

BULLITT COUNTY PUBLIC SCHOOLS



The Leader In Educational Excellence



LEADERSHIP CAPACITY



It is the consensus of the diagnostic review team that the district shows visionary leadership and HAS THE CAPACITY to manage the intervention of Shepherdsville Elementary School and Bullitt Lick Middle School.

POSITIVE FEEDBACK



- The Superintendent recognizes the need for the review and revision of the district's mission, vision, and strategic plan and is embarking upon this process with all stakeholders.
- The district is making attempts to support the newly identified CSI schools by providing additional resources.
- The district has multiple layers of support services and resources to offer schools and personnel to meet the needs of students.

POSITIVE FEEDBACK



- The Superintendent is new to the district and is actively building positive relationships with multiple stakeholders.
- The district has seen significant increases in the number of students earning post-secondary credits through dual credit over the past five years.
- The district has seen significant improvements in the number of students earning college and career readiness status.

POSITIVE FEEDBACK



- The board and superintendent are focused on building a trusting relationship and both have a strong desire to improve teaching and learning.
- The district supports and encourages all schools in the implementation of MAP assessments and its use for improving teaching and learning.
- The district has made efforts to provide students with post-graduation opportunities through CTE opportunities.

POSITIVE FEEDBACK



- The district has acknowledged the need for a positive behavior support (PBIS) system in all schools and has worked, trained, and supported schools in implementing PBIS.
- School buildings are inviting, the board has spent funds appropriately, and buses run effectively and efficiently

IMPROVEMENT PRIORITIES



1. Establish, implement, monitor, and communicate a systematic continuous improvement process that provides clear direction for improving conditions that support and impact instruction and student learning.
 1. Procedures for analyzing and disaggregating data to identify both academic and non-academic needs,
 2. Assessment of high-yield instructional strategies that lead to best practice instruction
 3. Development and implementation of an evidence-based walkthrough evaluation process that ensures instructional adjustments meet individual student needs and improve professional practices.
 4. Establish procedures to analyze outcomes of district-level support programs and practices to improve student learning and performance.

IMPROVEMENT PRIORITIES



2. Develop and implement a documented, systematic quality assurance process for use by schools to ensure district effectiveness and consistency. When implementing the district's quality assurance process, staff members should provide feedback to school staff members about the quality of implementation of district expectations and improvement efforts; collect, analyze, and monitor progress made towards achieving the district's educational expectations; and evaluate and monitor the process to ensure adjustments to the district's education expectations are made.

IMPROVEMENT PRIORITIES



3. Develop and implement a curriculum vertically and horizontally aligned to state standards and based on high expectations. Develop and implement a monitoring process to ensure all educators implement the curriculum with fidelity.

IMPROVEMENT PRIORITIES



4. Develop, implement, and monitor processes and actions to recruit and retain qualified personnel in the Comprehensive Support and Improvement (CSI) schools.

SO NOW WHAT.....

