to provide more support/feedback on areas of improvement and strength for students who are eligible for F/R lunch.	MAP Data Subcategories Increase in RIT scores	MAP Data Subcategories for ELA and Math	\$0

**4: Graduation rate**

Goal 4: Increase the Graduation indicator score from 90.7% to 92%, by 2021, based on the combined 4- and 5-year cohort average.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the graduation indicator score 90.7 to 91.2%, by 2019, on the combined 4- and 5-year cohort average.	KCWP 4: Review, Analyze and Apply Data	Principals will meet with Assistant Superintendent for Student Learning along with Level Director to analyze current school data related to school improvement planning and credits earned/recovered, etc.	Graduation eligibility percent increase; data tracking	Student tracking sheet indicating the percentage of students eligible for graduation	\$0
	*Data will be monitored consistently through collaboration with principals and district leadership to provide support and/or address needs presented through data.	Director of CCR and CCR coaches will meet monthly to review transition ready data to provide interventions for students as needed.	Increase in students transition ready percentage	Transition ready CCR Tracking Chart	\$0
	KCWP 5: Establish Learning Culture and Environment  *Addressing this process will align the district's vision/mission to ensuring graduates of BCPS are life ready.	District mission/vision and strategic plan will be created based on "Profile of a Graduate" in which students will be provided with academic, social and career/college competencies throughout their K-12 school career.	Vision/Mission/Strategic Planning creation and implementation; Individual Learning Platform provided which aligns students interests and needs through graduation; surveys; final Profile of a Graduate	Strategic Planning Work Stakeholder Engagement Surveys Naviance Platform Data	\$100,000 Board of Education Budget Student Learning Department Budget

**5: Growth**

Goal 5: Decrease the combined average of students scoring novice and apprentice in reading and math from 24.7% to 18% (elementary) and from 24.4% to 18% (middle), as measured by KPREP, by 2021.

Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>	Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> <li>• <u>KCWP 1: Design and Deploy Standards</u></li> <li>• <u>KCWP 2: Design and Deliver Instruction</u></li> <li>• <u>KCWP 3: Design and Deliver Assessment Literacy</u></li> <li>• <u>KCWP 4: Review, Analyze and Apply Data</u></li> <li>• <u>KCWP 5: Design, Align and Deliver Support</u></li> <li>• <u>KCWP 6: Establishing Learning Culture and Environment</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>KCWP1: Design and Deploy Standards Classroom Activities</u></li> <li>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u></li> <li>• <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u></li> <li>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u></li> <li>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u></li> <li>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u></li> </ul>	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>SWD-</b> <ul style="list-style-type: none"> <li>• At the elementary level, decrease the number of students with disabilities scoring novice and apprentice in reading and math from 39.4% to 35% by Spring 2019 as measured by KPREP.</li> <li>• At the middle level, decrease the number of students with disabilities scoring novice and apprentice in reading and math from 41.4% to 37% by Spring 2019 as measured by KPREP.</li> </ul>	KCWP 4: Review, Analyze and Apply Data  *Data will be monitored consistently through collaboration with principals and district leadership to provide support for improvement and/or address needs presented through data.	Principals will meet with Assistant Superintendent for Student Learning along with Level Director to analyze current school data related to school improvement planning.  District level administrators will evaluate/analyze/collaborate with schools on next steps based on reviewing subcategories within MAP testing to provide more support/feedback on areas of improvement and strength for students who are eligible for F/R lunch.	Growth in students with disabilities on school/district level data over time in ELA and math.  MAP Data Subcategories Increase in RIT scores	Quarterly Meeting Reviews  MAP Data Subcategories for ELA and Math	\$0  \$0
	KCWP 5: Design, Align and Deliver Support  *Academic review of core instruction data and alignment of special	Special Education department will hold monthly academic review meetings with Director of Special Education and Assistant Superintendent for Student Learning align processes and practices to	Common Formative, MAP Data for Special Education Students aligned with IEP Goals/Progress	Monthly Meeting Academic Data Review Trends	\$0

