

## **Continuous Improvement Diagnostic 2018-19**

### **Phase One: Continuous Improvement Diagnostic**

#### **Bullitt East High School**

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Mount Washington, Kentucky, 40047

United States of America

**Last Modified: 09/28/2018**

**Status: Open**

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## Phase One: Continuous Improvement Diagnostic

### Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a school'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 school 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.

Based on an analysis of the following data: The Missing Piece Rubric regarding Relationships, the TELLKY survey, and eProve's School Quality Factor Survey (focus on Clear Direction and Culture), BEHS has identified strengths and areas for school improvement. The issues that came through as strong practices thoroughly embedded in the culture of the school include: 1. District and staff encourage continuous and meaningful communication with all parents about their student's academic goals and progress. Evidence of this include communications that explain academic and transition ready goals [(print materials sent home, social media info, phone calls from counselors and teachers to parents, meeting with students (one-on-one and en mass), signage in halls, recognition of student success both published in school and online for public viewing, parent nights to explain expectations and support systems within the school, etc). 2. Instructional staff has relationships that are supportive, caring and congenial - 94.2% of those who responded to our survey indicated this to be a strength. 3. Instructional Staff embraces and shares the school's vision/mission/purpose and priorities. - 88.4% in agreement 4. Staff is committed to path for improvement and understands their role (87% agree); learners feel safe and supported in school environment (91.2% agree); staff collaborates with each other through structures and schedules that maximize collaboration and collegial learning (88.4% agree) BEHS has identified the following Processes, Practices, and Conditions as necessary for school improvement: 1. Leadership has relationships with staff that are trusting and positive. (62.3% indicate that most or many of the leadership agree with this statement. 69.6% of respondents indicate the quality of the relationships are excellent or good quality.

#### **ATTACHMENTS**

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#### Part II:

2. How will the school 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 administration will embed the items as standing elements of agendas for Admin team each Monday morning, in Instructional Team Meeting with Coaches every Friday, in ILT each month and SBDM each month. Each team includes a diverse group of school leaders, the ILT includes the

entire faculty during the course of the year. Roles will be determined as the processes, practices and conditions are introduced in each setting. Minutes will reflect implementation and impact of each item noted for improvement.

### **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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## **BEHS Phase Two: The Needs Assessment for Schools\_10222018\_15:18**

### **Phase Two: The Needs Assessment for Schools**

#### **Bullitt East High School**

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

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## Phase Two: The Needs Assessment for Schools

### 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.

## 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?

Data review is an on-going process at BEHS. Varying data sources (academic and non-academic) are reviewed by several groups: in PLCs, in Admin meetings, in Leadership Team meetings, with SBDM, in Instructional Leadership Team gatherings, in our meetings with District Instructional Coaches, and in ad hoc committees. These groups meet at minimum, once a month, often once a week and relevant data is presented and analyzed in each forum. Minutes document the meeting activity and are published in our google classrooms, or online.

### **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.

2018 ACT scores in all subject areas are higher than state averages. KPREP Data indicates: Total Novice in Reading 18.7%, 29% Apprentice, 41.1% Proficient, 12.1% Distinguished. KPREP Data indicates: Total Novice Math 19.8 %, 39.6% App, 33.5% Proficient 7.2 Distinguished. Over all proficiency rate as determined by KY accountability index 66.4% (40 was cut score) Transition Readiness percentage in 2018 was 82.4% (41 was cut score) Graduation rate is 94.8 in 2018. (85 was cut score) FRL subgroup met all three indicators on the KY accountability Disability sub-group only met transition readiness indicator with 55.6% (cut was 40%). As of 2017, the rate for graduation for the 5 year adjusted cohort is 97.5% Attendance for the past four years has been 94% or higher.

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## 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.

Priority concerns: Disability (with IEP) sub-group did not meet benchmarks for proficiency nor graduation. (Proficiency 20.2% with cut score of 40. Graduation rate was 79.3% with cut score of 85%) School Quality Factor Survey administered to faculty Sept 2018 indicates:

## **ATTACHMENTS**

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## Trends

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

We see persistent gap in academic performance of students with Disabilities and Free/Reduced Lunch populations. In the switch from KPREP/EOC to ACT accountability in Math, we note that P/D percentage decreased from 61.9% in 2017 to 40.8% in 2018. Similarly the P/D rate in FRL decreased from 59.7% to 23% and in Disability with IEP, P/D rate decreased from 14.7% to 7.4%. We also noted an increase in Novice scores in Math. In the switch from KPREP/EOC to ACT accountability in Reading, we note that P/D percentage decreased from 61.6% in 2017 to 52.5% in 2018. Similarly the P/D rate in FRL decreased from 50% to 37.8% and in Disability with IEP, P/D rate decreased from 8.8% to 5.6%. We also noted an increase in Novice scores in Math. Behavior data indicates most discipline occurrences stem from communication sent via cell phone messaging. Whether the incident is a fight, decision to skip class or bullying/threatening, the origins stem from cell phone communication.

