

KDE Continuous Improvement Diagnostic_09192017_15:55

KDE Continuous Improvement Diagnostic

Bullitt Lick Middle School
Kevin Connors
555 West Blue Lick Rd
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 08/01/2018
Status: Locked

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KDE Continuous Improvement Diagnostic

Part I

Use the link provided to access [The Missing Piece](#) overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

Kevin Connors- Principal Sarah Oros- Teacher/Council Member Hannah Curtsinger- Teacher/
Council Member Lynette Ward- Instructional Coach

COMMENTS

Please enter your comments below.

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2. Use the [rubric](#) to diagnose 3-5 strengths or leverage points identified with your planning team.

1.) School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.) 2.) School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts. 3.) Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)

COMMENTS

Please enter your comments below.

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3. Use the [rubric](#) to identify 3-5 critical areas for improvement identified by your planning team.

1.) Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences. 2.) School provides open house and family nights for some parents to learn about: Kentucky standards and expectations for all students, school's curriculum, instructional methods, and student services, school's decision-making process, including opportunities for parents to participate on councils and SBDM committees. Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process, community resources to support learning. 3.) School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.

COMMENTS

Please enter your comments below.

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4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

1.) BLMS will host two parent nights that will offer the opportunities for parents to see a variety of student led activities in the classroom. Additionally, information sessions will be provided to hit upon topics important to their child's education. 2.) BLMS will host four lunch learn opportunities for parents to come to school to learn about a variety of topics and then eat lunch with their child. 3.) BLMS will host a career day where we will invite community members and parents to present information to our students about career opportunities in our community.

COMMENTS

Please enter your comments below.

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Part II

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

Based on the TELL survey data, there is a need to address concerns in behavior management and professional learning. In order to address concerns in behavior management, Bullitt Lick will work with Abri, in order to analyze behavior data with teachers and create stronger school and classroom systems that encourage positive behavior. Additionally, teachers and administrators will engage in classroom visits that focus on classroom community, as a way to observe and discuss the implementation of classroom strategies in their own practice. In order to improve the professional learning, Bullitt Lick will shift away from team level professional learning communities, and move toward content professional learning communities. These meeting times will focus on standard analysis and curriculum alignment from 6th grade to 8th grade. This will provide a more meaningful PLC experience and increase teacher capacity by allowing time for like content teachers to collaborate.

COMMENTS

Please enter your comments below.

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Part III

1. How will the school engage a variety of shareholders 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.

School improvement information will be shared with the SBDM council and the band booster parent organization; Bullitt Lick's only parent run organization. The principal will present the information from the improvement plan at a regularly scheduled meeting. The time and date of these meetings will be announced in advance in order for all stakeholders the chance to attend. Additionally, a committee of teachers will be formed to regularly monitor the progress towards the improvement plan's implementation.

COMMENTS

Please enter your comments below.

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ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
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Phase Two: The Needs Assessment for Schools Bullitt Lick 2018/19

Phase Two: The Needs Assessment for Schools

Bullitt Lick Middle School

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Last Modified: 12/27/2018

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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?

The use of data is a major component of our work at Bullitt Lick. The use of data informs our decision making processes and tells us where we need to go. Student advancement and achievement drives all decisions we make. Currently our school has a number of processes for reviewing and analyzing data. Each year we use KPREP as progress monitoring tool. We analyze the data as an instructional leadership team and then allow all staff opportunities to investigate and breakdown the data further. We report this information to the local school board and to SBDM. This information is documented through SBDM minutes as well as presentations that we give. Three times a year we give students the Measure of Academic Progress (or MAP) Test. This data analysis includes the internal leadership team, SBDM and all PLC's. The focal point for our investigation is to measure student progress, and insure that all students are making positive and sustained growth. Our ELA department has noticed a deficiency area with our assessment schedule and choose to offer Common Writing Assessments to help inform and improve writing practice. Every quarter our school uses RTI data. This data process includes using intervention teachers, math and ELA content teachers and the school leadership team. This data collection process is supported by a common formative process (called probes) that is used for accountability and progress monitoring purposes. These common school-wide data collection is also embedded in our PLC and department meeting agendas. These meetings allow teachers to share formative and summative data, recognize trends and most importantly develop plans for students that are falling behind. We must continually work to improve our data collection and analysis methods in order to become more proficient in analyzing student data.

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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.