	education services to create a more cohesive support system for regular education and special education teachers.	increase support/services aligned to core instruction.			
F/R Students- <ul style="list-style-type: none"> <li>At the elementary level, decrease the number of F/R students scoring novice and apprentice in reading and math from 30.2% to 25% by Spring 2019 as measured by KPREP.</li> <li>At the middle level, decrease the number of F/R students scoring novice and apprentice in reading and math from 30.6% to 25% by Spring 2019 as measured by KPREP.</li> </ul>	KCWP 4: Review, Analyze and Apply Data  *Data will be monitored consistently through collaboration with principals and district leadership to provide support and/or address needs presented through data.	Principals will meet with Assistant Superintendent for Student Learning along with Level Director to analyze current school data related to school improvement planning.	Growth for students eligible for F/R lunch on school/district level data over time in ELA and math.	Quarterly Data Meeting Review	\$0
		District level administrators will evaluate/analyze/collaborate with schools on next steps based on reviewing subcategories within MAP testing to provide more support/feedback on areas of improvement and strength for students who are eligible for F/R lunch.	MAP Data Increase in percentiles from Fall, Winter to Spring	MAP Percentile from Fall, Winter and Spring Data	\$0

**6: Transition Readiness****Goal 6:**

Increase the percentage of students who are transition ready (academic, career and EL ready) at the high school level from 77.4% to 87.4%, by 2021, as measured by number of students meeting college and/or career benchmarks and EL ready as measured by ACCESS.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<ul style="list-style-type: none"> <li>• At the high school level, increase the percentage of students who are transition ready from 77.4% to 81% by Spring 2019 as measured by number of students meeting college and/or career ready benchmarks.</li> </ul>	KCWP 1: Design and Deploy Standards  *Addressing this process will help ensure that the district's CTE Pathway courses are monitored and evaluated for effectiveness at the high school level.	CTE Teachers will collaborate to align academic and CTE standards, plan delivery of instruction and review data for increased student success on industry certifications.	Increased pass rate of industry certifications and end of program assessments; Increased number of students transition ready in both domains	Bullitt Day Agendas and Next Steps	\$5000
		Create an external partnership program which will intentionally place CTE teachers with regional employers to create lesson plans based on Career and Technical EOP Skill Standards, Program of Studies. This will deepen connections to the community, explore community centered curriculum, and provide a network with employers and educators to create inspired learning opportunities	Unit Plans w/increased alignment to authentic work experience learning; Eleot Tool	External Teacher Partnerships Teacher Surveys Eleot Student Data	\$7000 Student Learning Budget

	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>*Data will be monitored consistently through collaboration with principals and district leadership to provide support and/or address needs presented through data.</p>	<p>Director of CCR and CCR coaches will meet monthly to review transition ready data to provide interventions for students as needed</p>	<p>Increase in students transition ready percentage</p>	<p>Transition Ready CCR Tracking Chart</p>	<p>\$0</p>
<ul style="list-style-type: none"> <li>At elementary level, increase the number of students who are middle school ready (reading and math) from 47% to 50% by 2019 as measured by MAP.</li> <li>At middle level, increase the number of students who are high school ready (reading and math) from 32.5% to 37% by 2019 as measured by MAP.</li> </ul>	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>*Data review of students on track for middle and high school readiness will provide schools with timely/relevant data to adjust core instruction and interventions.</p>	<p>Principals will meet with Assistant Superintendent for Student Learning along with Level Director to analyze current school data related to school improvement planning</p>	<p>Percentage meeting benchmarks based on MAP assessments</p>	<p>Middle School Ready Chart High School Ready Chart</p>	<p>\$0</p>
<ul style="list-style-type: none"> <li>Increase the percentage of EL students who are EL ready from 40% to 50% as measured by ACCESS by Spring 2019.</li> </ul>	<p>KCWP 5: Design, Align and Deliver Support</p> <p>*Addressing this process will assist with measuring the effectiveness of current programs and initiatives implemented in classrooms and schools for EL students.</p>	<p>The district will provide a job-embedded workshop on Rosetta Stone for teachers from each school who have EL students. This workshop will build on instructors' existing knowledge of EL strategies.</p> <p>Evaluate district-wide data on EL students aligning ACCESS to MAP, DRA, Transition Readiness, etc. to determine next steps for programming to meet the needs of growing EL population</p>	<p>Teacher Survey; PD Evaluation Results</p> <p>Action plan for 2019-2020 SY to differentiate the needs of EL students along with supporting regular classroom teachers with evidence-based strategies</p>	<p>EL ACCESS Trend Data</p> <p>EL Student Data Tracking Action Plan Implementation Teacher Surveys</p>	<p>\$500 Student Learning Budget</p> <p>\$0</p>

## **2018-2019 Phase Three: Executive Summary for Districts**

### **Phase Three: Executive Summary for Districts**

#### **Bullitt County**

Jesse Bacon

1040 Hwy 44 E

Shepherdsville, Kentucky, 40165

United States of America

**Last Modified: 12/27/2018**

**Status: Locked**

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## Phase Three: Executive Summary for Districts

### Executive Summary for Districts

#### Description of the District

Describe the district 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 district serves?