## **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

Design and Deliver Instruction • How is learning monitored before, during, and after instruction? (Explicit instruction) • What process is in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and purpose) and know the criteria for success? • How do school/district leadership ensure teacher's design lessons with students' cultural, social, and developmental needs in mind? • How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target? • What system is in place to ensure students take responsibility for their own learning? • How does the teacher ensure cognitive engagement versus passive or active engagement? • What strategies and programs are implemented in classrooms/schools and how do you measure their effectiveness on student achievement?

## **ATTACHMENTS**

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

## 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%.

2018 ACT scores in all subject areas are higher than state averages. Over all proficiency rate as determined by KY accountability index 66.4% (40 was cut score) Transition Readiness percentage in 2018 was 82.4% (41 was cut score) Graduation rate is 94.8 in 2018. (85 was cut score) FRL subgroup met all three indicators on the KY accountability 2017 TELL Survey indicates 100% agreement that we have As of 2017, the rate for graduation for the 5 year adjusted cohort is 97.5% Attendance for the past four years has been 94% or higher. 2017 TELL Survey indicates 100% of respondents agree that "the community we serve is supportive of this school". (We had 100% participation in the TELL survey) School Quality Factor Survey administered to faculty Sept 2018 indicates: 1. Instructional Staff embraces and shares the institution's vision, mission purpose and/or priorities. Proportion of staff committed to expectations - 88.4% Most or many Frequency of exhibiting behaviors - 85.8% Almost always or often 2. . Instructional staff commits to the path for improvement and understands role. Commitment among instr staff to path for improvement - 87% strongly or mostly commits Staff understands their role - 88% most or many 3. Other school staff embraces and shares the institutions vision, mission, purpose and/or priorities. Proportion of school staff that commits to expectations - 84% most or many Frequency of exhibiting behaviors - 85.5% almost always or often 4 Learners feel safe and supported in the learning environment. Proportion of learners who feel safe and supported- 91.2% most or many How frequently learners feel safe and supported - 85.5% almost always or often 5. Learners have supportive and healthy relationships with their peers Proportion of learners who experience healthy relationships - 88.4% most or many 6. Instructional staff is provided relevant, targeted support and training to reach high standards Proportion of instructional staff who participates - 86.8% most or many How embedded is practice in school culture - 81.1% fully or mostly embedded 7. Instructional staff collaborates with each other through structures and schedules that maximize collaboration and collegial learning Proportion of staff who collaborate with each other - 88.4% most or many Degree to which practice is implemented - 88.4% 8. Instructional staff has relationships with learners that are supportive, caring and congenial Proportion of instructional staff who agrees w/statement - 94.2% most or many Quality of these relationships - 95.6% excellent or good quality

## **ATTACHMENTS**

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

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Attachment Name	Description	Item(s)
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## **School Assurances\_02092018\_08:48**



### **School Assurances**

#### **Bullitt East High School**

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Mount Washington, Kentucky, 40047  
United States of America

**Last Modified: 02/09/2018**

**Status: Locked**

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## School Assurances

### A. Institution Assurances

#### 1. AdvancED Policies and Procedures

a. The institution has read, understands, and complies with the AdvancED Policies and Procedures.

- ☒ Yes
- ☐ No

1a. Comments

#### **COMMENTS**

Please enter your comments below.

#### **ATTACHMENTS**

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

#### 2. Substantive Changes

a. The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED Standards and Policies. Such changes include, but are not limited to:

- \* Restructuring (merging, opening or closing) of the institution or institution(s) within its jurisdiction
- \* Mission and purpose of the institution
- \* Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership
- \* Grade levels served by the institution
- \* Staffing, including administrative and other non-teaching professional personnel
- \* Available facilities, including upkeep and maintenance
- \* Level of funding
- \* School day or school year
- \* Establishment of an additional location geographically apart from the main campus
- \* Student population that causes program or staffing modification(s)
- \* Available programs, including fine arts, practical arts and student activities

- ☒ Yes
- ☐ No

2a. Comments

#### **COMMENTS**

Please enter your comments below.

#### **ATTACHMENTS**

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

#### 3. Security and Crisis Management Plan

a. The institution implements a written security and crisis management plan that includes emergency evacuation procedures and appropriate training for stakeholders. Attach the Security and Crisis Management Plan. (optional)

- ☒ Yes
- ☐ No

3a. Comments

**COMMENTS**

Please enter your comments below.

**ATTACHMENTS**

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

4. Financial Transactions

a. The institution monitors all financial transactions through a recognized, regularly audited accounting system.

- ☒ Yes
- ☐ No

4a. Comments

**COMMENTS**

Please enter your comments below.

**ATTACHMENTS**

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

5. Improvement Plan

a. The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's eProve system.

