



## 2020-21 Phase One: Continuous Improvement Diagnostic for Schools\_09032020\_12:50

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

**Bullitt Lick Middle School**  
**Kevin Connors**

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United States of America

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## Table of Contents

2020-21 Phase One: Continuous Improvement Diagnostic for Schools	3
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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.

Kevin Connors, September 3, 2020



## 2020-21 Phase Two: School Safety Report Bullitt Lick Middle School

2020-21 Phase Two: School Safety Report

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---

## Table of Contents

2020-21 Phase Two: School Safety Report	3
School Safety Diagnostic for Schools	4
Questions Related to the Adoption and Implementation of the Emergency Plan	5

12/14/2020

Bullitt Lick Middle School

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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

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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

12/14/2020

Bullitt Lick Middle School

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Two: School Assurances Bullitt Lick Middle School

2020-21 Phase Two: School Assurances

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## **Table of Contents**

2020-21 Phase Two: School Assurances	3
Introduction	4
Teacher Performance	5
Title I Schoolwide Programs	7
Title I Targeted Assistance School Programs	10
Schools Identified for Targeted Support and Improvement	13
All School Programs	14

## **2020-21 Phase Two: School Assurances**

## Introduction

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



## Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

**I certify this school has accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.**

- ☒ Yes
- ☐ No
- ☐ N/A

**COMMENTS**



## Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ Yes

☐ No

☐ N/A

### **COMMENTS**

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ Yes

☐ No

☐ N/A

### **COMMENTS**

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ Yes

☐ No

☐ N/A

### **COMMENTS**

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

## Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

17. If the school is implementing a targeted assistance school program, the school serves

participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**



## Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

### **COMMENTS**

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

### **COMMENTS**

## All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

29. The school jointly develops 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 standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

35. To the extent practicable, the school provides 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), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Two: The Needs Assessment Bullitt Lick Middle School

2020-21 Phase Two: The Needs Assessment for Schools

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## Table of Contents

2020-21 Phase Two: The Needs Assessment for Schools	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	6
Priorities/Concerns	7
Trends	8
Potential Source of Problem	9
Strengths/Leverages	10
Attachment Summary	11

## 2020-21 Phase Two: The Needs Assessment for Schools

## Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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, 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

## Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The process for reviewing, analyzing, and applying data occurs in a variety of committees in order to maximize stakeholder's voice and involvement. The process occurs The process for reviewing, analyzing, and applying data occurs in a variety of committees in order to maximize stakeholder's voice and involvement. The process occurs in three main committees. The first is the school instructional leadership team. The committee is made up of the principal, the assistant principal, counselor, instructional coach, and MTSS coach. The committee meets weekly to review data points and set the direction of the school. Minutes are taken each week to track our meeting notes and a 30-60-90 plan is maintained through this process to ensure that our school goals are being implemented as planned. The next committee that plays a role in this process is the school leadership team. This team is made up the all of the members of the instructional leadership team but also includes six teacher leaders. Data is shared and analyzed with this committee biweekly to gain staff perspectives related to the implementation of our plans to achieve our school goals. Again, these meetings are recorded and tracked through a formalized agenda and minutes. The final committee that reviews and analyzes data is the SBDM council. This council consists of the principal, the assistant principal, six elected teachers, and four elected parents. This committee plays a similar role to the school leadership team but adds voices from parents as well as other teachers. Agendas and minutes are kept to document these monthly meetings.

## 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:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### **Example of Non-Academic Current State:**

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

See attached document

## Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

See attached document: Novice percentages in reading and math are near 30%, which is much higher than the desired state. Students with disabilities are scoring in the low single digits in terms of proficiency in all academic areas. Additionally, writing proficiency is a major concern given that only 10.3% of students scored proficient or higher on 2019 KPREP testing.

## Trends

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

See attached document



## 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

KWCP 2: Design and Deliver Instruction KWCP 4: Review, Analyze and Deliver  
Support KWCP 5: Design, Align and Deliver Support


## Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

See attached document: Social studies is the highest performing area in terms of novice reduction. Reading proficiency remains in the low 40%. Behavior referrals decreased during the 2019-2020 school year.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Need Assessment Data		.





## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic Bullitt Lick Middle School

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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## Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic	3
I. Achievement Gap Group Identification	4
II. Achievement Gap Analysis	5
III. Planning the Work	8
Attachment Summary	9

## 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.

### **ATTACHMENTS**

#### **Attachment Name**

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## II. Achievement Gap Analysis

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

The staff at Bullitt Lick Middle School are committed to reducing the gap for our free and reduced students, students with disabilities, African American students, and English learners. Over the past couple of years, the staff has analyzed school systems, overhauled the core curriculum, and created a new mission statement and core values. The aim of all of these changes is the increase in student achievement. The majority of the school's population falls into at least one gap group. Therefore, it is essential that we continuously improve in our instruction so that students can produce improved achievement.

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

Bullitt Lick has not successfully closed any of our achievement gaps.

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.

Economically disadvantaged students have shown an increase in proficiency in both reading and math since 2018. In math, economically disadvantaged students have increased from 19.1% proficient on 2018 KRPEP compared to 30% proficient on fall 2020 CASE. This is compared to a 37% proficiency for non-economically disadvantaged students. In reading, 40% of economically disadvantaged students scored proficient on 2020 fall CASE testing compared to 54% of non-economically disadvantaged students.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Students with disabilities have shown a decline in achievement scores. Proficiency levels for students with disabilities according to 2018 KPREP results were 4.2% on math, 9.7% on reading, and 8.3% on science. In 2019, KPREP proficiency scores in both areas declined (math 2.6%; reading 5.6%; science 0%)

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

Following the audit from 2018-2019, Bullitt Lick Middle School has adopted and developed systems for continuous improvement. Through this process, we have created uniform instructional processes and a guaranteed and viable curriculum. This school year, we have redesigned our schedule to maximize the time our special education students spend in general education classrooms to provide for higher-quality educational opportunities. We believe we are on track to close our achievement gap for our economically disadvantaged students based on our current data trends. We also believe that our new systems for special education students will lead to improved performance.

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.

BLMS takes a systematic approach to involve stakeholders in the continuous improvement process. Assessment data was reviewed with the staff through departmental PLCs to determine gaps in achievement for our underserved groups. The school leadership team and the SBDM committee reviewed the recommendations of the staff to determine goal priorities. School Leadership Team - Principal, Assistant Principal, Counselor, Instructional Coach, MTSS Coach, Team Leaders

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.)*

See the attached Professional Development Plan.

## **ATTACHMENTS**

### **Attachment Name**

Lick Middle School - Generated on 12/14/2020

Bullitt Lick Middle School

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### 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).

See the attached document.

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 the attached document.