Bullitt County Public Schools (BCPS) is the 7th largest school district in the state of Kentucky. BCPS is located south of Louisville, KY and has both urban and suburban characteristics. Within Bullitt County, our district serves students and families across several communities: Hillview, Pioneer Village, Shepherdsville, Mt. Washington, Fox Chase, Hebron, Lebanon Junction, Hunters Hollow, Nichols and Clermont. The district serves approximately 13,000 children and employs over 2,000 certified and classified staff. Our district consists of 23 schools made up of 13 elementary schools, 6 middle schools, 3 high schools and an alternative school. In addition, we provide two specialized programs for high school students which are the Bullitt Advanced Math and Science Academy and the Career Readiness Center. In addition, we house a state-funded Academic Technical Center and a residential facility, Spring Meadows. BCPS offers a specialized middle school program called Discovery School for students entering 6th grade. Changes our district has experienced over the last three years is a steady growth which has increased population in the county, an increase in students who qualify for special education services, greater number of students entering Kindergarten identified as "not ready" and new student and transfer enrollments from a larger neighboring district. In addition, the Mt. Washington community has seen tremendous growth due to new home construction of land development increasing student numbers at those schools. Our district has recently experienced a change in leadership with a new superintendent beginning the 2018-2019 school year which will cause an adjustment in our vision and mission as this work will be revisited to ensure all work is aligned to a common vision. In addition, our district has experienced high turnover with teachers due to retirements and/or taking other positions close to home. Due to this, the years of teacher experience has dramatically decreased with several schools only having an average of 6 years teaching experience within their building. In addition, we have more than 75% of all principals in the district having 3 years or less in a principal role. According to our most recent district school report card, 92.1% of BCPS students are white, 3.7% Hispanic, 1.2% African American, 2.7% two or more races and under 1% are Asian or American Indian/Alaska Native. In addition, 43.2% of our students receive free or reduced lunch. The majority of certified teachers are Caucasian. The Bullitt County community is made up of 96% white with under 1% representing all other races. Therefore, our student and staff demographics are aligned to the community as well. The unique features and challenges that we serve in our school district are: (1) the wide range of socioeconomic status that students from across the district and within schools, (2) discrepancy of property values across the district, (3) limited ethnic diversity across schools and the community as a whole, (4) several elementary schools located in isolated parts of the county with limited community resources compared to other schools due to location and (5) a continued increase in the lack of post-secondary education among high school graduates and the community as a whole.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### **District's Purpose**