Our current condition as a school must be described as critical. Our students fall significantly below their peers in multiple categories. If we aren't intentional and don't act with urgency, our students will face both academic and non academic barriers in the future. While we utilize numerous data points to inform our decision, ultimately we will be judged by high stakes standardized testing. This is unavoidable. Fortunately KPREP data mirrors other data points and makes triangulation for our current condition easy. All information was obtained through the school report card (SRC). Our novice numbers are cause for concern. Reading is a major area for improvement and our long term data suggests major deficiencies: Novice - 2015- 27.6%, 2016- 23.3%, 2017- 27.5%, 2018- 31.2% The current reality of math isn't as critical as reading: 2015- 28%, 2016- 17%, 2017- 23%, 2018- 22.1% In writing our novice numbers are 2015- 20.3%, 2016- 24.8%, 2017- 23.4%, 2018- 28.5%. Proficient/Distinguished is another major area we need to improve in. In Reading our data shows that- 2015- 41%, 2016- 45.6%, 2017- 44.8%, 2018- 43.1% In Math proficient and distinguished data shows 2015- 19.9%, 2016, 32.1%, 2017- 31.5%, 2018- 24.3% Our writing numbers P/D 2015- 26.3%, 2016- 29.1%, 2017- 21.9%, 2018 17.7%. Lastly our Students with Disabilities (SWD) need to be examined. Currently in reading our novice numbers are: 2015 53.1%, 2016 59.3%, 2017 55.7%, 2018 73.6% and our proficient and distinguished (p/d) numbers are 2015 14.8% 2016 14.8%, 2017 19.3%, 2018 9.7%. Math novice numbers are: 2015 55.6%, 2016 48.1%, 2017 44.3%, 2018 51.4% with P/D - 2015 8.6%, 2016 12.3%, 2017 13.6%, 2018 4.2% Lastly our writing SWD numbers are: Novice 2015 46.6%, 2016 57.7%, 2017 64.7%, 2018 73.9% and P/D 2015 3.4%, 2016 11.5%, 2017 0%, 2018 0%

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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.

While there are a number of areas and we could focus on, we need to prioritize our deficiency areas. Our goals for the 2018-2019 school year can be broken down into two categories: Novice Reduction- currently over 25% of all students are novice in all content areas. This needs to be a priority. This reduction needs to also include (and be specific to) a reduction in students with disabilities as well as non gap grouped students. Increase non academic outcomes- (e.g. decrease suspensions, increase attendance)- Our school has a higher number of behavior incidents than we would like. While we are happy with our progress, we must continue to build structures within our school and increase our proactive behavior supports. We also need to incorporate resititutional discipline practices and help create interventions to increase student attendance. Students cannot learn if they are suspended or neglect to come to school. We need to increase our student attendance above 95% and decrease our suspension events 25% below the 150 events from last year.

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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?

The past two years have demonstrated some strong areas for improvement for our school. These data trends show a high number of novice reading percentages, a high number of students with disabilities that are scoring in novice and a growing suspension rate. Our novice reading levels have grown. The past two academic years show a data trend that increases the novice reading numbers going from 23% in 2016 to 31% in 2018. Our novice reading numbers have increased nearly 10% over the past three years. Our students with disabilities are also showing a negative data trend, rising from 53% in 2016 to 75% in 2018. This shows that we need to be more intentional and help reduce the growing number of novice numbers in our student with disability population. Last year our suspension numbers nearly doubled. This raise originated from a rationale for providing consistency with behavioral interventions and an intentional effort to support teachers. Our suspensions went from 80 in 2016-2017 to 152 in 2017-2018. While our data trends might suggest that we are moving away from our goal, the reality is that we are supporting teachers and holding students accountable.

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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 “Key Work” processes that we will need to focus on will be standard 2 and 3; Strategic Planning for Instruction and Assessments. Standard 2 will center on our efforts to reduce our novice numbers in both our general population and students with disabilities population. We need to help our teachers plan cohesive units that are aligned vertically as well as to the statewide or common core standards. Tools to analyze and breakdown data need to be implemented so that teachers can make informed instructional decisions that support student growth. Data needs to be at the center of all that we do. Standard 3 will help us focus on our practices with assessments. We need to help teachers develop assessments that ensure congruency between standards and instruction. Assessment development needs to be aligned with our instructional push because we need teachers to plan backwards and design assessments that are not only rigorous and challenging, but allow students to track their progress and equip teachers with the knowledge and tool-set to provide adequate remediation.

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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%.

While there are numerous areas for us to improve upon, there have been some tremendous gains that we must leverage for future success. The first strength we must utilize is the positive culture of our school. In 2016-2017-75% of teachers said that our school was a positive place to work. Last year we didn't give the Tell Survey, but when asked, 97% of teachers said that the school was a positive place to work. In addition, we saw a large jump in teachers feeling supported both in and out of the classroom. For a staff that traditionally faces a high turnover, we have a cohesive staff that is buying into the direction and vision of the school. Another strength we have seen is a growth in our distinguished levels with students that are on free and reduced lunch. In both 2015 and 2017 our distinguished reading scores were floating around 5%. Since then our numbers have gone up to nearly 8%. This change is due to the rigor we are trying to implement into daily core instruction. Our goal is to keep all students engaged in high rigor instructional practices.