- ☒ Yes
- ☐ No

5a. Comments


**COMMENTS**

Please enter your comments below.

**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)
 BEHS Emergency Management Plan	BEHS Emergency Management Plan	A.3.3a



## **Phase Two: School Safety Report\_10222018\_14:39**

### **Phase Two: School Safety Report**

#### **Bullitt East High School**

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United States of America

**Last Modified: 10/22/2018**

**Status: Locked**

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## Phase Two: School Safety Report

### School Safety Diagnostic for Schools

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.

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

1. Has the 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 the answer is "no," please explain 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

### **ATTACHMENTS**

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

2. Has the 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 the answer is "no," please explain below.*

Yes

### **ATTACHMENTS**

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

3. Has the 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 the answer is "no," please explain below.*

Yes

### **ATTACHMENTS**

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

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

*If the answer is "no," please explain below.*

Yes

### **ATTACHMENTS**

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

5. Was the 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)?

*If the answer is "no," please explain below.*

*Please provide the most recent date of review/revision of the school's emergency plan in the district.*

Yes

### **ATTACHMENTS**

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6. Did the 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)?

*If the answer is "no," please explain below.*

*Please provide the date the school completed this discussion.*

Yes. The EMP was discussed with all staff members during Opening Day on August 7th, 2018.

**ATTACHMENTS**

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

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

*If the answer is "no," please explain 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 - Each drill was completed on August 15th, 2018

**ATTACHMENTS**

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

*If the answer is "no," please explain 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 - Each drill was completed on Thursday January 11th, 2018

**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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## **Phase Three: Comprehensive Improvement Plan for Schools\_09282018\_11:13**

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

#### **Bullitt East High School**

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**Last Modified: 12/19/2018**

**Status: Open**

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## Phase Three: Comprehensive Improvement Plan for Schools

### Comprehensive Improvement Plan for Schools

**Rationale:** School 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, schools 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 Schools 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)
 BEHS Goal Builder for CSIP	The following document strategies and activities we will employ to meet our five main goals for academic improvement.	



## BEHS Comprehensive Improvement Plan for Schools

### Rationale

School 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, schools 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 (State your proficiency goal): 2021

By 2021, BEHS will increase the combined (reading and math) percentage of proficient/distinguished students from 66.3 to a 70.0% as measured on the ACT.

<p>Which <b>Strategy</b> 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. <b>Provide justification and/or attach evidence for why the strategy was chosen.</b>)</p> <ul style="list-style-type: none"> <li>KCWP 1: Design and Deploy Standards</li> <li>KCWP 2: Design and Deliver Instruction</li> <li>KCWP 3: Design and Deliver Assessment Literacy</li> <li>KCWP 4: Review, Analyze and Apply Data</li> <li>KCWP 5: Design, Align and Deliver Support</li> <li>KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<p>Which <b>Activities</b> 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. <b>Provide a brief explanation or justification for the activity.</b>)</p> <ul style="list-style-type: none"> <li>KCWP1: Design and Deploy Standards Classroom Activities</li> <li>KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>KCWP6: Establishing Learning Culture and Environment Classroom Activities</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
<p>Objective 1-Spring 2019 Reading</p> <p>By 2019, BEHS will increase the percentage of ALL students reaching proficiency in reading from 52.5% to 55% as measured by ACT</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>The need to align curriculum, pacing, assessments and expectation is evident in</p>	<p>Highly qualified math and ELA teachers have worked with CTL to design units that align with standards, curriculum maps and pacing guides and common summative assessments.</p>	<p>CTL work is documented in PLC agendas and minutes. Specific as to where they are on pacing guide and data that indicates mastery will be included.</p>	<p>School administrators, and instructional coaches will attend PLCs and view PLC notes to monitor progress, implementation, data that pertains to mastery, plans for CFAs and any necessary remediation/</p>	\$0
<p>*Strategies and Activities in this section also pertain to goals to increase proficiency in Gap groups</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Train content teachers to implement specific reading strategies and standard/skills based assessment.</p> <p>Train content teachers in "close reading" strategies to utilize with content text</p> <p>Increase reading in the content areas to mimic ACT complexity</p>	<p>Increased proficiency on CFAs (as noted in PLC minutes) CERT, local and state data</p>	<p>Teacher reflection after PL session, plans to embed strategies. Reflection monthly thereafter to determine use/impact of strategies. Walk-through/observation data</p>	\$0
			<p>Increased proficiency on CFAs (as noted in</p>	<p>Admin and instructional coaches will attend PLCs and monitor PLC notes/ plans/student work that evidences use</p>	\$0

