Phase One: Continuous Improvement Diagnostic_09112018_09:24

Phase One: Continuous Improvement Diagnostic

Bullitt Central High School
Erik Huber
1330 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 10/29/2018
Status: Locked

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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.

Areas of Improvements: 1) Student Engagement (see School Quality Factors Survey Results: F. Efficacy of Engagement 1a-b, 2a, 3a-b) 2) High Expectations for Student Learning (see School Quality Factors Survey Results: C. High Expectations 1a-b, 2a-b/ Missing Piece of the Proficiency Puzzle SBDM Results: Objective 5: Learning Opportunities) 3) Parent Involvement (see School Quality Factors Survey Results: A. Clear Direction: 7a-b, 8a; B. Healthy Culture 11a-b, 12a, 13a-b, 14a; C. High Expectations 8a-b, 9a-b, 10a; D. Impact of Instruction 7a-b, 8a; E. Resource Management 7a-b, 8a; F. Efficacy of Engagement 9a, 10a / Missing Piece of the Proficiency Puzzle SBDM Results: Objective 1: Relationship Building; Objective 2: Communications)

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.

1) Student Engagement - Professional Learning (Bullitt Days, EdCamp, New Teacher Meetings, Huddle with Huber, Turbeville Tech) will focus on best practices with an emphasis on Thinking Strategies - Walk-Throughs using the District Instructional Feedback Tool- Teachers will receive feedback on communication and student engagement 2) High Expectations for Student Learning - Involve all stakeholders in development of school mission and vision statements. - Freshmen students who have not bet benchmark on MAP tests take an Academic B course. - Freshmen who have met benchmark on MAP tests take an Academic A enrichment course. - Any senior who has not met benchmark on ACT in Math will take a Transition Math Course. - Any senior who has not met benchmark on ACT in Reading will take a Reading Lab Course. - Any senior who has not met benchmark on ACT in English will take an English Lab Course. - All freshmen, sophomores, and juniors take CERT assessments three times per year. Teachers disaggregate data from CERT to identify areas of concern within content and then develop action steps for addressing those needs. - Restructure of Special Education Department. Emphasis on co-teaching (site visit to Larue and Franklin Simpson), increasing academic complexity, Academic A and B in the resource setting, additional EBD teacher, etc. - Teachers participating in Thinking Strategies Cadre - Refining of

PLC process with focus on next steps (Questions 3 & 4) - One-on-one scheduling with students by counselors to discuss student interests/future plans, pathways, and certifications - Celebrate success of students once transition ready (Facebook, bulletin boards, hallway TVs) - College and Career Fair for students to learn about various post-secondary opportunities - Eighth grade visits & scheduling/ Freshmen Orientation to discuss expectations and transition readiness requirements - Communication with seniors regarding scholarships opportunities and upcoming ACT dates (Google classroom, Facebook) - College Visit/Job Shadowing Day for seniors - Needs Assessment for students following College and Career Fair 3) Parent Involvement - Eighth grade Transition Parent Meeting to inform parents on school-wide student expectations and transition readiness requirements - Freshmen Parent Orientation and Fall & Spring Title 1 Open Houses accustom parents with student expectations and assist with Parent Portal sign-ups, fee waivers, etc. - Parent Workshops (Budgeting, Life Skills, Substance Abuse, FAFSA) - Community Resources Fair/ Haunted Halls - Continual communication with parents by teachers (Parent Portal messenger, class website, etc.) and administration (school website, eNews, Facebook, Twitter, OneCall) - PTSO - SBDM - Athletic Booster Clubs - Needs Assessment for parents

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Bullitt Central School Quality Factors Survey All Staff Responses Summary	Staff Responses to Survey.	1
The Missing Piece Rubric	SBDM member responses	1

Phase Two: The Needs Assessment for Schools_10242018_07:43

Phase Two: The Needs Assessment for Schools

Bullitt Central High School
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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?

- Leadership Team meetings (1 time/week) to assess and evaluate school's progress towards mission goals - PLC meetings during common planning period (3 times/month), Huddle with Huber (1 time/month), and during Teacher Plan Day (1 time/month) to disaggregate School Report scores, common assessments, and CERT data within their content to identify areas of concern and then develop action steps for addressing those needs using PLC reporting log - PBIS committee meetings (1 time/month) to review behavior and attendance data, identify areas of concern, and develop incentives to positively recognize student behavior - SBDM meetings (1 time/month) to review academic and non-academic data and to identify strengths and areas for growth

<u>ATTACHMENTS</u>
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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.

Academic State: - 49.4% of All Students scored proficient on KPREP Math & Reading in 2018 compared to state average of 59.3%. - 23.3% of Students with Disabilities scored proficient on KPREP Math & Reading in 2018 compared to state average of 24.9%. - 27.4% of Students with 2 or More Races scored proficient on KPREP Math & Reading in 2018 compared to the district average, 46.9%, and state average, 54.1%. Non-Academic State: - Graduation Rate was the highest it has ever been in school history, 90.55% in 2018, compared to state average of 90.8%. - Transition Readiness average was 73.7% in 2018, compared to state average of 60.9%. - The number of behavioral referral has decreased to 1040 in 2018 from 1079 in 2017. - Average teacher attendance has been above the district average the past two years (91.34% in 2017 compared to district 91.02%; 92.86% in 2018 compared to district 92.36%). - 17 new teachers to our school for 2018-2019 school year (23% of total teachers). 39 teachers are non-tenured (53.4% of total teachers).