ATTACHMENTS

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ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|-----------------|-------------|---------|
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Phase Two: School Assurances_10242018_15:23

Phase Two: School Assurances

Bullitt Lick Middle School
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Last Modified: 10/30/2018
Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school 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.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

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Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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

- ☒ Yes
- ☐ No

- ☐ N/A

COMMENTS

ATTACHMENTS

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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No

☐ N/A

COMMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

☒ Yes

☐ No






☐ N/A

COMMENTS

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ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|--|---|---------|
|  BLMS Needs Assessment | Bullitt Lick Middle School Needs Assessment for the 2018/19 school year. | 3 |
|  Bullitt Lick CSIP 2018 | Bullitt Lick Middle School CSIP for 2018 | 5 |
|  Bullitt Lick PD Plan 2018-19 | This document contains the professional learning plan for Bullitt Lick Middle School for the 2018-19 school year. | 2 |
|  Master Schedule | Bullitt Lick Middle School master schedule for the 2018-19 school year. | 11 |
|  Title 1 Parent Compact | Bullitt Lick Middle School Title 1 Parent Compact | 8 |

Phase Two: School Safety Report 2018/19

Phase Two: School Safety Report

Bullitt Lick Middle School
Kevin Connors
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Status: Open

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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, but they will need to be updated every other month along with the safety plan.

ATTACHMENTS

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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

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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.

The school's emergency plan was reviewed, and will continued to be reviewed throughout the 2018-2019 school year. This is due to the construction our building is undergoing and the dynamic issues that this creates. the safety plan will be reviewed every other month with first responders, school council and the principal.

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

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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

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

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ATTACHMENT SUMMARY

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Phase Three: Comprehensive Improvement Plan for Schools_12172018_08:15

Phase Three: Comprehensive Improvement Plan for Schools

Bullitt Lick Middle School
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Comprehensive Improvement Plan for Schools 3

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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

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ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
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|  Bullitt Lick MS CSIP 18-19 | Bullitt Lick MS CSIP 18-19 | |

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: Increase the averaged combined reading and math proficiency rates for all students from 33.7% to 66.6% by 2022.

| | | |
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| <p>Which Strategy 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"> • 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>Which Activities 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"> • 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 | <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> |
|---|---|--|

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|--|--|--|---|---|----------------|
| <p>Objective 1 Increase the reading proficiency rates for all students from 43.1% to 52.1% by 2019 as measured by K-PREP. (69.9 on SRC)</p> | <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>*Addressing this process will ensure assessments are high quality and appropriate assessment design is used that will best evaluate the level of student learning.</p> | <p>Activity 1: Establish a Plan Do Study Act (PDSA) protocol that engages teachers in the development of formative and summative assessments that are aligned to the standards. (SWP:1,2,3,5,8)</p> | <p>-Highly-qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review -PLC process will review formative and summative assessments - Administrators and Leadership Team will review observation data of PLC process</p> | | \$0 |
| | <p>KCWP 4: Review, Analyze and Apply Data</p> <p>*Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies and</p> | <p>Activity 1: Develop and deploy a PLC Plan Do Study Act (PDSA) improvement protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and</p> | <p>- PLC process will review data to determine students' needs of recovery and extension based on mastery of standards.</p> | | \$0 |