#### **ATTACHMENTS**

##### **Attachment Name**

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020-2021 PD Plan		• II.G
 Gap Group Identification		• I
 Measurable gap goals		• III



# ***Bullitt County Public Schools***



## **Professional Development Plan 2020-2021**

**School Name:** Bullitt Lick Middle School

**Date:** 4/15/2020

**The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2020-2021 school year.  
Pending Advisory Council approval Monday, \_\_\_\_\_.**

**Principal's Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

***Bullitt County Public Schools***  
**Professional Development Plan**  
**2020-2021**

<b>School:</b>	<b>Bullitt Lick Middle School</b>
<b>Planning Process Participants</b>	Kevin Connors, Sarah Oros, Lynette Ward, Geneva Lyons, Lesley Chadwell, staff input
<b>Description of Overall Needs Assessment</b>	According to the Comprehensive School Improvement Plan developed through the analysis of our KPREP analysis, MAP Data, Common Assessment Data, and Walkthrough Observation Data it was determined that the following professional development is needed. Other Professional Development is based on Individual Growth Plans that will impact student achievement.
<b>Description of Planning Process</b>	Step #1 - Analyze student data and teacher evaluation data Step #2 - Review professional growth goals and conversations in summative meetings Step #3 - Routine Walkthroughs Step #4 - Staff communication about specific individual needs Step #5 - Leadership Team Meeting to Finalize PD plan and correlation with vision and needs of the building.

**Final Plan Due to level Director: May 1, 2020**



## Bullitt County Public Schools

### Professional Development Plan 2020-2021

Identified Student Learning/School Improvement Need(s). (connect to student data, CSIP, etc.)	Professional Learning Activity	Description of Activity	Intended Participants & Learning Outcomes	Start, End Date and # of Hours	Estimated Cost and Funding Source	Outcomes/Progress/Success Evidence (to be reviewed by SBDM council throughout the year)
Improvement Priority #2	Summit Training	Four Day Training to prepare teachers to use the Summit Platform	8th Grade Team, Unified Arts Team, New Teaching Staff, Leadership Team  Teachers will learn how to implement content using the Summit Platform.	July 2020	\$0	
Improvement Priority #1, 2	Understanding by Design	Guided Planning and Coaching Cycles will occur throughout the 2020-21 school year.	Content Area Teachers, Classified Instructional Staff, Book Study with New Teachers (Understanding By Design - Wiggins)  Teachers will learn to plan units using the Understanding By Design Framework.	June 2020- May 2021	\$0	
Improvement Priority #1, 2	Thinking Focus Cadre;	Professional Learning will allow	Content Area Teachers, Classified	June 2020- May 2021	\$0	

	Embedded Professional Learning on Thinking Strategies and Workshop Model during Team Meeting time and Bullitt Days.	teachers to align, revisit, refine, and implement thinking strategies and the workshop model across content areas that are based on the new Kentucky Core Academic Standards. Identified teachers will attend the Math Institute and Thinking Strategies Institute.	Instructional Staff Students reading skills, fluency, and comprehension, and math skills will increase.			
Improvement Priority #1, 2	12 Hours of PLC	Required twelve hours of after school PLC, collaborative team time to analyze student data and improve instructional practices.	Content Area Teachers Student engagement and rigor of instruction will increase.	June 2020- June 2021	\$0	
Improvement Priority # 2	Technology	Professional Learning in technology that will assist in the communication, delivery, implementation, and instruction of content	Content Area Teachers, Classified Instructional Staff Student engagement and rigor of instruction will increase.	June 2020 - June 2021	\$0	
Improvement Priority #1, 2, 3	Targeted Professional Learning	Professional Learning that focuses on targeted needs of individual teachers are designated from survey, growth plan,	Content Area Teachers, Classified Instructional Staff Through coaching cycles and guided	June 2020 - June 2021	\$0	

			and walkthrough observations.	planning teachers will grow in their practice.			
Improvement Priority #3, 1	Special Education Professional Learning	Professional Learning opportunities for Special Education Teachers to expand their repertoire of instructional strategies for academics and behavior to deliver targeted, intentional, specially designed instruction in IEPs.	Special Education Teachers, Content Area teachers, Classified Instructional Staff.	June 2020 - June 2021	\$0		
Improvement Priorities #1,2,3	New Teacher Induction	Professional Learning - Two Day training before school. Embedded PL for Classroom Peer Observation, before/after school work)	Newly hired Teachers	June 2020 - June 2021	\$0		
Improvement Priorities #1,2,3	District First Year Teacher Cohort	12 hours of professional learning with mentoring with district representatives.	Newly hired Teachers	June 2020 - June 2021	\$0		
Improvement Priorities #1,2,3	District First Year Teacher Cohort	Bobcat Basics - 12 hour of professional learning provided by Instructional Coach.	Newly hired Teachers	June 2020 - June 2021	\$0		
Improvement Priority #3	Safe Crisis Management Training	Professional Learning on techniques and safe crisis management	Teachers will learn techniques and safe crisis management techniques.	June 2020 - June 2021	\$0		

		techniques.						
Improvement Priority #2	PD 360 Hours (2-3) per teacher if needed	Tailored PD, increased rigor, teacher efficacy	Content Area Teachers	June 2019 - June 2020	\$0			
Improvement Priority #2, 3	Lab Classroom Visits	Professional Learning where teachers will visit Thinking Focus Cadre Lab Classroom to see the Workshop Model and Thinking Strategies in practice. Visits 1 hour pre-observation 1 hour observation 1 hour post-observation	Content Area Teachers Increase teacher capacity in using the Workshop Model and Thinking Strategies in instruction.	June 2019 - June 2020	\$0			
Improvement Priority #2, 3	Bullitt Day Deeper Learning Cadres	Teachers will choose an instructional area tied to the CSIP objectives to increase their knowledge and mastery level	All Teachers	August 2020-May 2021	\$1000			
Improvement Priority #3	Summit Mentoring Training	Train all teachers on components of Summit platform and train staff on mentoring process and expectations	All Teachers	August 2020	\$0			

Gap Group/Total number of students	Percentage of Total School Population
Economically Disadvantaged/ 410	67.2%
Students with Disability/ 108	17.9%
African American/ 16	2.7%
English Learner/ 10	1.7%



Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy
Increase the reading proficiency rate in our students with disabilities from 5.6% to 15% as measured by 2021 KPREP.	<p>KCWP 5: Design, Align and Deliver Support</p> <p>*Addressing this process helps ensure that teachers have access to proactive positive behavior strategies and school data will be monitored and evaluated to inform modification to curriculum and instructional practices.</p>	<p>Activity 1: Implement a schoolwide discipline system (Positive Behavior Interventions and Supports) will be maintained, which includes proactive strategies for defining, teaching, and supporting appropriate student behaviors (i.e. Check and Connect, Behavioral Contracts.) (SWP: 2)</p> <p>Activity 2: Implement a clearly defined RTI school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (SWP: 2,3,8,9,10)</p> <p>Activity 3: Employ a MTSS Coach who will monitor the use of online programs. The coach would also provide individual, small group, and whole group direct instruction on deficit skill areas. This would include ongoing monitoring of progress and prompt action to follow-up with students who have fallen behind. The MTSS Coach would also provide training to include the use of classroom strategies that enable students to be taught at their instructional level and receive additional time and assistance. (IP #3)</p> <p>Activity 4: Implement, monitor (MTSS Coach) and revise Grade level PLCs to follow the Study Act portion of the PDSA planning protocol that produces evidence of improving student learning by identifying and providing</p>

<p>Increase the math proficiency rate in our students with disabilities from 2.6% to 10% as measured by 2020 KPREP.</p>	<p>KCWP 5: Design, Align and Deliver Support</p> <p>*Addressing this process helps ensure that teachers have access to proactive positive behavior strategies and school data will be monitored and evaluated to inform modification to curriculum and instructional practices.</p>	<p>Activity 1: Implement a schoolwide discipline system (Positive Behavior Interventions and Supports) will be maintained, which includes proactive strategies for defining, teaching, and supporting appropriate student behaviors (i.e. Check and Connect, Behavioral Contracts.) (SWP: 2)</p> <p>Activity 2: Implement a clearly defined RTI school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (SWP: 2,3,8,9,10)</p> <p>Activity 3: Employ a MTSS Coach who will monitor the use of online programs. The coach would also provide individual, small group, and whole group direct instruction on deficit skill areas. This would include ongoing monitoring of progress and prompt action to follow-up with students who have fallen behind. The MTSS Coach would also provide training to include the use of classroom strategies that enable students to be taught at their instructional level and receive additional time and assistance. (IP #3)</p> <p>Activity 4: Implement, monitor (MTSS Coach) and revise Grade level PLCs to follow the Study Act portion of the PDSA planning protocol that produces evidence of improving student learning by identifying and providing</p>
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<p>Increase the reading proficiency rate in our economically disadvantaged students from 36.5% to 41% as measured by 2020 KPREP.</p>	<p>KCWP 5: Design, Align and Deliver Support</p> <p>*Addressing this process helps ensure that teachers have access to proactive positive behavior strategies and school data will be monitored and evaluated to inform modification to curriculum and instructional practices.</p>	<p>Activity 1: Implement a schoolwide discipline system (Positive Behavior Interventions and Supports) will be maintained, which includes proactive strategies for defining, teaching, and supporting appropriate student behaviors (i.e. Check and Connect, Behavioral Contracts.) (SWP: 2)</p> <p>Activity 2: Implement a clearly defined RTI school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (SWP: 2,3,8,9,10)</p> <p>Activity 3: Employ a MTSS Coach who will monitor the use of online programs. The coach would also provide individual, small group, and whole group direct instruction on deficit skill areas. This would include ongoing monitoring of progress and prompt action to follow-up with students who have fallen behind. The MTSS Coach would also provide training to include the use of classroom strategies that enable students to be taught at their instructional level and receive additional time and assistance. (IP #3)</p> <p>Activity 4: Implement, monitor (MTSS Coach) and revise Grade level PLCs to follow the Study Act portion of the PDSA planning protocol that produces evidence of improving student learning by identifying and providing</p>
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<p>Increase the math proficiency rate in our economically disadvantaged students from 24.8% to 30% as measured by 2020 KPREP.</p>	<p>KCWP 5: Design, Align and Deliver Support</p> <p>*Addressing this process helps ensure that teachers have access to proactive positive behavior strategies and school data will be monitored and evaluated to inform modification to curriculum and instructional practices.</p>	<p>Activity 1: Implement a schoolwide discipline system (Positive Behavior Interventions and Supports) will be maintained, which includes proactive strategies for defining, teaching, and supporting appropriate student behaviors (i.e. Check and Connect, Behavioral Contracts.) (SWP: 2)</p> <p>Activity 2: Implement a clearly defined RTI school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (SWP: 2,3,8,9,10)</p> <p>Activity 3: Employ a MTSS Coach who will monitor the use of online programs. The coach would also provide individual, small group, and whole group direct instruction on deficit skill areas. This would include ongoing monitoring of progress and prompt action to follow-up with students who have fallen behind. The MTSS Coach would also provide training to include the use of classroom strategies that enable students to be taught at their instructional level and receive additional time and assistance. (IP #3)</p> <p>Activity 4: Implement, monitor (MTSS Coach) and revise Grade level PLCs to follow the Study Act portion of the PDSA planning protocol that produces evidence of improving student learning by identifying and providing</p>

Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Principal, Assistant Principal, PBIS Lead, Counselor, MTSS Coach	<p>Review behavior data at monthly, tier 1 PBIS meeting to determine next steps.</p> <p>All students scoring below the proficient level based on KPREP and CASE assessments, receive additional tier 2, reading instruction from highly qualified reading teachers during a secondary reading class period.</p> <p>Highly qualified, novice level reading teacher is funded through Title 1.</p> <p>Title 1 funded part time counselor organizes and facilitates RTI data and meetings.</p> <p>All students scoring in the novice category on math according to CASE and KPREP assessments receive progress monitoring and small group instruction from our Title 1 Math Instructional Tutor. Title 1 funded part time counselor organizes and facilitates RTI data and meetings.</p> <p>Progress monitoring of online interventions</p> <p>Formative and Summative assessment data analyzed in guided planning</p> <p>Benchmarking data from CASE and MAP assessments</p> <p>Behavior Data</p> <p>Attendance Data</p> <p>PDSA planning documents uploaded into Google Classroom</p> <p>Study portion of PDSA protocol identifying students needing additional support uploaded into Google Classroom</p>	Title 1 - 130,000

Principal, Assistant Principal, PBIS Lead, Counselor, MTSS Coach	<p>Review behavior data at monthly, tier 1 PBIS meeting to determine next steps.</p> <p>All students scoring below the proficient level based on KPREP and CASE assessments, receive additional tier 2, reading instruction from highly qualified reading teachers during a secondary reading class period.</p> <p>Highly qualified, novice level reading teacher is funded through Title 1.</p> <p>Title 1 funded part time counselor organizes and facilitates RTI data and meetings.</p> <p>All students scoring in the novice category on math according to CASE and KPREP assessments receive progress monitoring and small group instruction from our Title 1 Math Instructional Tutor. Title 1 funded part time counselor organizes and facilitates RTI data and meetings.</p> <p>Progress monitoring of online interventions</p> <p>Formative and Summative assessment data analyzed in guided planning</p> <p>Benchmarking data from CASE and MAP assessments      Behavior Data</p> <p>Attendance Data</p> <p>PDSA planning documents uploaded into Google Classroom</p> <p>Study portion of PDSA protocol identifying students needing additional support uploaded into Google Classroom</p>	Title 1 - 130,000
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Principal, Assistant Principal,  
PBIS Lead, Counselor, MTSS  
Coach