ATTACHMENTS
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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.

- Decrease in P/D Reading scores for All Students from 53.2% in 2017 to 36.4% in 2018, a loss of 16.8%. - Decrease in P/D Reading scores for Free/Reduced Lunch Students from 42.8% in 2018 to 23.3% in 2017, a loss of 19.5%. - Increase in Novice Math scores for All Students from 28.5% in 2017 to 38.4% in 2018, a gain of 9.9%.

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?

- Average ACT composite score, 18.2, has remained the same from 2017 to 2018 and is still below state average of 19.3. - The number of behavioral referrals has decreased to 1040 in 2018 from 1079 in 2017 from 1229 in 2016.

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

KCWP 2: Design and Deliver Instruction - District CTL meetings to develop common curriculum, pacing guides, and assessments for English, Math, and Science - Freshmen students who have not bet benchmark on MAP tests take an Academic B course - Freshmen who have met benchmark on MAP tests take an Academic A enrichment course - Any senior who has not met benchmark on ACT in Math will take a Transition Math Course - Any senior who has not met benchmark on ACT in Reading will take a Reading Lab Course - Any senior who has not met benchmark on ACT in English will take an English Lab Course - All freshmen, sophomores, and juniors take CERT assessments three times per year for ACT prep - Restructure of Special Education Department. Emphasis on co-teaching (site visit to Larue and Franklin Simpson), increasing academic complexity, Academic A and B in the resource setting, additional EBD teacher, etc. - Teachers participating in Thinking Strategies Cadre - District Solution Tree meetings for refinement of PLC process with focus on next steps (Questions 3 & 4) KCWP 4: Review, Analyze and Apply Data - PLC common assessment analysis reporting log (3 times/month) to disaggregate data and identify areas of concern within content and then develop action steps for addressing those needs - PLC CERT analysis reporting log following each assessment (3 times/ year) to disaggregate data and identify areas of concern within content and then develop action steps for addressing those needs

ATTACHMENTS
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Strengths/Leverages

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

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

- Graduation Rate was the highest it has ever been in school history, 90.55% in 2018, compared to state average of 90.8%. - Transition Readiness average was 73.7% in 2018, compared to state average of 60.9%.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

Phase Two: School Assurances_10242018_08:23

Phase Two: School Assurances

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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.

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School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
   - ○ Yes
   - ○ No
   - ● **N/A**

COMMENTS

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

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

See attached Professional Development Plan for 2018-2019 school year.

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

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

See attached BCHS School Quality Factors survey for 2018-2019 school year

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

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

See attached Professional Development Plan for 2018-2019 school year.

ATTACHMENTS

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

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

See attached Professional Development Plan and Master Schedule for 2018-2019 school year.

ATTACHMENTS

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

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

See attached ESS referral forms, letter, and Learning Lab schedule for 2018-2019 school year.
See attached Master schedule for 2018-2019 school year.

ATTACHMENTS

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

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

See attached ESS referral forms, letter, and Learning Lab schedule for 2018-2019 school year.
See attached Master schedule for 2018-2019 school year.

ATTACHMENTS
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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

See attached Parent Compact for 2018-2019 school year.

ATTACHMENTS
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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

Three teaching positions filled by long term substitutes (Math, Chemistry, FCS) all received letters of notification.

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

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

ATTACHMENTS
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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

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

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

ATTACHMENTS
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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
2018-19 Master Schedule	Master Schedule of courses being taught, and by whom, for 2018-19 school year.	5, 6, 7
2018-19 Parent Compact	Title I Parent Compact	8
BCHS Professional Development Plan 2018-2019	2018-2019 Professional Development Plan	2, 4, 5
BCHS School Quality Factors Survey 2018-2019	Attached is School Quality Factors Survey for the 2018-2019 school year.	3
ESS Learning Lab Schedule 2018-2019	ESS Learning Lab Schedule for the 2018-2019 school year.	6, 7
ESS Learning Lab Student Referral Form 2018-2019	ESS Learning Lab Student Referral Form for 2018-2019 school year	6, 7
ESS Referral Letter to Parent 2018-2019	ESS Referral Letter to Parent for 2018-2019 school year	6, 7

Phase Two: School Assurances_10242018_08:23

Phase Two: School Assurances

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School Assurances

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

   ○ Yes

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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

See attached Professional Development Plan for 2018-2019 school year.

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Comprehensive Needs Assessment

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   ● **Yes**

   ○ No

   ○ N/A

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See attached BCHS School Quality Factors survey for 2018-2019 school year

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- **Yes**
- ○ No
- ○ N/A

COMMENTS

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See attached ESS referral forms, letter, and Learning Lab schedule for 2018-2019 school year.
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- **Yes**
- ○ No

   o   N/A

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   o   N/A

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   - **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.

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Paraeducator Non-Instructional Duties

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ESS Referral Letter to Parent 2018-2019	ESS Referral Letter to Parent for 2018-2019 school year	6, 7

Phase Two: School Safety Report_10262018_14:20

Phase Two: School Safety Report

Bullitt Central High School
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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 several 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.

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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 <u>not</u> being asked to certify that here.

Yes. See Attached

ATTACHMENTS
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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. See Attached

ATTACHMENTS
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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
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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 <u>prior</u> 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. See Attached.