	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	PLCs work to create common formative assessments, administer and analyze data in fashion timely enough to inform continuing instruction	PLC minutes) CERT, local and state data PLC minutes will evidence CFAs and data from them.	of strategies in instruction. Walk-through/observational data Admin and instructional coaches will attend PLCs and/or monitor PLC notes/data analysis	\$0
	<u>KCWP 1: Design and Deploy Standards</u>	English department has determined the need to ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery English department has indicated need to determine if learning targets are clear to students/teachers	PLC notes/ lesson plans/data analysis leading to increased proficiency as measured on CFAs, local and state assessments. PLC notes/ lesson plans/data analysis leading to increased proficiency as measured on CFAs, local and state assessments.	Admin and instructional coaches will attend PLCs and/or monitor PLC notes/data analysis	
By Spring 2019, BEHS will increase the percentage of ALL students reaching proficiency in math from 40.8 to 45% as measured by the ACT	<u>KCWP 2: Design and Deliver Instruction</u>	Train math teachers in Conceptual Building Blocks (With Debbie Thompson)	increased proficiency on CFAs, CSAs, local and state assessments	Teacher reflection after PL session, plans to embed strategies. Reflection monthly thereafter to determine use/impact of strategies. Admin and instructional coaches will attend PLCs and/or monitor PLC notes/data analysis, walk-through data	\$1000
		Send teachers to Thinking Strategies training within the district.	increased proficiency on CFAs, CSAs, local and state assessments	Teacher reflection after PL session, plans to embed strategies. Reflection monthly thereafter to determine use/impact of strategies. Admin and instructional coaches will attend PLCs and/or monitor PLC notes/data analysis, walk-through data	\$ sub coverage

	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	PLCs work to create common formative assessments, administer and analyze data in fashion timely enough to inform continuing instruction	PLC minutes will evidence CFAs and data from them	Admin and instructional coaches will attend PLCs and/or monitor PLC notes/data analysis, walk-through data	\$0
	<u>KCWP 1: Design and Deploy Standards</u>	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	increase in proficiency	Admin and instructional coaches will attend PLCs and/or monitor PLC notes/data analysis	
		ESS Learning Labs and Friday School will be offered after school 4 days per week to all students struggling in their regular math, English, and science classes. During ESS, teachers are able to answer questions in a smaller group setting as well as reteach content missed during the regular school day.	Number of students participating in ESS after school program	Monitored by ESS Coordinator and Teachers.	ESS Funds based on Hourly Wage

## 2: Separate Academic Indicator

## Goal 2 (State your separate academic indicator goal): Overall SAI index score

BEHS will increase the percentage of proficient/distinguished students in writing to a 64% by 2021. (Currently at 54.8%)

Which <b>Strategy</b> 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 <b>Activities</b> 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.) <ul style="list-style-type: none"> <li>• KCWP1: Design and Deploy Standards Classroom Activities</li> <li>• KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>• KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>• KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>• KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>• KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>	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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1-Writing (All levels) BEHS will increase the percentage of proficient/distinguished students in writing to a 60% (Current 2018 performance is 54.8% overall, 38% FRL, 19.4% IEP)	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional learning in the area of best practice/high yield strategies in writing to learn, to demonstrate learning... Ex: (re)Train all teachers in uniform writing expectation (East chart or similar)  Ensure regularly scheduled ILT meetings address the curricular expectation of embedded writing/communication pieces within each course curriculum.  Reminder that all teachers will contribute a writing piece to the student's Literacy Online Portfolio	Increased proficiency as measured by local, state and national assessments  Walk-through data	Teacher reflection after PL session, plans to embed strategies. Reflection monthly thereafter to determine use/impact of strategies.	
	KCWP 3: Design and Deliver Assessment Literacy	All Juniors will participate in an ODW scrimmage in which they receive real time feedback	Increased proficiency on ODW format for assessment	Admin will monitor the scrimmage and observe trends in student performance. Teachers will utilize results to inform further instruction.	


## 3: Gap

Goal 3 (State your Gap goal): Increase the average combined Reading and Math proficiency rates for all students in the Gap Groups (FRL and IEP combined) to 30% in math and 48% in reading			
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.)	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.)	Measure of Success	Progress Monitoring Date & Notes
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	<ul style="list-style-type: none"> <li>KCWP1: Design and Deploy Standards Classroom Activities</li> <li>KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>	Increased proficiency as measured by local, state and national assessments  Walk-through data	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
Objective 1 By 2019, BEHS will increase proficiency in <b>math</b> amongst Disability/IEP from 3.1% in 2018 to 10% as measured by ACT.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield strategies in teaching math. Ex: Train math teachers in Conceptual Building Blocks (With Debbie Thompson)	Increased proficiency as measured by local, state and national assessments  Walk-through data		
Objective 2 Proficiency: By 2019, BEHS will increase proficiency in <b>reading</b> amongst Disability w/IEP from 5.4% to 12% as measured by the ACT.	KCWP 5: Design, Align and Deliver Support  KCWP 4: Review, Analyze and Apply Data	BEHS will offer a rigorous Math and Reading Lab courses for those students not meeting the ACT math benchmark. Students will be reassessed using the ACT and CERT exams. There will also be an intentional focus in this course of bringing those novice/apprentice scorers up to proficiency.	Number of students achieving benchmark status on ACT.	Counselors and CCR Coach will monitor student progress.	
*See also the strategies and activities in the Proficiency Goal listed previously. Those also apply to Gap group goals.		Freshmen students in the bottom 10%, according to their 8th grade math MAP scores, will be identified and placed	Common assessment scores in courses, CERT composite score	Counselors and CCR Coach will monitor student progress.	