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|---|--|--|--|-------------------|-------------------------|
| | appropriate assessment design is used to evaluate the level of student learning. | collaborative lesson creation, and analysis of data. (SWP: 1,2,3,5,8,9) | | | |
| | <p>KCWP 6, Establishing Learning Culture and Environment</p> <p>*Addressing this process will ensure that parents are educated on the strategies used to increase student literacy.</p> <p>*Addressing this process will ensure that individual instructional needs of students are met to increase academic proficiency.</p> | <p>Activity 1: Host an annual literacy parent event to promote and inform on literacy strategies used at BLMS supplemented with Title 1 funds. (SWP: 6)</p> <p>Activity 2: Saturday School is offered as a system to support the individual needs of students instructionally by allowing them the opportunity to work in small groups with highly qualified teachers for recovery. (SWP:10)</p> | <p>-Sign in sheets will be used to track attendance. -Annual Title 1 survey will provide data on effectiveness of program</p> <p>-Sign in sheets will be used to track attendance. -Performance on KPREP and the CASE Benchmark Assessment.</p> | ESS - \$13,000.00 | District Funds - \$8000 |
| Objective 2 Increase the math proficiency rates for all students from 24.3% to 37.3% by 2019 as measured by K-PREP. (63.3 SRC) | <p>KCWP 3, Design and Deliver Assessment Literacy</p> <p>*Addressing this process will ensure math assessments are high quality and appropriate assessment design is used that will best evaluate the level of student learning.</p> | <p>Activity 1: Establish a Plan Do Study Act (PDSA) protocol that engages teachers in the development of formative and summative assessments that are aligned to the standards. (SWP:1,2,3,5,8)</p> | <p>-Highly-qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review -PLC process will review assessments -Administrators and Leadership Team will review observation data of PLC process</p> | \$0 | |
| | KCWP 6, Establishing Learning Culture and Environment | Activity 1: Host an annual math parent event to promote and inform on mathematical practices used at BLMS supplemented with Title 1 funds. (SWP: 6) | <p>-Sign in sheets will be used to track attendance. -Annual Title 1 survey will provide data on</p> | ESS - \$13,000.00 | |

| | | | | |
|--|---|--|---|-------------------------|
| | <p>* Addressing this process will ensure that parents are educated on the strategies used to increase student mathematical practices.</p> <p>* Addressing this process will ensure that individual instructional needs of students are met to increase academic proficiency.</p> | <p>Activity 2: Saturday School is offered as a system to support the individual needs of students instructionally by allowing them the opportunity to work in small groups with highly qualified teachers for recovery. (SWP:10)</p> | <p>effectiveness of program</p> <p>-Sign in sheets will be used to track attendance. -Performance on KPREP and the CASE Benchmark Assessment.</p> | District Funds - \$8000 |
| | <p>KCWP 4, Review, Analyze and Apply Data</p> <p>* Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies and appropriate assessment design is used to evaluate the level of student learning.</p> | <p>Activity 1: Develop and deploy a PLC Plan Do Study Act (PDSA) improvement protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP: 1,2,3,5,8,9)</p> | <p>- PLC process will review data to determine students' needs of recovery and extension based on mastery of standards.</p> | \$0 |

2: Separate Academic Indicator

Goal 2: Increase the average combined science, social studies and writing on demand proficiency rates for all students from 21.6% to 51.6% by 2022.

| | | |
|--|---|--|
| <p>Which Strategy 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"> • 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 | <p>Which Activities 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"> • 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 | <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> |
|--|---|--|

| <ul style="list-style-type: none">KCWP 6: Establishing Learning Culture and Environment | | <ul style="list-style-type: none">KCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities | | | |
|--|---|---|--|----------------------------------|---------|
| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1 Increase the science proficiency rates for all students from 9.2% to 19.2% by 2019 as measured by K-PREP. | KCWP 2: Design and Deliver Instruction *Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies. | Activity 1: Develop, implement and monitor the item analysis portion (Study) of the Plan Do Study Act (PDSA) protocol within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are. (SWP: 1,2,3,5,8) Activity 2: All teachers will be trained on the four pillars of a thinking-centered classroom: community, gradual release of responsibility, discourse and thinking strategies. Monthly trainings, embedded professional learning and coaching observations will be used to ensure effective implementation/execution of the four pillars in classrooms to increase student ownership of learning and rigor of teaching. (SWP: 1,2,4,5) | - Highly-qualified teachers will upload PDSA documents with high yield instructional strategies into google drive for administrative review -PLC process will review data to determine effectiveness of chosen instructional strategies - Administrators and Leadership Team will review observation data of PLC process - Classroom observations and walkthroughs with feedback and reflection | | \$0 |

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|---|---|---|--|--|
| Objective 2 Increase the social studies proficiency rates for all students from 37.9% to 47.9% by 2019 as measured by K-PREP. | KCWP 2: Design and Deliver Instruction *Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies. | Activity 1: Develop, implement and monitor the item analysis portion (Study) of the Plan Do Study Act (PDSA) protocol within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are. SWP: (1,2,3,5,8) Activity 2: All teachers will be trained on the four pillars of a thinking-centered classroom: community, gradual release of responsibility, discourse and thinking strategies. Monthly trainings, embedded professional learning and coaching observations will be used to ensure effective implementation/execution of the four pillars in classrooms to increase student ownership of learning and rigor of teaching. (SWP: 1,2,4,5) | - Highly-qualified teachers will upload PDSA documents with high yield instructional strategies into google drive for administrative review -PLC process will review data to determine effectiveness of chosen instructional strategies - Administrators and Leadership Team will review observation data of PLC process - Classroom observations and walkthroughs with feedback and reflection | |
| Objective 3 Increase the writing On-Demand proficiency rates for all students from 17.7% to 27.7% by 2019 as measured by K-PREP. | KCWP 2: Design and Deliver Instruction *Addressing this process will provide teachers access to strategies to increase quality of writing instruction embedded into other content areas | Activity 1: Develop, implement and monitor a writing plan that embeds uniform writing strategies across all content areas. (SWP: 1,2,3,8) | - Revise writing plan to be utilized across contents by April 1, 2019. | |