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

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the <u>current</u> 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. See attached.

ATTACHMENTS
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7. During the first 30 instructional days of the <u>current</u> 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 <u>not</u> being asked to certify that here.

Yes. See Attached.

ATTACHMENTS
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8. During the month of January during the <u>prior</u> 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 <u>not</u> being asked to certify that here.

Yes. See Attached.

ATTACHMENTS
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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 2017-18 Drill Schedule	Previous year Drill Schedule	8
📄 2018-19 Drill Schedule	Dates and times for drill schedule for the current year.	7
☐ Drill Review PPT with Staff	Used on opening day to review drill procedures.	6
📄 Emergency Management Plan	Emergency Management Plan reviewed by Principal, Council, First Responders, etc.	5
☐ Opening Day PPT with Staff	Opening day ppt. that reviews safety plan, CEP, Handbooks, and other important information with teachers.	6
📄 SBDM Agenda	Agenda where Emergency Plan was adopted.	1

Phase Three: Comprehensive Improvement Plan for Schools_11292018_15:58

Phase Three: Comprehensive Improvement Plan for Schools

Bullitt Central High School
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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.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
DOC Comprehensive Plan with Title 1 Indicators	Comprehensive Plan with Title 1 Indicators	

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Comprehensive Improvement Plan for Schools

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oring: 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.

Building an Improvement Plan

: 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.

; 5 required school-level goals:

entary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.

school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.

ı be multiple objectives for each goal.

ı be multiple strategies for each objective.

ı be multiple activities for each strategy.

our proficiency goal): By 2021, BCHS will increase the combined (Reading and Math) percentage of proficient/distinguished students from 49.4% to 59.3% as n

will the district use to address this goal? *(The based upon the six Key Core Work Processes nother research-based approach. Provide or attach evidence for why the strategy was* 1: Design and Deploy Standards 2: Design and Deliver Instruction 3: Design and Deliver Assessment Literacy 4: Review, Analyze and Apply Data 5: Design, Align and Deliver Support 6: Establishing Learning Culture and Environment	**Which Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline activities, the person(s) responsible for ensu of the activity or activities, and necessary fu the activity or activities.

ctive	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	
S will increase Reading and ge of guished 9.4% to ured by ACT	KCWP 1: Design and Deploy Standards *Addressing this process ensures a guaranteed and viable paced curriculum based on state standards that support instruction and assessment for all students K-12.	Highly qualified Math and English teachers are creating units of study aligned with standards, curriculum maps/pacing guides and common summative/formative assessments in collaboration with Collaborative Teaching and Learning (CTL) to create a guaranteed and viable curriculum across all high schools. This information is being shared, implemented, and monitored with PLC groups within the building. (SWP 1, 2, 8)	Curriculum Maps/Pacing Guides are created and followed by all Math and English teachers and documented in PLC meeting Agenda and logs. Local and State data. CERT Test, ACT, End of Course Assessment, End of Program Assessment.	School administrators and instructional coaches will attend PLC's once a week and review PLC logs developed with Solution Tree to monitor progress of implementation and provide feedback.	$0
		BCHS will continue to partner with Solution Tree to provide professional learning to teachers to increase knowledge and capacity of the PLC process. (SWP 1, 2, 8)	Local and State Data CERT Test, ACT, End of Course Assessment, End of Program Assessment.	School administrators and instructional coaches will attend PLC's once a week and review PLC logs developed with Solution Tree to monitor progress of implementation and provide feedback.	$0
	KCWP 4: Review, Analyze and Apply Data Results.	Administration, instructional coaches, and teacher leaders will continue to train and monitor quality implementation of the four pillars of	Data will be collected using the Eleot tool	Monthly analysis using Eleot tool by administrators to determine instructional needs and areas of growth	$0

ective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes
	*Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies	a "Thinking-Focused Classrooms" across elementary, middle and high school classrooms.	and monitoring of Learning Expectations.	for our school to be addressed in professional learning.

our separate academic indicator goal) BCHS will increase the number of proficient and distinguished writers from 53.5 to 60% by Spring 2019

will the district use to address this goal? *(The based upon the six Key Core Work Processes nother research-based approach. Provide or attach evidence for why the strategy was* 1: Design and Deploy Standards 2: Design and Deliver Instruction 3: Design and Deliver Assessment Literacy 4: Review, Analyze and Apply Data 5: Design, Align and Deliver Support 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline activities, the person(s) responsible for ensu of the activity or activities, and necessary fu the activity or activities.

ctive	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	
ease the ficient and writers from / Spring 2019	KCWP 1: Design and Deploy Standards *Addressing this process ensures a guaranteed and viable paced curriculum based on state standards that support instruction and assessment for all students K-12.	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (SWP 2, 4)	Local and State assessment (On Demand, Common Formative and Summative Assessments ; Agendas; walkthroughs	Professional Learning recommended and approved by Mr. Huber using the PLtrack tool.	$0
		Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. (SWP 2, 4)	Curriculum Committee will review writing plan within each content area. Product development shared via team drive/google drive	Curriculum Committee will report to SBDM 3 times a year to share writing progress and needs.	$0
	KCWP 5: Design, Align and Deliver Support *Addressing this process ensures the core instructional process is provided to all	Increase collaboration between highly qualified teachers in data analysis and student progress towards standards mastery, including identification of	Teachers will bring examples to ILT meetings - eg. Teachers will follow up with school administrators and instructional coaches on their	PLC progress monitoring in LTM meetings.	$0

ctive	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes
	students utilizing evidence-based strategies	students in need of intervention supports. (SWP 2, 3, 9)	progress of implementation.	
		School District has partnered with Solution Tree and hosted trainings for all school administrators on implementing and supporting the PLC process within their school. All BCHS administrators will attend PL. Train the trainer model. (SWP 2, 3, 9) [Turn Around Leadership]	Professional Learning for PLC leads and teachers, Monitoring of PLC meetings(Agendas and notes), walkthroughs.	PLC progress monitoring in LTM meetings.	$0