			into classes that will provide additional supports and targeted instruction. These classes will provide additional small group support and direct instruction to complement within their traditional classes and assist in helping students reach benchmarks. (Co-teaching with pairs of highly qualified math teachers)	Number of students participating in ESS after school program	Monitored by ESS Coordinator and Teachers.	ESS Funds based on Hourly Wage
			ESS Learning Labs will be offered after school 4 days per week to all students struggling in their regular math. English, and science classes. During ESS, teachers are able to answer questions in a smaller group setting as well as reteach content missed during the regular school day.			



**4: Graduation rate****Goal 4 (State your Graduation Rate goal):**

Increase overall graduation rate from 94.8% to 96.6% in 2020.

<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> <p>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</p>	<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>• KCWP1: Design and Deploy Standards Classroom Activities</li> <li>• KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>• KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>• KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>• KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>• KCWP6: Establishing Learning Culture and Environment Classroom Activities</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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<b>Objective</b>	<b>Strategy</b>	<b>Activities to Deploy Strategy</b>	<b>Measure of Success</b>	<b>Progress Monitoring Date &amp; Notes</b>	<b>Funding</b>
<p><b>Objective 1</b>  Increase graduation rate of FRL gap from 86.4% to 95.0 %</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>Highly qualified teachers from across BCPS collaborate on district-wide CTE teams to align curriculum and share strategies, preparation for EOPs</p>	<p>Increased pass rate on industry certifications.</p>	<p>Admin will monitor through PLC notes and walk-through data</p>	
<p><b>Objective 2</b>  Increase graduation rate of Disability w IEP gap from 79.3% to 85% (State cut score is 85%)</p>	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>ESS Learning Labs and Friday School will be offered after school 4 days per week to all students struggling in their regular math, English, and science classes. During ESS, teachers are able to answer questions in a smaller group setting as well as reteach content missed during the regular school day.</p>	<p>Number of students participating in ESS after school program</p>	<p>Monitored by ESS Coordinator and Teachers.</p>	<p>ESS Funds based on Hourly Wage</p>
		<p>Addition of Youth Service Center will be a boon to reaching our vulnerable students. YSC will work in coordination w/Admin and counselors to identify at risk students and develop a system of</p>	<p>Number of students served by YSC, attendance data, moving students off P to G list</p>	<p>Admin/counselors/YSC/CCR Coach Monitor 'Hot List' to track interventions with each student and the success.</p>	

	<u>KCWP 6. Establishing Learning Culture and Environment</u>	supports and interventions as needed for each student.			
		PBIS Retooling -- PBIS has waned in the past years. We will retool and reestablish with a new committee, guidance from Jo Craven at PBIS-EKU. We look to modernize our system of "catching students doing well" to a scanning system and revitalize our communicated expectations for teachers and students.	Increase in students recognized for good behavior, decrease in off-task or misbehaviors	Monitoring through behavior data collection both via IC, google forms and PBIS. Will happen with PBIS committee, admin, counselors and ILT.	
		PBIS committee will re-evaluate the current discipline matrix to include recognition as well as disciplinary action	Increase in students recognized for good behavior, decrease in off-task or misbehaviors		
		BEHS will incorporate the "Why Try" program into our study skills classes (and will look to embed into Health/PE and/or Houses) as a means of reaching students who are looped in a cycle or poor decision-making, helping them to think through decisions and consequences, both positive and negative	Increase in students recognized for good behavior, decrease in off-task or misbehaviors		

**5: Growth**

Goal 5 (State your Growth goal):

N/A This goal applies to elementary and middle schools only.

<p>Which <b>Strategy</b> 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.)</p> <p>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</p>	<p>Which <b>Activities</b> 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.)</p> <ul style="list-style-type: none"> <li>• KCWP1: Design and Deploy Standards Classroom Activities</li> <li>• KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>• KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>• KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>• KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>• KCWP6: Establishing Learning Culture and Environment Classroom Activities</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
Objective 1					
Objective 2					

## 6: Transition Readiness

## Goal 6 (State your Transition Readiness goal):

*Increase the percentage of ALL students who are Transition Ready (CCR) from 82.4% to 88% by 2021. (State provides no delivery target, only a cut score of 41)*

Which <b>Strategy</b> 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 <b>Activities</b> 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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of FRL gap students who are Transition Ready (CCR) from 72.8% to 77 % by 2019.	KCWP 5: Design, Align and Deliver Support	School Counselors, CCR Coach, and instructors within the FLEX classrooms will monitor student progress in credit recovery classes and meet with individual students weekly to mentor, encourage, and support students in their progress.	State data.	Credit tracking in Edgenuity and progress monitoring by counselors, CCR coach, and Flex teachers.	
Objective 2 Increase the percentage of IEP gap students who are Transition Ready from 55.6% to 61% by 2019.		Addition of Youth Service Center will be a boon to reaching our vulnerable students. YSC will work in coordination w/Admin and counselors to identify at risk students and develop a system of supports and interventions as needed for each student. BEHS will continue to expand its focus and offerings of early college opportunities such as Advanced Placement courses and dual-credit course offerings, CTE dual-credit course offerings, develop new career	Number of students served by YSC, moving students off P to G list	Admin/counselors/YSC/CCR Coach Monitor 'Hot List' to track interventions with each student and the success. Weekly ILT meeting will update.	
			Total number of students enrolled in AP and dual credit offerings, enrolled in new pathways, and	BCPS College and Career Handbook	

[illegible]

## 7: Other (optional)

## Goal 7 (State your goal):

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> ) <u>KCWP 1: Design and Deploy Standards</u> <u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 3: Design and Deliver Assessment Literacy</u> <u>KCWP 4: Review, Analyze and Apply Data</u> <u>KCWP 5: Design, Align and Deliver Support</u> <u>KCWP 6: Establishing Learning Culture and Environment</u>	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> ) <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>	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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

## **Phase III: Closing the Achievement Gap\_11162017\_17:24**

### **Phase III: Closing the Achievement Gap**

#### **Bullitt East High School**

Chris Mason  
11450 Hwy 44E  
Mount Washington, Kentucky, 40047  
United States of America

**Last Modified: 12/20/2018**

**Status: Open**

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## Phase III: Closing the Achievement Gap

### I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Gap groups identified on attached spreadsheet.

### **ATTACHMENTS**

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

## II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Bullitt East culture is one of academic success. All students know that they are expected to graduate College and/or Career ready. With a CCR rate of 100% for the past three years, it is understood that our students will work toward that goal and meet it. We often hear students discussing their progress toward college or career readiness. Students identify the benchmarks they need to meet on the ACT, whether they have met or exceeded the benchmark or how many points they need to earn the next time they take the exam. Our students know of the EOPs, Industry Certifications and Work Keys tests that are necessary to become career ready. They review and practice in classes and are invested when they take the exams knowing they are the measure of career readiness. This applies to ALL students. Whether GAP or not, all students know and feel the sense of accountability for passing courses and fulfilling the CCR requirement for graduation. Our school celebrates and publicizes students as they meet their CCR/Transition Readiness goals. Photos of students who are transition ready are publicized in the weekly school newsletter as well as on the scrolling announcements on the TVs that are placed throughout the school. We keep a running total for each graduating class of the number of students who have met the CCR requirements. It's a celebration to see the number rise. Still, we see a discrepancy in our overall scores and that of our gap populations. As a staff and school, we know that we need to improve with our GAP students. Closing the GAP is more than just a special education problem but one we can all work to improve. We have adopted the term vulnerable students because they are at risk and focused on building relationships with these students in all classes. We continue to have the conversation about how we can better serve our vulnerable students and tailor much of our PD sessions to enhance our understanding of what effects and impacts our vulnerable students so we may meet them where they are and elevate and motivate from there. We have also dedicated a great deal of PD efforts to improve our co-teaching models so that we may fully utilize our staff expertise to reach all students.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

See responses below.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

The school has shown strengths in the following areas: \* Graduation Rate exceeds the state average. Scores for the past few years follow: 2014 (94.4%), 2017 (95.5%), 2018 (94.8%) \* College and Career/Transition Readiness has improved from 88.7% in 2014 to 96.5% in 2017 but tumbled in 2018 to 82.4 (Scores no longer reflect bonus of those BOTH college and career ready.) \* Math scores indicate continual improvement in the following areas: Females (from 60.9% in 2014 to 65.2% in 2017), FRL Students (from 46.8% in 2014 to 59.7% in 2017), Non-Duplicated Gap Group (from 45.1% in 2014 to 51.2% in 2017)

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

\* In Reading, our highest scores were posted in 2014-15 and have slightly declined in all groups since. \* In math, we have declined overall in 2017 and again in 2018 (yet are still far above district and state) and have declined in the areas of Disability with IEP to 3.1% as measured by ACT. \* While our Gap populations (FRL and IEP) boast graduation rates higher than state and district averages, they do not keep pace with our general population. (79.3% for 72.8% for Non-Dup Gap vs 94.8% for regular population)

E. Describe, in detail, the school's professional development plan and extended school services plan as related to its achievement gaps.

See attached BEHS PD Plan. It outlines the focus for our professional learning offerings. We continue to train teachers on best practices and Thinking Strategies/Workshop Model as well as co-teaching models intended to meet the needs of our vulnerable students. We offer weekly ESS opportunities for all students after school. Students can be assigned by their content area teachers to attend for remediation or students may elect to attend should they feel they need additional academic assistance. ESS tutors are scheduled so that there is a teacher for all content areas available on all days and, usually, an ECE teacher who can meet the additional services outlined in students IEPs.

## **ATTACHMENTS**

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

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

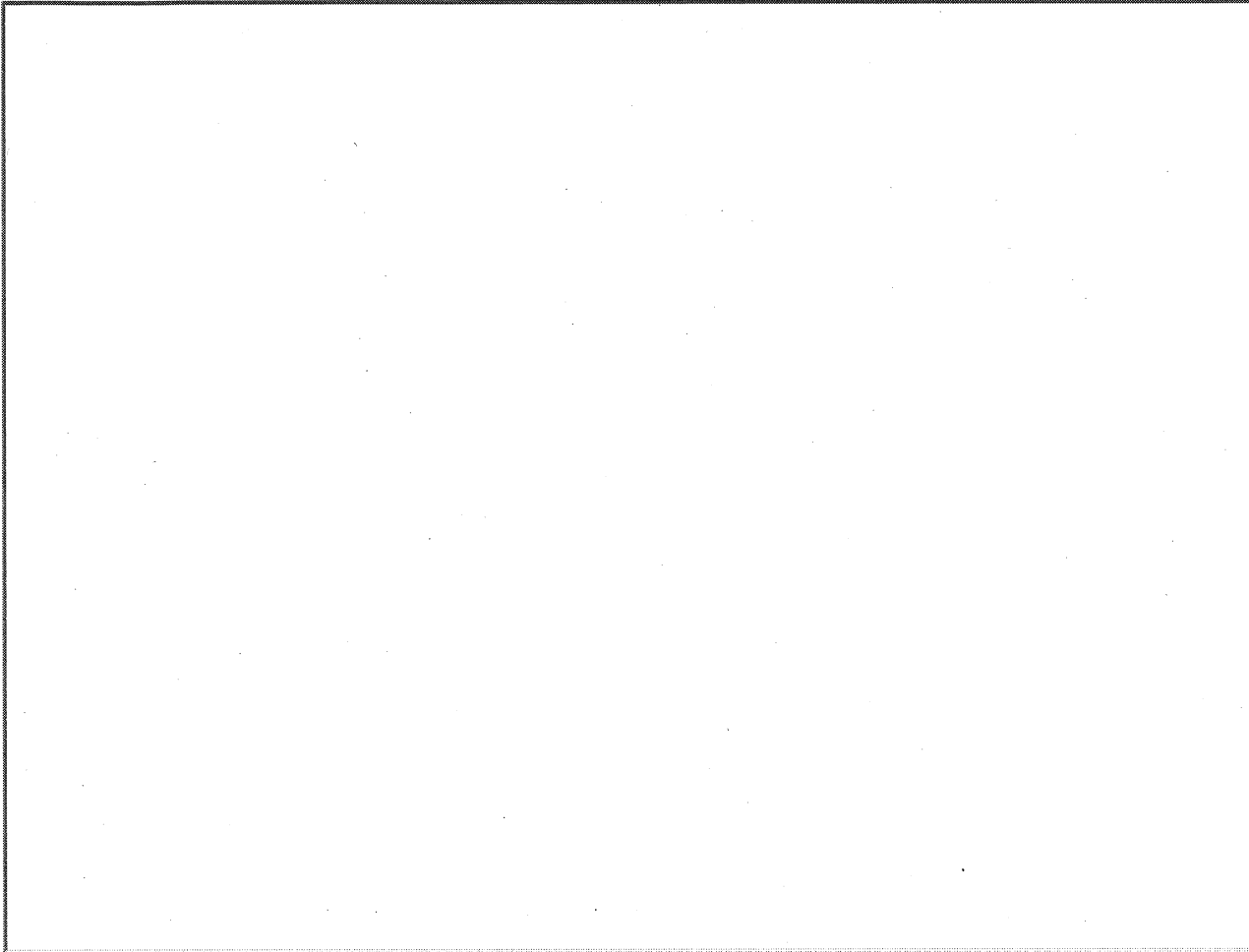
Along with our increase in population (both in our school and community) comes a changing demographic. Our percentage of vulnerable students, those receiving FRL or qualifying for McKinney Vento, has increased. (Last year we increased our McKinney Vento number from 7 to over 70.) These students often have much more that stresses them than just academics. We find, too, that students moving into our community have a difficult time adjusting to the behavioral and academic expectations we have at BE. The mindset of generational poverty is a difficult hurdle to overcome as well. We are looking to improve growth mindset of all who have a stake in student achievement and success. We are going to re-train and retool our PBIS systems and structures as the school-wide expectation has lagged as of late.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

At Bullitt East, we employ an Instructional Leadership team to share PLC data and monitor our success. When data is shared, PLC groups then address the key questions of a PLC in that they share what plans are for those who were proficient and what they will do for those who were not. We do not often break down the data into specific gap groups to clarify who is performing at a given level. This specificity would be a marked improvement in moving our gap groups forward. New this year to the ILT is the sharing of instructional strategies intended to bring about the hard work of THINKING in our students. Teachers share means of engaging students in classwork and monitoring for student understanding. Our ILT is lead by teacher leader, Nate Fulghum. He is being trained by Solution Tree in the work of PLCs and is bringing back that element to our ILT. We are finding that we have a fairly advanced PLC understanding and structure but that we need to hone the collection, analysis and action plan on data where our gap groups are concerned. Our PLCs will be working to identify students by gap groups when analyzing data.

### III. Planning the Work

Review the following flowchart to aid in completing the work.



#### Closing the Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attached file below.

#### **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)
 Achievement Gap Group Identification	Gap groups within BEHS identified.	I
 BEHS Measurable Gap Goal 2018-19		III



## **Phase III: Executive Summary for Schools\_11162017\_17:25**

### **Phase III: Executive Summary for Schools**

**Bullitt East High School**  
Chris Mason  
11450 Hwy 44E  
Mount Washington, Kentucky, 40047  
United States of America

**Last Modified: 12/20/2018**  
**Status: Open**

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## Phase III: Executive Summary for Schools

### Executive Summary

#### Description of the School

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

Bullitt East High School resides in the small town of Mt Washington, KY (pop 12,500) located just south of the major metropolitan area of Louisville, KY. It is a fast growing bedroom community and, as a result, the population has tripled in fifteen years' time. The school started as a small rural school of less than 500 but has grown into a suburban school of nearly 1500 students. We are 94.7% White (non-hispanic), 24.9% of our student body qualify for free and reduced lunch. 8.9% for special education services, and 16.2% for gifted and talented services. Thirty percent of our population compromise our non-duplicated gap group. While we do not have the level of ethnic diversity one might see in the Louisville area, diversity is evident when examining socio-economic status.

### **ATTACHMENTS**

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

#### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

College. Career. Tradition. Unrivaled. This is our motto, our mission, and defines our purpose. Teachers created this statement during an intense re-missioning, repurposing faculty retreat and synthesized these four words as the CORE of our school. We prepare students for their transition to college and/or career as part of our transition and in an unrivaled manner. It is our goal to build and foster students to be college and/or career ready while preserving our traditions and sense of community. Our course offerings are structured such that students have opportunity to become both college and career ready when graduating. Students are hand-scheduled each year, meeting with an advisor who ensures each student is passing core classes and that they are scheduled into a career pathway program that matches student interests and abilities. We offer several AP courses and dual credit courses and have career pathways in agriculture, culinary, business, engineering, family and consumer science. We have utilized PBIS (Positive Supports and Behavior Interventions) to communicate and uphold our behavioral expectations. Expectations are taught as they pertain to expected behaviors in the classroom, the hallways, on the bus, in the cafeteria, during assemblies, etc. the right thing. We call it The Charger Way. Students are asked to be safe, respectful and responsible in all interactions. (In the 2018-19 school year, we are looking to rebuild our PBIS system as we have let it lag in the past years. We have reached to PBIS consultant from EKU and are basically starting anew.)

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

In the 2014-15 the school earned the title of School of Distinction, DISTINGUISHED and PROGRESSING, a top 10 school in the Commonwealth. Under the most recent school ratings system, we have remained a DISTINGUISHED school for the 2016 and 2017 school years as well. In the 2018 school year, the ratings system has changed so we don't have a comparable means of

determining our status. We do note that we have fallen back in our academic standing. The ACT is now the only academic proficiency benchmark, and we have dropped slightly in our overall composite. We remain strong in both transition readiness and graduation rate but proficiency in reading and math, while higher than the state average, has room for improvement. In the 2018-19 school year, we are looking to rebuild our PBIS system as we have let it lag in the past years. We have reached to PBIS consultant from ECU and are basically starting anew. Feedback from a recent culture survey indicate teachers wish to have greater input into the discipline matrix so we will establish a committee to review our matrix as well.

### **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.

Our community continues to grow. Our demographic continues to change with the influx of families moving from neighboring communities, and the feel of a hometown/community school has started to wane. Many of the social norms and community traditions that have kept us tight knit are being stretched and in many ways redefined. In short, we have experienced and continue to experience growing pains. Our board recently purchased land near our school in which to build a new middle and elementary school. We hear that our neighboring elementary school will be annexed as part of our high school. We are determined to continue to bring academic and athletic success to our hometown and hope we will be able to maintain the traditions embedded in a small town, neighborhood school.

### **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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