Title 1 - 130,000

- Review behavior data at monthly, tier 1 PBIS meeting to determine next steps.
- All students scoring below the proficient level based on KPREP and CASE assessments, receive additional tier 2, reading instruction from highly qualified reading teachers during a secondary reading class period.
- Highly qualified, novice level reading teacher is funded through Title 1.
- Title 1 funded part time counselor organizes and facilitates RTI data and meetings.
- All students scoring in the novice category on math according to CASE and KPREP assessments receive progress monitoring and small group instruction from our Title 1 Math Instructional Tutor. Title 1 funded part time counselor organizes and facilitates RTI data and meetings.
- Progress monitoring of online interventions
- Formative and Summative assessment data analyzed in guided planning
- Benchmarking data from CASE and MAP assessments
- Behavior Data
- Attendance Data

-PDSA planning documents uploaded into Google Classroom

Principal, Assistant Principal, PBIS Lead, Counselor, MTSS Coach	<ul style="list-style-type: none"> <li>- Review behavior data at monthly, tier 1 PBIS meeting to determine next steps.</li> <li>- All students scoring below the proficient level based on KPREP and CASE assessments, receive additional tier 2, reading instruction from highly qualified reading teachers during a secondary reading class period.</li> </ul> <p>Highly qualified, novice level reading teacher is funded through Title 1.</p> <p>Title 1 funded part time counselor organizes and facilitates RTI data and meetings.</p> <ul style="list-style-type: none"> <li>- All students scoring in the novice category on math according to CASE and KPREP assessments receive progress monitoring and small group instruction from our Title 1 Math Instructional Tutor. Title 1 funded part time counselor organizes and facilitates RTI data and meetings.</li> <li>-Progress monitoring of online interventions</li> <li>-Formative and Summative assessment data analyzed in guided planning</li> <li>- Benchmarking data from CASE and MAP assessments</li> <li>- Behavior Data</li> <li>- Attendance Data</li> </ul>	Title 1 - 130,000
	-PDSA planning documents uploaded into Google Classroom	



## 2020-21 Phase Three: Executive Summary for Schools Bullitt Lick Middle School

2020-21 Phase Three: Executive Summary for Schools

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

School - Generated on 12/14/2020

Bullitt Lick Middle School

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## Table of Contents

2020-21 Phase Three: Executive Summary for Schools	3
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## 2020-21 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 Lick Middle School services students in downtown Shepherdsville, KY. It was built in 1977. We receive students from Nichols Elementary, Roby Elementary, and Shepherdsville Elementary. We feed into Bullitt Central High School. We are a Title I school, with our demographics being predominantly caucasian, with a 65.5% free and reduced lunch rate. Currently, we have approximately 550 students. The mission of Bullitt Lick Middle School is to inspire all students to pursue excellence in everything they do by providing collaborative and engaging instruction. Our teachers work in teams and are dedicated to professional learning communities. Our staff is comprised of one principal (Kevin Connors), one assistant principal (Sarah Oros), a curriculum coach (Lynette Ward), one Counselor (Beth Root), one MTSS coach (Lesley Chadwell), one 90 day counselor (Geneva Lyons), 36 teachers, and various instructional assistants. We are committed to ensuring that each student who walks through the doors of Bullitt Lick is successful.

. 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 statement of Bullitt Lick Middle School is to inspire all students to pursue excellence in everything they do by providing collaborative and engaging instruction. The vision statement is "Perseverance. Progress. Pride.". The core values of the staff are high expectations for all, developing a growth mindset, equitable learning opportunities, student-centered decision making, and respecting and valuing all stakeholders. The school leadership team analyzes data related to these areas and monitors school systems to ensure alignment with our purpose. School leadership works regularly with the staff to review and discuss how to bring our mission, vision, and core values to life. BLMS uses eleot data to measure the engagement of our classrooms through the lens of the student as a way to determine our fidelity to the school mission.

. 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.

BLMS has increased the overall math and reading proficiency in each of the last three school years, taking into account KPREP data from 2018, 2019, and CASE data from 2020. While the proficiency level has not yet reached the desired state, the data is trending in a positive direction. Science, writing, and achievement from our students with disabilities are the major areas of concern. Much of the work in the BLMS school improvement plan focuses on creating systems to improve the instruction in these areas and ensuring that students with disabilities receive equitable instruction. BLMS strives to improve the proficiency rates for all core areas over the next three years, while also dramatically decreasing the novice rates of our students with disabilities.

. **CSI/TSI Schools (including ATSI) 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.

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

School - Generated on 12/14/2020

Bullitt Lick Middle School

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Three: Professional Development Plan for Schools Bullitt Lick Middle School

2020-21 Phase Three: Professional Development Plan for Schools

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

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## Table of Contents

2020-21 Phase Three: Professional Development Plan for Schools	3
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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?

The mission of Bullitt Lick Middle School is to inspire students to pursue excellence in everything they do by providing collaborative and engaging instruction.

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?

Priority 1: Increase the proficiency rates for special education students. Priority 2: Increase the proficiency rates for all students in writing.

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

Included in the CSIP for Bullitt Lick Middle School are goals for increasing proficiency rates for special education students in all content areas as well as a goal for increasing writing proficiency for all students.

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.

Objective 1: Provide support to special education and general education teachers to increase the use of co-teaching models to meet the diverse learning needs of all students. Objective 2: Provide training to grow all teachers in differentiating instruction to meet the needs of all students.

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

Increase the frequency and effectiveness of co-teaching strategies for teachers and instructional assistants.

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.

- Increased frequency of highly effective co-teaching models in classroom practice.
- Increased student performance in the special education population.

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

All certified teachers and instructional assistants.

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

All certified teachers and instructional assistants, and well as students.

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



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-Set aside time to train staff -Time for staff to monitor and observe teaching practices

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

-Coaching cycles -PLC conversations -Feedback on practice -Time to collaborate with colleagues

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.

-Classroom observations -eleot data -Student work samples in the PLC process  
-Student achievement data

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.

-Increase writing proficiency across all grade levels.

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

-Increase writing frequency across contents -Increase writing proficiency across grade levels

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.

-Success will be determined through the fidelity and quality of implementation of the school writing plan

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

All certified teachers

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

## Certified teachers and students

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

-Set aside time to train staff -Time for staff to monitor and observe teaching practices -Built-in time in the school schedule for students to write

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

-Coaching cycles -PLC conversations -Feedback on practice -Time to collaborate with colleagues

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.

-Student work samples in the PLC process -Student achievement data

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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## 2020-2021 Phase Three: Comprehensive School Improvement Plan Bullitt Lick Middle School

2020-2021 Phase Three: Comprehensive School Improvement Plan

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

## Table of Contents

2020-21 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	5

## 2020-21 Phase Three: Comprehensive School Improvement Plan

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

**Goal:** Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education 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.

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

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

. a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.


b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

**You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.**

N/A



## Attachment Summary

Attachment Name	Description	Associated Item(s)
 BLMS CSIP		.



**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

**Measure of Success:** the criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify the rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

#### **Guidelines for Building an Improvement Plan**

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

**I: Proficiency Goal**

**Goal:** Increase the averaged combined reading and math proficiency rates for all students from 37.9% to 49.2% by 2023.

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and the necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> <li>KCWP 1: Design and Deploy Standards</li> <li>KCWP 2: Design and Deliver Instruction</li> <li>KCWP 3: Design and Deliver Assessment Literacy</li> <li>KCWP 4: Review, Analyze and Apply Data</li> <li>KCWP 5: Design, Align and Deliver Support</li> <li>KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<ul style="list-style-type: none"> <li>KCWP1: Design and Deploy Standards Classroom Activities</li> <li>KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Data & Notes	Funding
<p><b>Objective 1</b></p> <p>Increase the reading proficiency rates for all students from 45.3% to 50.3% by 2021 as measured by K-PREP.</p>	<p><b>KCWP 2: Design and Deliver Instruction</b></p> <p>Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies. (IP#1,2)</p> <p>Addressing this process also ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (IP#2)</p>	<p><b>Activity 1:</b> Deploy and monitor a Plan Do Study Act (PDSA) Instructional Unit Planning protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, along with analysis of data.</p>	<p>-Highly-qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review</p> <p>-PLCs will review formative and summative assessments and data</p> <p>- Administrators and Leadership Team will review observation data of PLC process</p>		\$0
<p><b>Objective 2</b></p> <p>Increase the math proficiency rates for all students from 30.5% to 36.8% by 2021 as measured by K-PREP</p>		<p><b>Activity 2:</b> Deploy a multi-layered system to monitor the quality and fidelity of the implementation of the adopted curriculum (i.e., curriculum maps, pacing guide, and unit planning).</p>	<p>-Highly qualified teachers will collaborate with district personnel in the development and revision of curriculum maps during the standards rollout.</p> <p>- ELEOT walkthrough data will determine if student engagement is increasing based on teacher training.</p> <p>-ELEOT data will be reviewed in weekly ILT meetings.</p> <p>-Highly qualified teachers will share curriculum maps, pacing guides and instructional units in a shared teacher's google drive.</p> <p>-Administrators will meet weekly with teachers in PLCs to review, revise and monitor the quality and</p>		\$0

				\$0
	<p><b>Activity 3:</b> Host an annual literacy / math parent event to promote and inform on literacy strategies used at BLMIS supplemented with Title 1 funds.</p>	<p>-Sign in sheets will be used to track attendance. -Annual Title 1 survey will provide data on effectiveness of program</p>		\$0
<p><b>KCWP 4, Review, Analyze and Apply Data</b></p> <p>Reviewing, analyzing and applying data results produces measurable results of improving student learning and professional practice.</p>	<p><b>Activity 1:</b> Employ a MTSS Coach who will monitor the use of online programs. The coach would also provide individual, small group, and whole group direct instruction on deficit skill areas. This would include ongoing monitoring of progress and prompt action to follow-up with students who have fallen behind. The MTSS Coach would also provide training to include the use of classroom strategies that enable students to be taught at their instructional level and receive additional time and assistance.</p> <p><b>Activity 2:</b> Monitor and revise content PLCs to follow the Study Act portion of the PDSA planning protocol that produces evidence of improving student learning by identifying and providing social, emotional, developmental and academic support for individual students.</p> <p><b>Activity 3:</b> Deploy PowerUp for reading intervention with students not meeting proficiency on KPREP assessment.</p> <p><b>Activity 3:</b> Analyze CASE benchmarking assessments quarterly to coordinate programs, services, and resources to</p>	<p>-Progress monitoring of online interventions -Formative and Summative assessment data analyzed in PLC -Benchmarking data from CASE -Behavior Data - Attendance Data</p> <p>-PDSA planning documents uploaded into Google Drive - Study portion of PDSA protocol identifying students needing additional support uploaded into Google Drive</p> <p>-Weekly progress monitoring - CASE Assessment data</p> <p>-Data will be reviewed by highly qualified teachers quarterly in content PLC and RTI PLC to determine</p>	<p>SIF Grant: \$98,500 (2020-2021) Title 1 Funded (2021-2022)</p> <p>\$0</p> <p>SIF Grant: \$12,000 (Powerup) Title 1: \$120,000 (Reading Interventionists)</p> <p>CASE funded by district</p>	

		address the needs of all students, including those with disabilities.	needs of individual students both academically and socially/emotionally  -Recommendations will be made based on data for placement in RTI tiers and referral of counseling services  -ILT will review data to determine next steps in continual improvement review		
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## 2: Separate Academic Indicator

Goal 2: Increase the average combined science, social studies and writing on demand proficiency rates for all students from 18.2% to 33% by 2023.

<p><b>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</b></p> <ul style="list-style-type: none"> <li>KCWP 1: Design and Deploy Standards</li> <li>KCWP 2: Design and Deliver Instruction</li> <li>KCWP 3: Design and Deliver Assessment Literacy</li> <li>KCWP 4: Review, Analyze and Apply Data</li> <li>KCWP 5: Design, Align and Deliver Support</li> <li>KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<p><b>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.)</b></p> <ul style="list-style-type: none"> <li>KCWP1: Design and Deploy Standards Classroom Activities</li> <li>KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>	<p><b>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and the necessary funding to execute the activity or activities.</b></p>
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Objective	Strategy	Activities to Deploy/Implement	Measure of Success	Progress Monitoring Date & Notes	Funding
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<p><b>Objective 1</b></p> <p>Increase the science proficiency rates for all students from 7.4% to 15.8% by 2021 as measured by K-PREP.</p>	<p><b>KCWP 2: Design and Deliver Instruction</b></p> <p>Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies. Addressing this process ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p>	<p><b>Activity 1: Deploy and monitor a Plan Do Study Act (PDSA) Instructional Unit</b></p> <p>Planning protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, along with analysis of data.</p> <p><b>Activity 2: Deploy a multi-layered system to monitor the quality and fidelity of the implementation of the adopted curriculum (i.e., curriculum maps, pacing guide, and unit planning).</b></p>	<p>-Highly-qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review</p> <p>-PLCs will review formative and summative assessments and data</p> <p>- Administrators and Leadership Team will review observation data of PLC process</p> <p>-Highly qualified teachers will collaborate with district personnel in the development and revision of curriculum maps during the standards rollout.</p> <p>- ELEOT walkthrough data will determine if student engagement is increasing based on teacher training.</p> <p>-ELEOT data will be reviewed in weekly ILT meetings.</p> <p>-Highly qualified teachers will share curriculum maps, pacing guides and instructional units in a shared teacher's google drive.</p> <p>-Administrators will meet weekly with teachers in PLCs to review, revise and monitor the quality and fidelity of implementation of the curriculum.</p>	<p>\$0</p>
<p><b>Objective 2</b></p> <p>Increase the writing On-Demand proficiency rates for all students from 10.3% to 18.5% by 2021 as measured by K-PREP.</p>	<p><b>KCWP 2: Design and Deliver Instruction</b></p> <p>The design and deliver of instruction will ensure the core instructional process is provided to all students utilizing evidence-based strategies. (IP#1) This process ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (IP#2)</p>	<p><b>Activity 1: Deploy and monitor implementation of school wide writing plan.</b></p> <p><b>Activity 2: Train all certified staff on the implementation of the writing plan.</b></p>	<p>-Highly-qualified teachers will upload writing assessments to the writing plan folder</p> <p>-Monitor student achievement data on writing scrimmages through the PLC process.</p> <p>-Develop a schedule for embedded professional learning.</p> <p>-Monitor the implementation of the writing plan during classroom observations.</p> <p>-Monitor the implementation of writing best practices during PLC observations.</p>	<p>\$0</p>

### 3. Gap

Goal 3: Increase the average combined Reading and Math proficiency rates for students with disabilities to 21.4% on KPREP by 2023.

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> <li>KCWP 1: Design and Deploy Standards</li> <li>KCWP 2: Design and Deliver Instruction</li> <li>KCWP 3: Design and Deliver Assessment Literacy</li> <li>KCWP 4: Review, Analyze and Apply Data</li> <li>KCWP 5: Design, Align and Deliver Support</li> <li>KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<ul style="list-style-type: none"> <li>KCWP1: Design and Deploy Standards Classroom Activities</li> <li>KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>	

Objective	Strategy	Activities (on Deploy Strategy)	Measures/Indicators	Progress Monitoring Dates & Notes	Funding
<p><b>Objective 1</b> Increase the reading proficiency rate for students with disabilities from 5.1% to 13.7% as measured by 2021 KPREP.</p> <p><b>Objective 2</b> Increase the math proficiency rate for students with disabilities from 2.6% to 11.5% as measured by 2021 KPREP.</p>	<p><b>KCWP 2: Design and Deliver Instruction</b></p> <p>The design and deliver of instruction will ensure the core instructional process is provided to all students utilizing evidence-based strategies. This process ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p>	<p><b>Activity 1:</b> Train all instructional staff in highly effective co-teaching strategies.</p> <p><b>Activity 2:</b> Coaching cycles and guided planning with co-teach partner teachers and instructional coaches.</p>	<p>-Regular classroom observations on co-teaching model implementation with feedback.</p>		\$0

### 4. Growth

Goal 5: Increase the averaged combined reading and math proficiency rates for all students from 37.9% to 49.2% by 2023.

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<p>Which <b>Strategy</b> will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> <li>KCWP 1: Design and Deploy Standards</li> <li>KCWP 2: Design and Deliver Instruction</li> <li>KCWP 3: Design and Deliver Assessment Literacy</li> <li>KCWP 4: Review, Analyze and Apply Data</li> <li>KCWP 5: Design, Align and Deliver Support</li> <li>KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> <li>KCWP1: Design and Deploy Standards Classroom Activities</li> <li>KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and the necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Data & Notes	Funding
<p><b>Objective 1</b> Increase the reading proficiency rates for all students from 45.3% to 50.3% by 2021 as measured by K-PREP.</p> <p><b>Objective 2</b> Increase the math proficiency rates for all students from 30.5% to 36.8% by 2021 as measured by K-PREP</p>	<p><b>KCWP 2: Design and Deliver Instruction</b> Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies. (IP#1,2) Addressing this process also ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (IP#2)</p>	<p><b>Activity 1:</b> Deploy and monitor a Plan Do Study Act (PDSA) Instructional Unit Planning protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, along with analysis of data.</p> <p><b>Activity 2:</b> Deploy a multi-layered system to monitor the quality and fidelity of the implementation of the adopted curriculum (i.e., curriculum maps, pacing guide, and unit planning).</p>	<p>-Highly qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review -PLCs will review formative and summative assessments and data - Administrators and Leadership Team will review observation data of PLC process</p> <p>-Highly qualified teachers will collaborate with district personnel in the development and revision of curriculum maps during the standards rollout. - EL/EOT walkthrough data will determine if student engagement is increasing based on teacher training. -EL/EOT data will be reviewed in weekly ILT meetings. -Highly qualified teachers will share curriculum maps, pacing guides and instructional units in a shared teacher's google drive. -Administrators will meet weekly with teachers in PLCs to review, revise and monitor the quality and fidelity of implementation of the curriculum.</p>	<p>- Review behavior data at monthly, tier 1 PBIS meetings to determine next steps.</p>	<p>\$0</p>
		<p><b>Activity 3:</b> Develop a schoolwide discipline system (Positive Behavior Interventions and Supports) will be maintained, which includes proactive</p>			<p>\$0</p>

		strategies for defining, teaching, and supporting appropriate student behaviors (i.e. Check and Connect, Behavioral Contracts.)	- Development of a uniform team based intervention system for minor behavior events.		
KCWP 4, Review, Analyze and Apply Data  Reviewing, analyzing and applying data results produces measurable results of improving student learning and professional practice.	<p><b>Activity 1:</b> Employ a MTSS Coach who will monitor the use of online programs. The coach would also provide individual, small group, and whole group direct instruction on deficit skill areas. This would include ongoing monitoring of progress and prompt action to follow-up with students who have fallen behind. The MTSS Coach would also provide training to include the use of classroom strategies that enable students to be taught at their instructional level and receive additional time and assistance.</p> <p><b>Activity 2:</b> Monitor and revise content PLCs to follow the Study Act portion of the PDSA planning protocol that produces evidence of improving student learning by identifying and providing social, emotional, developmental and academic support for individual students.</p> <p><b>Activity 3:</b> Deploy PowerUp for reading intervention with students not meeting proficiency on KPREP assessment.</p> <p><b>Activity 3:</b> Analyze CASE benchmarking assessments quarterly to coordinate programs, services, and resources to address the needs of all students, including those with disabilities.</p>	<p>-Progress monitoring of online interventions</p> <p>-Formative and Summative assessment data analyzed in PLCs</p> <p>- Benchmarking data from CASE</p> <p>- Behavior Data</p> <p>- Attendance Data</p> <p>-PDSA planning documents uploaded into Google Drive</p>		SIF Grant: \$98,500 (2020-2021) Title 1 Funded (2021-2022)	
			<p>-Study portion of PDSA protocol identifying students needing additional support uploaded into Google Drive</p> <p>-Weekly progress monitoring</p> <p>-CASE Assessment data</p> <p>-Data will be reviewed by highly qualified teachers quarterly in content PLC and RTI PLC to determine needs of individual students both academically and socially/emotionally</p>		\$0
					SIF Grant: \$12,000 (Powerup) Title 1:\$120,000 (Reading Interventionists)
					CASE funded by district

			<p>-Recommendations will be made based on data for placement in RTI tiers and referral of counseling services</p> <p>-ILT will review data to determine next steps in continual improvement review</p>		
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**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

**Measure of Success:** the criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify the rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

#### **Guidelines for Building an Improvement Plan**

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:  
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
- For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

**1: Proficiency Goal**

Goal: Increase the averaged combined reading and math proficiency rates for all students from 37.9% to 49.2% by 2023.

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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

Which 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 for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and the necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><b>Objective 1</b> Increase the reading proficiency rates for all students from 45.3% to 50.3% by 2021 as measured by K-PREP.</p> <p><b>Objective 2</b> Increase the math proficiency rates for all students from 30.5% to 36.8% by 2021 as measured by K-PREP</p>	<p><b>KCWP 2: Design and Deliver Instruction</b> Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies. (IP#1,2) Addressing this process also ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (IP#2)</p>	<p><b>Activity 1:</b> Deploy and monitor a Plan Do Study Act (PDSA) Instructional Unit Planning protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, along with analysis of data.</p> <p><b>Activity 2:</b> Deploy a multi-layered system to monitor the quality and fidelity of the implementation of the adopted curriculum (i.e., curriculum maps, pacing guide, and unit planning).</p>	<p>-Highly-qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review -PLCs will review formative and summative assessments and data - Administrators and Leadership Team will review observation data of PLC process</p> <p>-Highly qualified teachers will collaborate with district personnel in the development and revision of curriculum maps during the standards rollout. - ELEOT walkthrough data will determine if student engagement is increasing based on teacher training. -ELEOT data will be reviewed in weekly ILT meetings. -Highly qualified teachers will share curriculum maps, pacing guides and instructional units in a shared teacher's google drive. -Administrators will meet weekly with teachers in PLCs to review, revise and monitor the quality and</p>		\$0

		<p><b>Activity 3:</b> Host an annual literacy / math parent event to promote and inform on literacy strategies used at BLMS supplemented with Title I funds.</p>	<p>Fidelity of implementation of the curriculum.</p> <p>-Sign in sheets will be used to track attendance.</p> <p>-Annual Title 1 survey will provide data on effectiveness of program</p>	\$0
	<p><b>KCWP 4, Review, Analyze and Apply Data</b></p> <p>Reviewing, analyzing and applying data results produces measurable results of improving student learning and professional practice.</p>	<p><b>Activity 1:</b> Employ a MTSS Coach who will monitor the use of online programs. The coach would also provide individual, small group, and whole group direct instruction on deficit skill areas. This would include ongoing monitoring of progress and prompt action to follow-up with students who have fallen behind. The MTSS Coach would also provide training to include the use of classroom strategies that enable students to be taught at their instructional level and receive additional time and assistance.</p> <p><b>Activity 2:</b> Monitor and revise content PLCs to follow the Study Act portion of the PDSA planning protocol that produces evidence of improving student learning by identifying and providing social, emotional, developmental and academic support for individual students.</p> <p><b>Activity 3:</b> Deploy PowerUp for reading intervention with students not meeting proficiency on KPREP assessment.</p> <p><b>Activity 3:</b> Analyze CASE benchmarking assessments quarterly to coordinate programs, services, and resources to</p>	<p>-Progress monitoring of online interventions</p> <p>-Formative and Summative assessment data analyzed in PLC</p> <p>- Benchmarking data from CASE</p> <p>- Behavior Data</p> <p>- Attendance Data</p> <p>-PDSA planning documents uploaded into Google Drive</p> <p>- Study portion of PDSA protocol identifying students needing additional support uploaded into Google Drive</p> <p>-Weekly progress monitoring</p> <p>- CASE Assessment data</p> <p>-Data will be reviewed by highly qualified teachers quarterly in content PLC and RTI PLC to determine</p>	<p>SIF Grant: \$98,500 (2020-2021)</p> <p>Title I Funded (2021-2022)</p> <p>\$0</p> <p>SIF Grant: \$12,000 (Powerup)</p> <p>Title 1: \$120,000 (Reading Interventionists)</p> <p>CASE funded by district</p>

		address the needs of all students, including those with disabilities.	needs of individual students both academically and socially/emotionally  -Recommendations will be made based on data for placement in RTI tiers and referral of counseling services  -I.L.T will review data to determine next steps in continual improvement review		
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## 2. Separate Academic Indicator

Goal 2: Increase the average combined science, social studies and writing on demand proficiency rates for all students from 18.2% to 33% by 2023.

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and the necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> <li>KCWP 1: Design and Deploy Standards</li> <li>KCWP 2: Design and Deliver Instruction</li> <li>KCWP 3: Design and Deliver Assessment Literacy</li> <li>KCWP 4: Review, Analyze and Apply Data</li> <li>KCWP 5: Design, Align and Deliver Support</li> <li>KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<ul style="list-style-type: none"> <li>KCWP1: Design and Deploy Standards Classroom Activities</li> <li>KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>	

Objective	Strategy	Activities (in Deploy Strategy)	Measure of Success	Progress Monitoring Date & Notes	Funding
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<p><b>Objective 1</b> Increase the science proficiency rates for all students from 7.4% to 15.8% by 2021 as measured by K-PREP.</p>	<p><b>KCWP 2: Design and Deliver Instruction</b> Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies. Addressing this process ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p>	<p><b>Activity 1: Deploy and monitor a Plan Do Study Act (PDSA) Instructional Unit</b> Planning protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, along with analysis of data.</p> <p><b>Activity 2: Deploy a multi-layered system</b> to monitor the quality and fidelity of the implementation of the adopted curriculum (i.e., curriculum maps, pacing guide, and unit planning).</p>	<p>-Highly-qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review -PLCs will review formative and data summative assessments and data - Administrators and Leadership Team will review observation data of PLC process</p> <p>-Highly qualified teachers will collaborate with district personnel in the development and revision of curriculum maps during the standards rollout. - ELBOT walkthrough data will determine if student engagement is increasing based on teacher training. -ELBOT data will be reviewed in weekly ILT meetings. -Highly qualified teachers will share curriculum maps, pacing guides and instructional units in a shared teacher's google drive. -Administrators will meet weekly with teachers in PLCs to review, revise and monitor the quality and fidelity of implementation of the curriculum.</p>		\$0
<p><b>Objective 2</b> Increase the writing On-Demand proficiency rates for all students from 10.3% to 18.5% by 2021 as measured by K-PREP.</p>	<p><b>KCWP 2: Design and Deliver Instruction</b> The design and deliver of instruction will ensure the core instructional process is provided to all students utilizing evidence-based strategies. (IP#1) This process ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (IP#2)</p>	<p><b>Activity 1: Deploy and monitor implementation of school wide writing plan.</b></p> <p><b>Activity 2: Train all certified staff on the implementation of the writing plan.</b></p>	<p>-Highly-qualified teachers will upload writing assessments to the writing plan folder -Monitor student achievement data on writing screenshots through the PLC process.</p> <p>-Develop a schedule for embedded professional learning. -Monitor the implementation of the writing plan during classroom observations. -Monitor the implementation of writing best practices during PLC observations.</p>		\$0

### 3: Gap

Goal 3: Increase the average combined Reading and Math proficiency rates for students with disabilities to 21.4% on KPREP by 2023.

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> <li>KCWP 1: Design and Deploy Standards</li> <li>KCWP 2: Design and Deliver Instruction</li> <li>KCWP 3: Design and Deliver Assessment Literacy</li> <li>KCWP 4: Review, Analyze and Apply Data</li> <li>KCWP 5: Design, Align and Deliver Support</li> <li>KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<ul style="list-style-type: none"> <li>KCWP1: Design and Deploy Standards Classroom Activities</li> <li>KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><b>Objective 1</b> Increase the reading proficiency rate for students with disabilities from 5.1% to 13.7% as measured by 2021 KPREP.</p> <p><b>Objective 2</b> Increase the math proficiency rate for students with disabilities from 2.6% to 11.5% as measured by 2021 KPREP.</p>	<p><b>KCWP 2: Design and Deliver Instruction</b></p> <p>The design and deliver of instruction will ensure the core instructional process is provided to all students utilizing evidence-based strategies. This process ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p>	<p><b>Activity 1:</b> Train all instructional staff in highly effective co-teaching strategies.</p> <p><b>Activity 2:</b> Coaching cycles and guided planning with co-teach partner teachers and instructional coaches.</p>	<p>-Regular classroom observations on co-teaching model implementation with feedback.</p>		\$0

### 4: Growth

Goal 5: Increase the averaged combined reading and math proficiency rates for all students from 37.9% to 49.2% by 2023.

<p>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> <li>KCWP 1: Design and Deploy Standards</li> <li>KCWP 2: Design and Deliver Instruction</li> <li>KCWP 3: Design and Deliver Assessment Literacy</li> <li>KCWP 4: Review, Analyze and Apply Data</li> <li>KCWP 5: Design, Align and Deliver Support</li> <li>KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<p>Which 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.)</p> <ul style="list-style-type: none"> <li>KCWP1: Design and Deploy Standards Classroom Activities</li> <li>KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and the necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measurable Success	Progress Monitoring Date & Notes	Funding
<p><b>Objective 1</b> Increase the reading proficiency rates for all students from 45.3% to 50.3% by 2021 as measured by K-PREP.</p> <p><b>Objective 2</b> Increase the math proficiency rates for all students from 30.5% to 36.8% by 2021 as measured by K-PREP</p>	<p><b>KCWP 2: Design and Deliver Instruction</b> Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies. (IP#1,2) Addressing this process also ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (IP#2)</p>	<p><b>Activity 1:</b> Deploy and monitor a Plan Do Study Act (PDSA) Instructional Unit Planning protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, along with analysis of data.</p> <p><b>Activity 2:</b> Deploy a multi-layered system to monitor the quality and fidelity of the implementation of the adopted curriculum (i.e., curriculum maps, pacing guide, and unit planning).</p> <p><b>Activity 3:</b> Develop a schoolwide discipline system (Positive Behavior Interventions and Supports) will be maintained, which includes proactive</p>	<p>-Highly-qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review -PLCs will review formative and summative assessments and data - Administrators and Leadership Team will review observation data of PLC process</p> <p>-Highly qualified teachers will collaborate with district personnel in the development and revision of curriculum maps during the standards rollout. - EL/EOT walkthrough data will determine if student engagement is increasing based on teacher training. -ELEOT data will be reviewed in weekly ILT meetings. -Highly qualified teachers will share curriculum maps, pacing guides and instructional units in a shared teacher's google drive. -Administrators will meet weekly with teachers in PLCs to review, revise and monitor the quality and fidelity of implementation of the curriculum.</p> <p>- Review behavior data at monthly, tier 1 PBIS meetings to determine next steps.</p>		<p>\$0</p> <p>\$0</p> <p>\$0</p>

		strategies for defining, teaching, and supporting appropriate student behaviors (i.e. Check and Connect, Behavioral Contracts.)	- Development of a uniform team based intervention system for minor behavior events.		
KCWP 4, Review, Analyze and Apply Data  Reviewing, analyzing and applying data results produces measurable results of improving student learning and professional practice.	Activity 1: Employ a MTSS Coach who will monitor the use of online programs. The coach would also provide individual, small group, and whole group direct instruction on deficit skill areas. This would include ongoing monitoring of progress and prompt action to follow-up with students who have fallen behind. The MTSS Coach would also provide training to include the use of classroom strategies that enable students to be taught at their instructional level and receive additional time and assistance.	-Progress monitoring of online interventions -Formative and Summative assessment data analyzed in PLCs - Benchmarking data from CASE - Behavior Data - Attendance Data	-SIF Grant: \$98,500 (2020-2021) Title I Funded (2021-2022)		
	Activity 2: Monitor and revise content PLCs to follow the Study Act portion of the PDSA planning protocol that produces evidence of improving student learning by identifying and providing social, emotional, developmental and academic support for individual students.	-PDSA planning documents uploaded into Google Drive	\$0		
	Activity 3: Deploy PowerUp for reading intervention with students not meeting proficiency on KPREP assessment.	- Study portion of PDSA protocol identifying students needing additional support uploaded into Google Drive	SIF Grant: \$12,000 (Powerup) Title I: \$120,000 (Reading Interventionists)		
	Activity 3: Analyze CASE benchmarking assessments quarterly to coordinate programs, services, and resources to address the needs of all students, including those with disabilities.	-Weekly progress monitoring - CASE Assessment data  -Data will be reviewed by highly qualified teachers quarterly in content PLC and RTI PLC to determine needs of individual students both academically and socially/emotionally	CASE funded by district		

			<div>-Recommendations will be made based on data for placement in RTI tiers and referral of counseling services -ILT will review data to determine next steps in continual improvement review</div>		
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