...our Gap goal): By 2021 BCHS will increase the proficiency indicator score for Special Education and two or more races from 23.3% to 30% and from 27.4% to measured by ACT scores.

...will the district use to address this goal? (The ...based upon the six Key Core Work Processes ...nother research-based approach. Provide ...or attach evidence for why the strategy was	*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.*	*In the following chart, identify the timeline ... activities, the person(s) responsible for ensu... of the activity or activities, and necessary fu... the activity or activities.*
1: Design and Deploy Standards 2: Design and Deliver Instruction 3: Design and Deliver Assessment Literacy 4: Review, Analyze and Apply Data 5: Design, Align and Deliver Support 6: Establishing Learning Culture and Environment	• 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	

...ctive	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes
...2021 BCHS ...e proficiency *for Students* ...s from 23.3% ...sured by ACT	KCWP 5: Design, Align and Deliver Support *Review of student assessment data will allow us to place students who have not met mastery in RTI courses to recover standards.	BCHS 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. (SWP 2, 8, 9)	Total number of students achieving benchmark status on ACT.	Counselors and CCR Coach will monitor student progress using CERT scores(3 times a year), ACT Scores, and formative and summative assessment data from teachers. $0
	KCWP 4: Review, Analyze and Apply Data *Data will be monitored consistently through collaboration with principals and teachers to provide support and/or address needs presented through data.	Freshmen students in the bottom 10%, according to their 8th grade math MAP test, will be assigned to an Academic Lab. These classes will provide additional small group support and direct instruction to complement their traditional classes and assist in helping students reach benchmarks. Each Academic Lab is offered in the resource setting as well. (SWP 2, 8, 9)	Common assessment scores in courses, CERT composite score below benchmark	Counselors and CCR Coach will monitor student progress using CERT scores(3 times a year), ACT Scores, and formative and summative assessment data from teachers. $0

	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	
		Sophomore students who scored in the bottom tier on the CERT test or ACT test will be assigned a Math or Reading Lab. These classes will provide additional small group support and direct instruction to complement their traditional classes and assist in helping students reach benchmarks. Each Academic Lab is offered in the resource setting as well.	Common assessment scores in courses, CERT composite score below benchmark.	Counselors and CCR Coach will monitor student progress using CERT scores(3 times a year), ACT Scores, and formative and summative assessment data from teachers.	$0
		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. (SWP 2, 8, 9, 10)	Total number of students participating in ESS after school program	Monitored by ESS Coordinator and Teachers during PLC meetings each week.	ESS] Hour
	KCWP 5: Design, Align and Deliver Support *Review of student assessment data will allow us to place students who have not met mastery in RTI courses to recover standards.	BCHS 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. (SWP 2, 8, 9)	Total number of students achieving benchmark status on ACT.	Counselors and CCR Coach will monitor student progress using CERT scores(3 times a year), ACT Scores, and formative and summative assessment data from teachers.	$0
2021 BCHS e proficiency o or more % to 40% measured by		Freshmen students in the bottom 10%, according to their 8th grade math MAP	Common assessment scores in courses, CERT	Counselors and CCR Coach will monitor student progress using CERT	$0

Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes		
KCWP 4: Review, Analyze and Apply Data

*Data will be monitored consistently through collaboration with principals and teachers to provide support and/or address needs presented through data. | test, will be assigned to an Academic Lab. These classes will provide additional small group support and direct instruction to complement their traditional classes and assist in helping students reach benchmarks. Each Academic Lab is offered in the resource setting as well. (SWP 2, 8, 9) | composite scores below benchmark. | scores (3 times a year), ACT Scores, and formative and summative assessment data from teachers. | | |
	Sophomore students who scored in the bottom tier on the CERT test or ACT test will be assigned a Math or Reading Lab. These classes will provide additional small group support and direct instruction to complement their traditional classes and assist in helping students reach benchmarks. Each Academic Lab is offered in the resource setting as well. (SWP 2, 8, 9)	Common assessment scores in courses, CERT composite scores below benchmark.	Counselors and CCR Coach will monitor student progress using CERT scores(3 times a year), ACT Scores, and formative and summative assessment data from teachers.	$0	
	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. (SWP 2, 8, 9, 10)	Number of students participating in ESS after school program	Monitored by ESS Coordinator and Teachers during PLC meetings each week.	ESS Hour

our Graduation Rate goal): By 2021, BCHS will increase the graduation indicator score from 90.55% to 93% as measured by the combined 4 and 5 year cohort

will the district use to address this goal? (The based upon the six Key Core Work Processes nother research-based approach. Provide or attach evidence for why the strategy was

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

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

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

In the following chart, identify the timeline activities, the person(s) responsible for ensu of the activity or activities, and necessary fu the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	
S will increase indicator 5% to 93% as e combined 4 ort average.	KCWP 5: Design, Align and Deliver Support *Review of student assessment data will allow us to place students who have not mastery in RTI courses to recover standards.	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. (SWP 9)	Student scores and course completion progress on Edgenuity program	Credit tracking in Edgenuity and progress monitoring by counselors, CCR coach, and Flex teachers at the end of each nine weeks. Teachers will report to Counselors when students complete a course.	$0
	KCWP 6: Establishing Learning Culture and Environment *Identifying at risk students and the barriers that prevent them from learning will allow students focus on mastery of standards.	FRYSC will identify high risk students and meet with them to identify barriers that prevent them from coming to school and learning. FRYSC will provide resources to eliminate barriers and follow up regularly to ensure student needs are being met. (SWP 9, 10)	Attendance reports, behavior data, and grade summary among high risk students, student/family input.	Administrators and Counselors will monitor student attendance data and meet with individual students that have 3 or more absences monthly to discuss additional supports needed and involve the FRYSC where necessary.	$0
		PBIS committee will assess the needs of our school and determine appropriate incentives to encourage	Attendance reports, behavior data, and grade summary among high risk students.	PBIS team and administrator meet monthly to review data during LTM after each quarter and then share with staff at Bullitt Days.	$0

ctive	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes
		positive behavior, attendance, and academic performance. (SWP 9, 10)		

eadiness

our Transition Readiness goal): By 2021, BCHS will increase our composite ACT score from 18.2 to 19.0 as measured by the ACT exam.

will the district use to address this goal? *(The based upon the six Key Core Work Processes Provide nother research-based approach. Provide or attach evidence for why the strategy was*

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

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

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- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline activities, the person(s) responsible for ensu of the activity or activities, and necessary fu the activity or activities.

ctive/ Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes		ESS
s will increase ACT score .0 as e ACT exam.	KCWP 5: Design, Align and Deliver Support *Build student competency with ACT exam and allow them to improve test taking skills.	ACT Prep classes will be provided after school several times per year by our math and ELA department teachers to prepare and support students prior to the ACT test. These classes are on a volunteer basis but are open to any student preparing to take the ACT test. (SWP 2,3,4)	Increased participation in after school classes resulting in an increase in ACT scores	Monitored by ACT Prep Teacher and by Counselors tracking student ACT scores after each offered exam date.		$0
	KCWP 3: Design and Deliver *Allows students to build assessment literacy and stamina while providing teachers with data for student needs.	All 9-11 grade students will take the CERT test three times during the school year. This ACT like test will allow students to gain an understanding of the testing situation and provide an estimated ACT score based on their progress to allow students to recognize where they currently stand and develop a plan to work towards their goal. (SWP 2,3,4)	Student Composite scores on CERT test	Monitored administrators after each exam. Teachers will disaggregate data after each exam during PLC's and identify trends and needs in each content area and for each student.		$0
		All 9-11 grade students will be encouraged to complete the CERT	Student Composite scores on CERT test	Monitored administrators after each exam. Teachers will disaggregate data		

ctive	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes
		remediation programs between each testing window. Incentives will be provided for full completion of the remediation in all content areas. (SWP 2,3,4)		after each exam during PLC's and identify trends and needs in each content area and for each student.

our goal):By 2021, BCHS will decrease the teacher turnover rate from 23.1% to 5%. Equity SRC.

	will the district use to address this goal? *(The based upon the six Key Core Work Processes nother research-based approach. Provide /or attach evidence for why the strategy was*	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.*	In the following chart, identify the timeline activities, the person(s) responsible for ensu of the activity or activities, and necessary fu the activity or activities.
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	Strategy	**Activities to Deploy Strategy**	**Measure of Success**	**Progress Monitoring Date & Notes**									
ctive: plement a luction and y the end of school year.	KCWP 6: Establishing Learning Culture and Environment (SWP 4, 5) *To recruit and retain highly qualified teachers.	Principals and Mentor teachers will provide the necessary information, resources and mentorship for teachers new to Bullitt County Schools to assure classroom success and professional growth. Our program will take into account the experiences and needs of each new teacher and will be differentiated by these factors. The induction program will be a joint effort between the school and the district with each having defined roles in assisting new teachers. (SWP 4, 5)	Teacher retention and new teacher survey. Tell Survey results.	Administrators will review survey data and identify areas of growth. $0									

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes

Phase Three: Closing the Achievement Gap Diagnostic_11292018_15:59

Phase Three: Closing the Achievement Gap Diagnostic

Bullitt Central High School
Erik Huber
1330 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/17/2018
Status: Locked

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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.

ATTACHMENTS

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

e|Prove diagnostics

II. Achievement Gap Analysis

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

BCHS staff, parents, students, and community are acutely aware of the 56% of our students who qualify for Free and Reduced Lunch and we are all aware that number continues to grow. As a collective group we continue to look for ways to meet the needs of all our students by attempting to remove any barriers that may impede a student's academic achievement. All BCHS stakeholders truly view this as the responsibility of the all, not as an individual effort. BCHS is comprised of 180 Special Education students, which is roughly 13.2% of our population. Our school continues to become more diverse and last year our GAP group of two or more races, 2.06%, was large enough to count in our accountability index. The needs of these students range across a large spectrum, but Bullitt Central continues to find ways to meet those needs and provide the opportunity for each student to be successful.

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.

Trend Data analysis for our Gap areas revealed the following: Decrease in Novice Reading Scores for students with disabilities from 84.8 in 2016, 68.6 in 2017, and now 59.3 in 2018. Decrease in Novice Math scores for students with disabilities from 76.9 in 2016, to 71.4 in 2017, and now 74.2 in 2018. We also saw a decrease in Novice Writing scores in students with disabilities from 52.6 in 2016, to 55.6 in 2017, and now 48.3 in 2018. Decrease in Novice Reading Scores for Free and Reduced Lunch from 49.4 in 2016, to 41.7 in 2017, and now 47.2 in 2018. Increase in Math Novice Scores for Free and Reduced Lunch from 42.9 in 2016, to 34.8 in 2017, and now 50.0 in 2018. Increase in Writing Novice Scores for Free and Reduced Lunch from 15.3 in 2016, to 22.1 in 2017, and now 21.5 in 2018. All areas from the GAP group of two or more races increased in their Novice Scores.

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

Trend Data analysis for our Gap areas revealed the following: Decrease in Novice Reading Scores for students with disabilities from 84.8 in 2016, 68.6 in 2017, and now 59.3 in 2018. Decrease in Novice Math scores for students with disabilities from 76.9 in 2016, to 71.4 in 2017, and now 74.2 in 2018. We also saw a decrease in Novice Writing scores in students with disabilities from 52.6 in 2016, to 55.6 in 2017, and now 48.3 in 2018. Decrease in Novice Reading Scores for Free and Reduced Lunch from 49.4 in 2016, to 41.7 in 2017, and now 47.2 in 2018.

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

Increase in Math Novice Scores for Free and Reduced Lunch from 42.9 in 2016, to 34.8 in 2017, and now 50.0 in 2018. Increase in Writing Novice Scores for Free and Reduced Lunch from 15.3 in 2016, to 22.1 in 2017, and now 21.5 in 2018. All areas from the GAP group of two or more races increased in their Novice Scores.

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.

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.

BCHS has experienced high turnover rates at the leadership level. Bullitt Central has had 3 principals in 5 years. BC has replaced at least 1 assistant principal every year for the last 4 years and all three counselors in the last 3 years. With this amount of turnover it has been hard for the school to plan and implement the needed strategies for improvement. 2. BCHS has experienced a high teacher turnover rate (15 %) and nearly one half of the staff has four years or less experience in teaching. With the turnover rate mentioned in number 1 there has not been a focus on the hiring and retention of new teachers, specifically a new teacher induction plan.

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.

BCHS has a FRYSC, Family Resource Youth Services Coordinator, Christy Hardin who meets with our most at risk students on a regular basis to assist in removing any barriers to student achievement. Christy regularly seeks the input of students, teachers, and parents on what the greater needs of our student population are and how she can better meet them. BCHS utilizes an ILT, Instructional Leadership Team, comprised of the principal, assistant principals, counselors, and a representative from each PLC in the building. This purpose of this team is to look at data from each PLC, identify student needs, and formulate action steps to drive instruction. This also provides an opportunity to discuss instructional and resource needs for individual teachers, PLC's, and the school. BCHS has long used PLC's, but has partnered with Solution Tree this year to provide training and supports as we strive to make all our PLC's consistent and high functioning. BCPS as a district is using teachers in all four core subjects to develop curriculum, pacing guides, and common assessments to ensure that all students have equitable access to a guaranteed viable curriculum. BCHS has teachers in all four subjects participating in the development of these resources. BCHS still continues to explore ways to increase all stakeholder involvement.

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).

By 2020, BCHS will increase the percent of students with disabilities who score proficient in Math to 30% from 25%. By 2020, BCHS will increase the percent of students with disabilities who score proficient in Reading to 20% from 11%.

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

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)
ESS Schedule	ESS Schedule	II.E
Gap Group Spreadsheet	Gap Group Spreadsheet	I
Measurable Gap Goal	Measurable Gap Goal Worksheet	III
PD PLan	PD plan 2018-2019	II.E

Phase III: Executive Summary for Schools_12112017_16:05

Phase III: Executive Summary for Schools

Bullitt Central High School
Erik Huber
1330 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/17/2018
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 Central High School Home of the Cougars! Bullitt Central's MISSION is to provide quality instruction and a system of support to ensure all students become college and/or career ready. We are a school with many obstacles, such as 4 principals in 4 years, and that often has left us lagging in the state. Despite all the leadership changes in the past four years Bullitt Central remained focus on students and showed great progress. In the 2013-2014 school year, we were labeled a "Needs Improvement" school. In 2014-15, we grew to "Distinguished", but remained a Focus School. In 2015-16 school year slipped backwards as we earned the classification of "Proficient" and remained a Focus School. The 2016-17 school year brought great gains, but with the new accountability system no label. Through an intense focus on doing what it takes to prepare our students to be college and career ready, we continue our journey to be a leader in the state. The school itself is in the small town of Shepherdsville (pop. 12,000) located just off of Interstate 65 and just outside the major metropolitan area of Louisville, KY. It is a transient community and, as a result, the population of the school and the students we serve are consistently changing. We are 93.5% White (non-Hispanic), 54.4% of our student body qualify for free or reduced lunch, 10.1 % for special education services, 3.9% of our students are homeless, and 9.7% for Gifted and Talented services. The population of students we serve qualifies us as a Title I school. Our students come from varying backgrounds, from those with parents in professional fields to those with parents in the farming industry. While we do not have the level of ethnic diversity one might see in Louisville area, diversity is evident when examining socioeconomic status. Many staff members have attended Bullitt Central, adding a level of pride to their daily work as educators. We believe that none of us can meet our student's needs alone and at Central we value all 120 members of our Staff in the roles each play in providing a strong educational experience for our students. In a recent poll of what students love about our school, the list included names of specific teachers, lunchroom ladies, admin and assistants. It's clear that everyone makes connections that are important to our kids. The school underwent major additions in 2015, adding classrooms, A CCR building, office space, a cafeteria, and a new library yet we still maintain the feeling of home that connects so many to our school. Halls are as crowded as they have ever been and sometimes tensions rise, but once students and teachers arrive in their classrooms, the focused instruction begins. BCHS's instructional focus has sharpened in the past two years. Professional development, monitoring and feedback have been centered on building rigorous, engaging, real-world applicable, thought-provoking instruction. We have a strong focus on developing high-functioning Professional Learning Communities (PLC), and an Instructional Leadership Team (comprised of teacher-leaders, PLC facilitators, and administration) to guide them. Expectation is that each PLC will function using the DuFour model: collecting, monitoring, and responding to student achievement data in a timely informed manner. PLCs share planning responsibilities and instructional strategies in order to bolster student achievement. The shared accountability helps to lighten the load and share the success. PLC representatives are required to report data and actions to the ILT so that we are both accountable and universally informed of academic status school-wide. We are currently the largest school in the Bullitt County School District, yet there is still a small town feel. BCHS continues to look for ways to bring parents into the decision making process and involve them in their students learning. The businesses and community members in Shepherdsville take great pride in helping Bullitt Central to excel in all endeavors.

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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.

The mission of Bullitt Central High School is to provide quality instruction and a system of support to ensure all students become college and/or career ready. It is our goal to create an atmosphere at BCHS that develops students who are college and/or career ready while also continuing to preserve our traditions and our sense of community. Our belief statements complement our mission. At Bullitt Central High School, we believe that students and staff will embody our PBIS mission of ROAR – Respect, Outstanding Effort, Attitude, and Responsibility. We also believe that BCHS staff will empower our students to be "Tomorrow Ready." We want a school where students are the TOP PRIORITY: a place where students want to come and learn, where parents want to send their kids, and where staff wants to come to work. Staff continue to focus on rigor, relevance, engagement, best practices in instruction, extra help, and success for students as they transition to college and/or a career. Student performance data continues to support these efforts in all areas. BCHS offers 16 Career Pathways, 11 AP classes, 23 clubs, 17 varsity sports and continues to offer an academically complex schedule for all students. Dual Credit courses are available through collaboration with JCTC and Morehead University. State reporting on student performance data includes a gradual decrease on the state ACT well as a proficient label on the Kentucky accountability. There are several goals outlined in the comprehensive school improvement plan (CSIP), but all of those goals have an intentional focus on improving our state assessment data, particularly in the areas of achievement, gap, growth, and graduation rate. Bullitt Central High School is also having another successful year in implementing PBIS as a positive approach to discipline. The results indicate that overall discipline is decreasing and students are excited about the positive rewards that are in place. Our staff works in professional learning communities to analyze student performance and shape instructional practice. Teacher planning days occur 7 times a year for PLCs to gather and engage in meaningful analysis of student work, teacher, and learning. PLC's meet each week and are responsible for reporting data at a monthly instructional Leadership Team meeting. Stakeholder surveys are given to staff, students, and parents in order to ensure community and parent involvement at Bullitt Central High School.

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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.

Based on the new accountability system our school did not receive a label last year, but we would have remained a focus school. 2013-2014: Needs Improvement 2014-2015: Distinguished/Focus School 2015-2016: Proficient/Focus School 2016-2017: No labels, but notable improvements. 2017-2018: Labeled as a TIS school due to Special Education and Two or more races. Our College and Career Readiness increase by 30.5%. Here are the percentages from the previous four years. 2013-2104: 54.0% College and/or Career Ready 2014-2015: 83.0% College and/or Career Ready 2015-2016: 84.38% College and/or Career Ready 2016-2017: 84.5% College and/or Career Ready 2017-2018: 73.7 Transition Readiness Indicator (1st year for this Indicator) ACT Scores have slightly declined over the last 4 years. 2013-2104: 18.6 Overall Composite 2014-2015: 18.3 Overall Composite 2015-2016: 19.1 Overall Composite 2016-2017: 18.2 Overall Composite 2017-2018: 18.2 Overall Composite Increase of 28.8 in our overall GAP Score 2013-2104: 35.5 2014-2015: 38.4 2015-2016: 16.6 2016-2017: 64.3 Individually every content area demonstrated growth in our GAP Scores from the 2015-2016 School year to the 2016-2017 school year. Reading: +8.7 Math: +16.5 Science: +29.1 SS: +5.7 Writing: +28.4 Our Graduation

percentage decreased slightly over the last four years. 2013-2104: 89.8 2014-2015: 86.5 2015-2016: 88.6 2016-2017: 88.5 Bullitt Central High School continues to work to develop high functioning PLC's that focus on students and use data to drive instruction and support their decisions. Professionally development from Solution Tree, the district, and the administration is being provided to establish how to effectively use PLC's the Cougar way. Bullitt Central High School works hard to stay connected with our ever-expanding community through weekly e-newsletters, Twitter, Facebook, community events like "Haunted Hallways" and Homecoming parade, and community service through our many school clubs and organizations.