3: Gap

Goal 3: Increase the average combined Reading and Math proficiency rates for all students in the non-duplicated gap group from 28.25% to 67.3% in 2022.

| <p>Which Strategy 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">• 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>Which Activities 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">• KCWP1: <u>Design and Deploy Standards Classroom Activities</u>• KCWP2: <u>Design and Deliver Instruction Classroom Activities</u>• KCWP3: <u>Design and Deliver Assessment Literacy Classroom Activities</u>• KCWP4: <u>Review, Analyze and Apply Data Classroom Activities</u>• KCWP5: <u>Design, Align and Deliver Support Classroom Activities</u>• KCWP6: <u>Establishing Learning Culture and Environment Classroom Activities</u> | <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> | | | |
|--|--|--|---|----------------------------------|--------------------|
| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1 Increase the reading proficiency rates for students in the non-duplicated gap group from 37.3% to 64.4% by 2019 as measured by K-PREP. | KCWP 5: Design, Align and Deliver Support *Addressing this process helps ensure that teachers have access to proactive positive behavior strategies and school data will be monitored and evaluated to inform modification to curriculum and instructional practices. | Activity 1: Develop a schoolwide discipline system (Positive Behavior Interventions and Supports) will be maintained, which includes proactive strategies for defining, teaching, and supporting appropriate student behaviors (i.e. Check and Connect, Behavioral Contracts,) (SWP: 2) Activity 2: Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (SWP: 1,2,3,8,9,10) | <ul style="list-style-type: none">- Review behavior data at monthly, tier 1 PBIS meeting to determine next steps.- Development of a uniform team based intervention system for minor behavior events. | | \$0 |
| | | | <ul style="list-style-type: none">- All students scoring below the proficient level based on MAP and CASE assessments, receive additional tier 2, reading instruction from highly qualified reading teachers during a secondary reading class period. Highly qualified, novice level reading teacher is funded through Title 1. Title | | Title 1 -\$133,000 |

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|--|---|---|--|--|---------------------|
| Objective 2 Increase the math proficiency rates for students in the non-duplicated gap group from 19.2% to 61.4% by 2019 as measured by K-PREP. | KCWP 5: Design, Align and Deliver Support *Addressing this process helps ensure that teachers have access to proactive positive behavior strategies and school data will be monitored and evaluated to inform modification to curriculum and instructional practices. | Activity 1: A schoolwide discipline system (Positive Behavior Interventions and Supports) will be maintained, which includes proactive strategies for defining, teaching, and supporting appropriate student behaviors (i.e. Check and Connect, Behavioral Contracts,) (SWP: 2) Activity 2: Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (SWP: 1,2,8,9) | 1 funded part time counselor organizes and facilitates RTI data and meetings. - Review behavior data at monthly, tier 1 PBIS meeting to determine next steps. - Development of a uniform team based intervention system for minor behavior events. | | \$0 |
| | | | - All students scoring in the novice category on math according to MAP assessments receive progress monitoring and small group instruction from our Title 1 Math Instructional Tutor. Title 1 funded part time counselor organizes and facilitates RTI data and meetings. | | Title 1 - \$133,000 |

5: Growth

Goal 5: Increase the averaged combined reading and math categorical growth in grades 6 – 8 from 14.6% to 30% by 2020 as measured by MAP.

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|---|---|---|
| Which Strategy 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 Activities 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"> • 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"> • 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 | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|--|--|---|--|----------------------------------|---------|
| Objective 1 Increase average combined reading growth in grades 6-8 from 18.6 % to 34% by 2019 as measured by MAP. | KCWP 3, Design and Deliver Assessment Literacy * Addressing this process will ensure assessments are high quality and appropriate assessment design is used that will best evaluate the level of student learning. | Activity 1: Establish a Plan Do Study Act (PDSA) protocol that engages teachers in the development of formative and summative assessments that are aligned to the standards. (SWP:1,2,3,8) | -Highly qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review -PLC process will review assessments - Administrator observations data of PLC process | | \$0 |
| KCWP 4, Review, Analyze and Apply Data * Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies and appropriate assessment design is | | Activity 1: Develop and deploy a PLC Plan Do Study Act (PDSA) improvement protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP: 1,2,3,8,9) | - PLC process will review data to determine students' needs of recovery and extension based on mastery of standards. | | \$0 |

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| | used to evaluate the level of student learning. | | | | |
| Objective 2 Increase average combined math growth in grades 6-8 from 10.6% to 26% by 2019 as measured by MAP. | <p>KCWP 3, Design and Deliver Assessment Literacy</p> <p>*Addressing this process will ensure assessments are high quality and appropriate assessment design is used that will best evaluate the level of student learning.</p> | <p>Activity 1: Establish a Plan Do Study Act (PDSA) protocol that engages teachers in the development of formative and summative assessments that are aligned to the standards. (SWP:1,2,3,8)</p> | <p>-Teachers will upload PDSA documents with summative assessments into google drive for administrative review</p> <p>-PLC process will review assessments</p> <p>- Administrator observations data of PLC process</p> | \$0 | |
| | <p>KCWP 4, Review, Analyze and Apply Data</p> <p>*Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies and appropriate assessment design is used to evaluate the level of student learning.</p> | <p>Activity 1: Develop and deploy a PLC Plan Do Study Act (PDSA) improvement protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP: 1,2,3,8,9)</p> | <p>- PLC process will review data to determine students' needs of recovery and extension based on mastery of standards.</p> | \$0 | |

6: Transition Readiness

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|--|---|--|--|---|--|
| Goal 6: Increase the percentage of students who are on track to meet ACT benchmarks in reading and math from 4.7% to 20% by 2020 as measured by MAP. | | | | | |
| Which Strategy 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>) | <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction | | Which Activities 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"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities | | | | |

| <ul style="list-style-type: none">• 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">• 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 | | | | |
|---|---|---|---|----------------------------------|---------|
| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1 Increase the percentage of students who are Transition Ready in reading from 19% to 35% by 2019 as measured by MAP. | KCWP 3, Design and Deliver Assessment Literacy * Addressing this process will ensure assessments are high quality and appropriate assessment design is used that will best evaluate the level of student learning. | Activity 1: Establish a Plan Do Study Act (PDSA) protocol that engages teachers in the development of formative and summative assessments that are aligned to the standards. SWP:(1,2,3,5,8) | - Highly-qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review -PLC process will review assessments - Administrator observations data of PLC process | | \$0 |
| | KCWP 4, Review, Analyze and Apply Data * Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies and appropriate assessment design is used to evaluate the level of student learning. | Activity 1: Develop and deploy a PLC Plan Do Study Act (PDSA) improvement protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP: 1,2,3,5,8,9) | - PLC process will review data to determine students' needs of recovery and extension based on mastery of standards. | | \$0 |
| Objective 2 Increase the percentage of students who are Transition Ready in math from 8% to 25% by 2019 as measured by MAP. | KCWP 3, Design and Deliver Assessment Literacy * Addressing this process will ensure assessments are high quality and appropriate assessment design is used that | Activity 1: Establish a Plan Do Study Act (PDSA) protocol that engages teachers in the development of formative and summative assessments that are aligned to the standards. (SWP: 1,2,3,5,8) | -Highly-qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review -PLC process will review assessments | | \$0 |

| | | | | | |
|--|---|--|---|--|-----|
| | will best evaluate the level of student learning. | | - Administrator observations data of PLC process | | |
| | <p>KCWP 4, Review, Analyze and Apply Data</p> <p>* Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies and appropriate assessment design is used to evaluate the level of student learning.</p> | <p>Activity 1: Develop and deploy a PLC Plan Do Study Act (PDSA) improvement protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP: 1,2,3,8,9)</p> | <p>- PLC process will review data to determine students' needs of recovery and extension based on mastery of standards.</p> | | \$0 |

Phase Three: Closing the Achievement Gap Diagnostic_12172018_08:16

Phase Three: Closing the Achievement Gap Diagnostic

Bullitt Lick Middle School
Kevin Connors
555 West Blue Lick Rd
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/27/2018
Status: Open

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II. Achievement Gap Analysis 4

III. Planning the Work 6

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Phase Three: Closing the Achievement Gap Diagnostic

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.

See attached document below.

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.

While the culture of our building is overall positive and collegial, we still continue to struggle with our culture in regards to the gap population. This population comprises of some of our most challenging and needy students. While our building is accommodating towards these needs, we still need to offer a more constructive approach for finding solutions and offering support for these gap populations. Many of these students come to our building with immense issues and challenges that extend far beyond the classroom. In order to fully help these students, we need to develop a culture that is focused on removing barriers for students to enable them to be successful with their individual needs.

