



## 2020-21 Phase One: Continuous Improvement Diagnostic for Schools\_08282020\_12:37

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

**North Bullitt High School**  
**J Lail**  
3200 East Hebron Lane  
Shepherdsville, Kentucky, 40165  
United States of America

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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.

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J Lail, August 28, 2020



## 2020-21 Phase Two: The Needs Assessment for Schools\_10092020\_08:46

2020-21 Phase Two: The Needs Assessment for Schools

**North Bullitt High School**  
**J Lail**  
3200 East Hebron Lane  
Shepherdsville, Kentucky, 40165  
United States of America

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## 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 11-14 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?

Principal and assistants worked to collect and disseminate raw assessment and behavior data. Title I and instructional interventions efficacy data was collected from the community at large via a Google Form survey. