



2020-21 Phase Three: Professional Development Plan for Schools_11232020_22:08

2020-21 Phase Three: Professional Development Plan for Schools

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

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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

Our Mission is to Inspire and Equip Our Students to Succeed in Life COLLEGE.
CAREER. TRADITION. UNRIVALED.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Mitigating Learning Loss Enhancing Positive Culture and Climate

3. How do the identified **top two priorities** of professional development relate to school goals?

Mitigating Learning Loss and Enhancing Positive Culture and Climate align perfectly with our school goals. By enhancing culture - focusing on building relationships with students it can only enhance the environment that promotes learning. The two go hand in hand.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Departmental data analysis and action planning for mitigating learning loss --

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

improvements in student achievement as measured by ACT and state assessments

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

ACT and state assessments

4d. Who is the targeted audience for the professional development?

Teachers, staff.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All stakeholders are ultimately impacted by PL focused on improving culture and student learning.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources needed: time and patience

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing supports include: PLCs, coaching, PBIS/culture committees,

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Survey data, student work samples, grade-level assessments, classroom observations/ELEOTs, PLC minutes/data analysis

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Re-teach PBIS and PBIS Rewards systems and procedures - it takes 3-5 years to fully embed the systems

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Improved climate and culture - as evidenced through behavioral data, surveys

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Culture surveys, behavioral data (remote learning participation/grades, in school tardy count and general behavioral referrals, attendance data)

5d. Who is the targeted audience for the professional development?

Teachers, Staff

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

ALL stakeholders benefit

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

see PL plan already submitted for 2020

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

PL, funding, PLC time, time in general.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Quarterly Implementation and Impact checks that incorporate PLC data, assessment data, grade reports, behavior reports, etc. I and I will be performed by APs who will check with committee leads, PLC chairs, etc to report to SBDM on progress

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_11232020_22:06

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

- . Complete the Achievement Gap Group spreadsheet and attach it.

see attached document

II. Achievement Gap Analysis

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

Bullitt East culture is one of academic success. All students know that they are expected to graduate College and/or Career ready. With a CCR rate of 95-100% for the past four years, it is understood that our students will work toward that goal and meet it. We often hear students discussing their progress toward college or career readiness. Students identify the benchmarks they need to meet on the ACT, whether they have met or exceeded the benchmark or how many points they need to earn the next time they take the exam. Our students know of the EOPs, Industry Certifications and NOCTI tests that are necessary to become career ready. They review and practice in classes and are invested when they take the exams knowing they are the measure of career readiness. This applies to ALL students. Whether GAP or not, all students know and feel the sense of accountability for passing courses and fulfilling the CCR requirement for graduation.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

We have effectively closed gaps where Transition Readiness is concerned. Our Transition Readiness scores in the past years have ranged from 95-100%. There is little or no gap remaining between students when it comes to earning transition readiness status. Whether Reg Ed, Gifted and Talented, Economically Disadvantaged or Special Education, we work diligently to place our students in academic and career pathways in which they can be successful. We work to remediate and encourage students to meet their benchmark goals.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

We have seen marked improvement in our special education population in math. While we are not reaching proficiency levels in all cases, we are seeing a huge reduction in novice scores and an increase in Apprentice. Needs Assessment attached -- see strengths and leverages.

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

previous two academic years when analyzing trends.

Both our Gap groups (FRL and SPED) lag behind their regular education peers in math and reading. We have seen a slight improvement in math for SPED, but can not say the same for our Economically Disadvantaged students. The gap seems to be widening there. See attached Needs Assessment under Priorities and concerns.

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

As our community changes, so does our school demographic. We find academic, behavioral, attendance struggles on the rise, particularly in our economically disadvantaged groups. We find families that move to our district often do so to escape such troubles but instead bring the challenging patterns along with them. We have difficulty shifting from the "that's the way we've always done it" mindset to change our practices to meet the need of the demographic. We are having to dig deeply in the PLC process to move beyond question 1 and begin to plan for remediation - what do we do when our students DON'T get it?

F. 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 beginning the hard work of planning for MTSS. We have created an MTSS coach post in our school and that person is now able to work within the school to establish systems of support that will address academics, behavior and mental health needs. All leadership entities (ILT, TLT, SLT, Attendance Intervention Team, and PBIS Team) are working toward streamlining systems of support that begin with identifying our most at risk students, then providing the supports needed to assist them in being successful in our school setting and beyond. As we look at early warning data, attendance data, failure lists, behavioral data, etc., we note that the students who manifest are typically new to our school system and/or economically disadvantaged. Much of the need is emotional/mental health based. We are grateful to have a Youth Services Center Coordinator with a mental health background who can provide triage and connect with additional services for our students.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing

the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Professional development plan is embedded in the PL section of Cognia/E-prove. Much of the PL intended to close gaps has to do with community and culture. Trainings in Trauma Informed Teaching, Mental Health Issues in schools, systems of Positive Behavior Interventions and Supports are intentionally built in so that we may learn more about the realities and motivations of our students. On-going PLC process trainings will assist in using data to identify and address student academic needs.

III. Planning the Work

. 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).

ENGLISH - Increase the number of SWD meeting the benchmark from 12.5% to 31% as measured on ACT MATH - Increase the number of SWD meeting the benchmark from 15.6% to 31% as measured on ACT READING - Increase the number of SWD meeting the benchmark from 12.5% to 31%



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

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BEHS 2020 -21 Needs Assessment -</u>	Includes Gap group scores	•
 <u>BEHS 2020-2021 Measureable Gap Goal</u>		•



2020-21 Phase Two: School Safety Report_10192020_09:46

2020-21 Phase Two: School Safety Report

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2020-21 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, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, 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 in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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 in the comment box.

Yes

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 in the comment box.

Yes.

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 in the comment box.

Yes.

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as

required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.

Yes.

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)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes

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(5)?

If the answer is "no", please explain in the comment box.

Yes.

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(5)?

If the answer is "no", please explain in the comment box.


Yes

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

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

Yes.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 BEHS Drill Schedule and Drill Record		



2020-21 Phase One: Continuous Improvement Diagnostic for Schools_09282020_09:34

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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2020-21 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Chris Mason September 28, 2020



Certified Content



School Assurances_09072020_21:50

School Assurances

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A. Institution Assurances

1. AdvancED Policies and Procedures

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

☒ Yes

☐ No

1a. Comments

COMMENTS

Please enter your comments below.

2. Substantive Changes

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

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

☒ Yes

☐ No

2a. Comments

Like other schools across the world, we felt the impact of the novel coronavirus when we were forced to close our doors to in-person schooling last Spring. The second week of March 2020, started normally. On Tuesday, March 10, 2020, our underclassmen took the ACT, while our seniors toured college campuses or completed a job shadowing experience. On March 11th our Girls' basketball team played in the first round of the state tournament and won (!) while being cheered on by 60% of our student body and a HUGE representation from our community -- the largest student section Rupp Arena had ever seen for girls' a game -- and fans

purchased tickets for the next round of play scheduled for noon on March 13. The excitement was electric and the energy palpable, yet the reality of rising rates of corona virus infection loomed ominously. On Thursday, March 12, we met with teachers to let them know we may have to close school for a period of time and late that evening we learned the girls' tournament had been postponed indefinitely. Friday, March 13, was our last day of in-person school as we made the abrupt switch to NTI. What was to be a three-week switch to remote learning stretched to over 6 months. We feel confident that Bullitt East High School has managed remote learning well. We were already a one-to-one school system with each student having his/her own chromebook for academic use and had already established use of Google Classrooms for most classroom assignments and communication. However, we may have fallen short of the percentage of participation in AdvancEd surveys we might normally have and we're not sure how the results might be skewed or if they are. The unusual current state of education may have an impact on perceptions and experiences yet we'd like to think that our expectations, supports, caring, and the traditions of our school remain constant enough to speak through the data.

COMMENTS

Please enter your comments below.

3. Security and Crisis Management Plan

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

☒ Yes

☐ No

3a. Comments

COMMENTS

Please enter your comments below.

4. Financial Transactions

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

☒ Yes

☐ No

4a. Comments

COMMENTS

Please enter your comments below.

5. Improvement Plan

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

☒ Yes

☐ No

5a. Comments

Located in AdvancED's system.

COMMENTS

Please enter your comments below.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Three: Executive Summary for Schools_12152019_21:39

2019-20 Phase Three: Executive Summary for Schools

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2019-20 Phase Three: Executive Summary for Schools

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

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

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

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

our PBIS system as we have let it lag in the past years. We have reached to PBIS consultant from ECU and are basically starting anew.)

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

In the 2014-15 school year we earned the title SCHOOL OF DISTINCTION -- we were distinguished and progressing. In the school years 2016, 2017 and 2018- we maintained our DISTINGUISHED rank. (Or whatever the state's equivalent was at the time.) In 2018, our proficiency scores have dropped slightly in our overall composite as measured by ACT. However, we remain strong in both transition readiness (7th in the state) and graduation rate but proficiency in reading and math, while higher than the state average, has room for improvement. In the 2018-19 school year, we are looking to rebuild our PBIS system as we have let it lag in the past years. We have reached to PBIS consultant from ECU and are basically starting anew. Feedback from a recent culture survey indicate teachers wish to have greater input into the discipline matrix so we will establish a committee to review our matrix as well.

. **CSI/TSI Schools Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

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

Our community continues to grow. Our demographic continues to change with the influx of families moving from neighboring communities, and the feel of a hometown/community school has started to wane. Many of the social norms and community traditions that have kept us tight knit are being stretched and in many ways redefined. In short, we have experienced and continue to experience growing pains. We have, in response, started a diversity club and are training teachers in trauma informed teaching, diversity and poverty awareness.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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BEHS Phase Three: Comprehensive Improvement Plan for Schools_11032018_16:02

Phase Three: Comprehensive Improvement Plan for Schools

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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.

See attached plan.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BEHS CSIP 2020</u>	School Improvement Plan for 2019-20 Bullitt east High School	.

0		Bullet Points - Current State	
		2019-20	2020
High School Reading (all students)	45.8% of ALL students (Juniors - Class of 2022) scored benchmark of 20 in Reading as measured by ACT	49.3% of ALL students (Juniors - Class of 2020) scored Proficient/Distinguished in Reading as measured by ACT	
High School Math (all students)	36.4% of ALL students (Juniors - Class of 2022) scored Benchmark of 19 in Math as measured by ACT	42.5% of ALL students (Juniors - Class of 2020) scored Proficient/Distinguished in Math as measured by ACT	
High School Writing (all students)	n/a for 2020	70% of ALL students (Juniors - Class of 2020) scored Proficient/Distinguished in Writing as measured by On-Demand Writing KPREP Assessment	
High School Science (all students)	19.5% of ALL students (Juniors - Class of 2022) scored Benchmark of 23 in Science as measured by ACT	26.5% of ALL students scored Proficient/Distinguished in Science as measured by Science KPREP Assessment not assessed	
High School Social Studies (all students)	n/a for 2020		
Transition Ready (include all subgroups)	Bullitt East transition rate for 2020 was 78% (as of March 13, 2020). We were not able to give CTE exams due to Covid school closure. Typically all BCPS students must be college/career ready to graduate, but that requirement was waived for 2020.	96.1% of our students graduated Transition Ready. 7th highest transition rate in the state!	
Graduation Rate	2020 Graduation Rate 94.5% (4 year cohort)	Bullitt East earned a grad rate of 95.9%	
Students w/Disabilities Reading (all levels)	28% of Students with Disabilities (Seniors- Class of 2021) scored benchmark of 20 in Reading as measured by ACT	21.4% of students with disabilities (Juniors - Class of 2020) scored Proficient/Distinguished in Reading as measured by ACT	
Students w/Disabilities Math (all levels)	20% of Students with Disabilities (Seniors- Class of 2021) scored benchmark of 19 in Math as measured by ACT	15.6% of students with disabilities (Juniors - Class of 2020) scored Proficient/Distinguished in Math as measured by ACT	
Students w/Disabilities Writing (all levels)	n/a for 2020	40% of students with disabilities (Juniors - Class of 2020) scored Proficient/Distinguished in Writing as measured by On-Demand Writing KPREP Assessment	
Students w/Disabilities Science (all levels)	16% of Students with Disabilities (Seniors- Class of 2021) scored benchmark of 23 in Science as measured by ACT	12% of students with disabilities scored Proficient/Distinguished in Science as measured by Science KPREP Assessment	
Students w/Disabilities Social Studies (elem/middle only)	n/a for 2020	n/a	
EL Students	n/a for 2020	n/a	
Economically Disadvantaged Reading (all levels)	36.1% of FRL students (Juniors - Class of 2022) scored benchmark of 20 in Reading as measured by ACT	31% of FRL students (Juniors - Class of 2020) scored Proficient/Distinguished in Reading as measured by ACT	
Economically Disadvantaged Math (all levels)	23.6% of FRL students (Juniors - Class of 2022) scored Benchmark of 19 in Math as measured by ACT	19.5% of FRL students (Juniors - Class of 2020) scored Proficient/Distinguished in Math as measured by ACT	
Economically Disadvantaged Writing (all levels)	n/a for 2020	61.4% of FRL students (Juniors - Class of 2020) scored Proficient/Distinguished in Writing as measured by On-Demand Writing KPREP Assessment	
Economically Disadvantaged Science (all levels)	9.7% of FRL students (Juniors - Class of 2022) scored Benchmark of 23 in Science as measured by ACT	13.3% of FRL students scored Proficient/Distinguished in Science as measured by Science KPREP Assessment	
Economically Disadvantaged Social Studies (elem. & middle)	n/a for 2020	n/a	
Homeless Students Reading (all levels)	Not enough Data		
Homeless Students Math (all levels)	Not enough Data		
Homeless Students Writing (all levels)	n/a for 2020		
Homeless Students Science (all levels)	Not enough Data		
Homeless Students Social Studies (elem. & middle)	Not enough Data		
Gifted and Talented (all levels)			
Non-Academic Data			
Behavior	The most common behavior infraction was being tardy to class.		
Student Attendance	2020- Attendance Rate 98.08%	Attendance rate of 94.66% for the 2018-19 school year.	
Teacher Absenteeism		Attendance rate of 92.36% so far for 2019-20 school year. This includes absence for maternity leaves, field trips, etc.	