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

The vision of Bullitt County Public Schools is "The Leader in Educational Excellence". Our mission statement reads: "The Bullitt County Public Schools learning community will educate all students to high levels of academic performance as measured by state and national standards by creating and maintaining a positive learning environment with a comprehensive system of support." Our belief statements are: (1) All children can learn, (2) Higher expectations yield higher results, (3) Excellence is attainable, (4) All people need a safe environment both physically and mentally, (5) Family and community support is essential, (6) All people are responsible for their own choices and (7) Relationships are the foundation of a positive culture. The district embodies our vision, mission and beliefs through focusing on ensuring students are ready for life outside of high school by ensuring students are college and/or career ready. Over the past decade, BCPS has grown to be a district with high expectations. We have a wide array of programs offered to students K-12 to help provide support for students and meet their individual needs. BCPS expects all students to be transition ready to allow a smoother transition to post-secondary education or work upon high school graduation and to develop the workforce in our county and region. Creating a culture of the importance of education starts with our school readiness initiatives revolved around educating the community through social media and home visits with school readiness toolkits for children ages birth to five-years old that are at home. In addition, collaboration with local childcare providers is ongoing work for our district to help ensure students are Kindergarten when entering school. Our preschool program embodies school readiness and developmentally appropriate teaching strategies to provide a solid foundation for our most at-risk students. This expectation extends academically at the elementary level with focusing on teaching the five components of reading through a collaboration effort with Bellarmine University to provide teachers with expert knowledge to students are reading on grade level by third grade. Personalized learning is a part of the elementary educational landscape to provide targeted academic instruction through different modalities of learning utilizing technology. Our district also offers an extended literacy learning program for students in K-2 on Saturdays and during the summer which targets our most at-risk early readers. Our secondary programs at the middle and high school provide support for gifted and talented and/or high achieving students through Discovery School which starts in 6th grade and the Bullitt Advanced Math and Science Academy (BAMS) which starts in 9th grade. These programs offered are housed in existing school facilities are "schools" within a school. In addition, our district embraces the importance of careers by offering multiple pathways at all of our high schools along with a steadily growing Academic Technical Center (ATC) that provides students with hands on learning in areas such as carpentry, welding, etc. BCPS follows a set of instructional expectations that ensure all students are receiving best practice instruction. In addition, the creation of thinking-focus classrooms is an essential part of the work related to providing students with a community learning environment where they can be gradually released for independency while experiencing genuine discourse through a focus on a set of specific thinking strategies as tools for students to discovery and master content standards. To ensure that all students have a positive and safe learning environment, we have a strong safe schools program that supports Positive Behavior Intervention Systems (PBIS) through collaboration with University of Louisville's Academic and Behavioral Response to Intervention (ABRI) grant funded program. This work provides assistance, support and coaching to all schools to ensure positive behavior structures are implemented to fidelity for creating a safe, risk-free culture of learning for all students. Our district will embark on refocusing the vision, mission and belief statements in Spring 2019 to better align the purpose of district initiatives along with student opportunities and our instructional processes focused on the profile of a graduate.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **Notable Achievements and Areas of Improvement**

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

Over the last three years, our district has received some notable achievements: (1) three high school students recognized as National Merit Scholars, (2) Bullitt Advanced Math and Science (BAMS) program named Model Service option for Gifted Education, (3) BCPS recognized for meeting college/career readiness goals, (4) BCPS named to National Advanced Placement Honor Roll, (5) teachers of the year recognized at the local and state level for several years now across the district, (6) Increase in pathway opportunities for students along with collaboration with community businesses and post-secondary institutions and (7) the district being recognized by the U.S. Department of Energy by reducing energy by about 30% which amounts to \$6 million over 27 buildings. The improvement areas we have identified within our district are to revisit our mission and vision as our "northstar" and to ensure all district and school instructional and organizational processes are aligned to this vision. We are utilizing the AdvancED for School Systems and Schools Standards as a foundation to assist us with analysis and next steps. In addition, engaging all stakeholders represented in our community is a necessity to increase parental involvement across all levels. Overall, ACT scores have declined at the high school level over the last few years. The district is currently analyzing current teaching and learning practices to make adjustments. Principal leadership is an area of improvement due to the fact our district has had turnover at several schools with the majority of all principals having minimal years of experience in this position. We also have much work to do for our students with disabilities and students eligible for free/reduced lunch as these two groups are identified as gap groups at most schools and at the district level.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **Additional Information**

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

Bullitt County Public Schools has strong community support and is constantly working to collaborate with external partners to continue providing opportunities for our students to prepare them for life.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **CDIP Phase III: The Superintendent Gap Assurance\_02062018\_12:36**

CDIP Phase III: The Superintendent Gap Assurance

**Bullitt County**  
Jesse Bacon  
1040 Hwy 44 E  
Shepherdsville, Kentucky, 40165  
United States of America

Last Modified: 03/20/2018  
Status: Locked

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## CDIP Phase III: The Superintendent Gap Assurance

### GAP Target Assurance

As superintendent of the district, I hereby certify that:

- ☐ No school in the district has failed to meet its gap target for two (2) consecutive years.
- ☒ **The following School(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below.**

### COMMENTS

Please enter your comments below.

Bullitt Central High School Bullitt East High School North Bullitt High School Bernheim Middle School Bullitt Lick Middle School Eastside Middle School Hebron Middle School Mt. Washington Middle School Zoneton Middle School Brooks Elementary School Cedar Grove Elementary School Crossroads Elementary School Freedom Elementary School Lebanon Junction Elementary School Maryville Elementary School Mt. Washington Elementary School Nichols Elementary School Old Mill Elementary School Overdale Elementary School Pleasant Grove Elementary School Roby Elementary School Shepherdsville Elementary School

### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Bullitt County

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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