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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.

We are proud of our community involvement, extracurricular participation, and our student body as a whole. Shepherdsville is extremely supportive of Bullitt Central; it lends a hand for many of our extracurricular activities and the community comes together when the school is in need. A huge portion of our parents are Bullitt Central Alumni and and eager to give their kids the Cougar experience they had at BCHS. Bullitt Central is a school steeped in tradition and grounded with deep roots. Sports and extracurriculars are a special part of the culture and climate of Bullitt Central. Our varied offerings provide students with the opportunity to engage in the high school experience and fully participate in their education in a way that allows them to feel connected, forces them to grow, and provides them a chance to discover who they are in a safe environment. We are BC!

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

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Phase Three: Title I Annual Review_11292018_16:00

Phase Three: Title I Annual Review

Bullitt Central High School
Erik Huber
1330 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/17/2018
Status: Locked

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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.

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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.*

Leadership Team meetings (1 time/week) to assess and evaluate school's progress towards mission goals - PLC meetings during common planning period (3 times/month), Huddle with Huber (1 time/month), and during Teacher Plan Day (1 time/month) to disaggregate School Report scores, common assessments, and CERT data within their content to identify areas of concern and then develop action steps for addressing those needs using PLC reporting log - PBIS committee meetings (1 time/month) to review behavior and attendance data, identify areas of concern, and develop incentives to positively recognize student behavior - SBDM meetings (1 time/month) to review academic and non-academic data and to identify strengths and areas for growth

<u>ATTACHMENTS</u>
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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.*

At Bullitt Central High School, the following are assessed and analyzed to determine the usage of our Title 1 funds: KPREP scores, school quality factors survey, and Title 1 parent survey. Needs identified were strategies and activities to assist in increasing proficiency in Math and Reading for all students (including gap students- students with disabilities); greater community support for the school and teachers; and increased communication to parents concerning the school, activities, and their child's learning. Math and Reading were identified as the content areas that are a priority. Freshmen students who have not bet benchmark on MAP tests take an Academic B course. Freshmen who have met benchmark on MAP tests take an Academic A enrichment course. Any senior who has not met benchmark on ACT in Math will take a Transition Math Course. Any senior who has not met benchmark on ACT in Reading will take a Reading Lab Course. Any senior who has not met benchmark on ACT in English will take an English Lab Course.Achievement gaps exist mainly for our students with disabilities. Title I funds are used to supplement curriculum and programs (Newzilla, No Red Ink, etc.) to support these newly implemented courses. Professional Learning (Bullitt Days, EdCamp, New Teacher Meetings, Huddle with Huber, Turbeville Tech) will focus on best practices with an emphasis on Thinking Strategies. Additionally, Title 1 funds will be used to hire an instructional assistant to manage our Response to Intervention (RTI) Lunch for students that have not achieved standard mastery. Parent involvement will continue to be another focal area for our Title 1 funds. We will continue to offer Title 1 Open Houses twice a year to accustom parents with student and schoolwide expectations and to assist with Parent Portal sign-ups, fee waivers, etc.; monthly parent workshops (Study Skills, Life Skills, Substance Abuse, Budgeting, FAFSA); and an annual Community Resource Fair. Information will be clearly communicated with parents by teachers (Parent Portal messenger, class website, etc.) and administration (school website, eNews, Facebook, Twitter, OneCall).

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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.*

Parent involvement will continue to be another focal area for our Title 1 funds. We will continue to offer Title 1 Open Houses twice a year to accustom parents with student and schoolwide expectations and to assist with Parent Portal sign-ups, fee waivers, etc.; monthly parent workshops (Study Skills, Life Skills, Substance Abuse, Budgeting, FAFSA); and an annual Community Resource Fair. Information will be clearly communicated with parents by teachers (Parent Portal messenger, class website, etc.) and administration (school website, eNews, Facebook, Twitter, OneCall).

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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.*

School currently holds Title I Open House each semester for parents and we are currently planning to add parent conference nights each semester. FRYSC has added adulting classes for our Seniors and we plan offer a similar version of informative classes for our parents.

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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.*

At Bullitt Central High School, the following are assessed and analyzed to determine the usage of our Title 1 funds: KPREP scores, school quality factors survey, and Title 1 parent survey. Needs identified were strategies and activities to assist in increasing proficiency in Math and Reading for all students (including gap students- students with disabilities); greater community support for the school and teachers; and increased communication to parents concerning the school, activities, and their child's learning.

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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.*

Least Effective - Reading Plus was a strategy implemented for several years at BC and has not resulted in notable gains for our students. As a result we have developed Reading and English Labs with special designed curriculum to increase student competency in these areas. Academic courses in English, Math, and Science have also been designed at the freshmen level in regular education and resource settings to assist students who have not met MAP benchmark. Most Effective- CERT testing has been a district wide initiative and has allowed our students to gain competencies in all content areas , test taking skills, and test stamina as they prepare for the ACT.

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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.*

see attached.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Comprehensive Plan with Title 1 Indicators	Comprehensive Plan with Title 1 Indicators	4B