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.

Our gap include special education free and reduced lunch. These populations persist and analysing the data over the past 3 years shows that we are growing our novice numbers (especially in special education) , and are stagnant with our proficient and distinguished numbers. We have not closed the gap, and have only seen a larger fragmentation of academic achievement.

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

While there are few areas to celebrate, there have been some minor areas that have shown improvement. These improvement areas include a rise in proficient and distinguished reading (with free and reduced lunch) from 35% to 37%. In Math, there was also a drop in novice numbers for our students with free and reduced lunch (30% to 25%) as well as a rise in proficient and distinguished numbers (16% up to 19%). These areas, while demonstrating some areas of improvement are not sufficient in adequately closing the achievement gap for our students.

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

Areas where progression regressed would be in reading (students with disabilities) performing at the novice level. Data indicates that since 2015, these students have regressed from 53% novice to 73%. In addition this same gap group dropped from 12% p/d to 9%, reinforcing the notion that this gap group is currently not getting its needs meet. In addition, students falling under the free and reduced category went from 30% novice to 37% novice. These data points (along with other non gap group data) shows that we need to pay additional attention to reading and language arts instruction.

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

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

See attached PD plan.

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.

There have been many reasons that we have not been able to close the achievement gap. Walkthrough data, along with student achievement data indicates that students are not getting access to rigorous and coherent instruction. While teachers plan and create engaging lessons, their instructional delivery is oftentimes fragmentated, not supported by rigorous assessments. In addition, once students fall behind, there is little tier 1 classroom interventions to help struggling students.

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.

We are trying to be intentional about collaborating with all shareholders to identify areas of improvement. Currently we are undergoing a process of working with these shareholders to create a unified mission and vision statement to help unify our work and help create a more cohesive instructional system that supports constant student achievement.

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

See attached document.

ATTACHMENTS

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

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 document.

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 | Achievement Gap Group Identification | I |
|  BLMS Measurable Gap Goals | BLMS Measurable Gap Goals | III |
|  BLMS PD Plan | BLMS PD Plan | II.E |

Phase Three: Executive Summary for Schools_12172018_08:16

Phase Three: Executive Summary for Schools

Bullitt Lick Middle School
Kevin Connors
555 West Blue Lick Rd
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/28/2018
Status: Open

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Executive Summary for Schools 3

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

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 Lick Middle School services students in downtown Shepherdsville, KY. It was built in 1977. We receive students from Nichols Elementary, Roby Elementary, and Shepherdsville Elementary. We feed into Bullitt Central High School. We are a Title I school, with our demographics being predominantly caucasian, with a 63.8% free and reduced lunch rate. Currently we have approximately 530 students. Our vision statement is "Perseverance. Progress. Pride." We believe that we first must get our students to persevere through the academic struggles and barriers they are faced with in their lives. After demonstrating perseverance our students and school will experience academic progress. Once academic progress is noticed, BLMS will have a new sense of pride which will drive our school to new academic heights. We have also created a new mission. Our mission is to prepare students to be high school ready. BLMS a laser-like focus on improving student achievement and we strive to move students beyond their expected growth. Our teachers work in teams and are dedicated to professional learning communities. Our staff, is comprised on one principal (Kevin Connors), one assistant principal (Raymond Yaksic), a curriculum coach (Lynette Ward), one Counselor (Christy Fenwick), one 100 day counselor (Jed Turner), 32 teachers, and various instructional assistants. We are committed to ensuring that each student who walks through the doors of Bullitt Lick is successful.

ATTACHMENTS

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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.

Our vision statement is "Perseverance. Progress. Pride." We believe that we first must get our students to persevere through the academic struggles and barriers they are faced with in their lives. After demonstrating perseverance, our students and school will experience academic progress. Once academic progress is noticed, BLMS will have a new sense of pride which will drive our school to new academic heights. BLMS is committed to outstanding core instruction that is aligned with standards. Our teachers are working in their department PLC teams to increase the rigor of instruction and assessments, and analyze data to ensure student mastery of standards. Additionally, our RTI plan consists of offering novice and apprentice level reading intervention classes, as well as an instructional tutor that focuses on providing tier 2 interventions for students in the math classrooms. The PBIS committee continues to analyse behavioral data to look for areas of continuous improvement within our schoolwide systems. We have implemented a restorative mindset to addressing behavioral issues, and are creating on standardized on team intervention plan so there is a consistent expectation for all staff and students. We are excited about our future and look forward to improving student achievement in our building.

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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.

Bullitt Lick Middle is a proud school. We have outstanding students, supportive parents, and an outstanding staff who are focused on preparing our students to be college and or career ready. We also have an amazing Advisory council that is focused on improving student achievement. Assessment results indicate deficits in the areas of math, reading, writing and science. Social studies continues to be an area of strength. Within these results also shows a gap for our special education and free/reduced lunch populations. The focus for the 2019 calendar year is to improve the instructional systems in our core contents. To do this, we are implementing a "Plan,Do,Study,Act" protocol that will align our planning process with our PLC work. The goal will be to increase the rigor of our assessments and instruction to reach congruence with the desired standards.

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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 Lick Middle School is preparing students instructionally and socially for high school. BLMS has a laser like focus on improving our math and reading scores and has developed specific plans to address our concerns. We are excited about the improved parent and community support we are experiencing. We have positive behavioral programs in place and other structures in place to help improve our focus areas that will help guide Bullitt Lick to experience even more gains in the near future.

ATTACHMENTS

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ATTACHMENT SUMMARY

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|-----------------|-------------|---------|
|-----------------|-------------|---------|

Phase Three: Title I Annual Review_12172018_08:16

Phase Three: Title I Annual Review

Bullitt Lick Middle School
Kevin Connors
555 West Blue Lick Rd
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/28/2018
Status: Open

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

This year presented a unique opportunity to conduct a in depth needs assessment using advanced School Quality Factors. This process enabled us to utilize multiple shareholders including teachers, parents and students and help identify areas of need. This effectiveness of this process cannot be quantified due to the fact we are currently labeled as a CSI school and are in need of improvement in multiple areas. These data sources demonstrated that there was an extreme need to improve the performance of our SWD gap population who is performing at 73% novice level. In addition, reading levels have regressed throughout the school and overall our novice numbers have increased and or proficient distinguished have decreased. The school quality factors also showed that students have immense emotional needs that are barriers for their academic success. We need to help remove these barriers and focus on our academic areas of needs.

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Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

The attached Comprehensive School Improvement plan details some of the plans we are currently implementing. One of our major areas of improvement is the implementation of the PDSA document. The PDSA process requires teachers to address the alignment and coherence of effective instruction and summative assessments to the level of engagement required of the standards. This process engages teachers in conversations surrounding the data and taking ownership of the Plan, Do, Study, Act continuous improvement cycle to improve student achievement. Within the cycle, teachers implement the protocol to better ensure the alignment and coherence of the novice reduction key core work processes. This blueprint for continuous and sustainable improvement allows us to capitalize on a collective effort to continually engage in the refinement of instructional units, assessments and instructional practices. Through this process, teachers are required to gain student feedback through a minimum of one plus/delta at the conclusion of each learning cycle. Teachers will use this information to reflect on their teaching and inform the students of future changes to their instruction.

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Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

Our current parent and family engagement plan is not effective. Currently we are participating in parent events through parent, teacher conferences, parent information nights and (in the near future) town hall style meetings. This year we have planned for a massive dinner that invited parents into our school, but a snow day countered our efforts. The rationale for our decisions come from multiple data sources including the advancED framework surveys and the ky tell survey which indicate that around 30% of teachers and staff feel that parents support teachers and are also important shareholders for the school. When compared to other middle schools in the area (Eastside Middle School), our data shows nearly a 50-60% discrepancy. We need to find more ways of improving parent support and family engagement.

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3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

We are currently revamping our communication strategies next year. We are revamping our school's social media and unifying messages through both Twitter and Facebook. We are also designing town hall style meetings that will be in 2019. These meetings are focused on allowing transparent communication with families and allowing them to have more of a voice throughout these processes.

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Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

We are constantly looking at data at Bullitt Lick Middle School. Our SBDM, grade level collaborative teams, department PLC teams, and PBIS team look at various sources of data. Some examples would include common formative assessment (CFA), KPREP, MAP, attendance and behavior data. We also analyze RTI data through weekly probes of student receiving tiered intervention to determine student progress towards their individual goals.

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4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

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4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

Our main revision will be the usage of a "Plan, Do, Study, Act" unit planning document that will not only drive our core instruction, but also our PLCs. This planning tool will require teachers to plan backwards, leading to assessments and instruction that are truly aligned with the content and rigor of the state standards. This will also provide a data analysis tool for PLCs to use to determine recovery steps for students not meeting benchmarks, as well as extensions for students that are.

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Phase Three: Title I Annual Review_12172018_08:16

Phase Three: Title I Annual Review

Bullitt Lick Middle School
Kevin Connors
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Last Modified: 12/28/2018
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Phase Three: Title I Annual Review

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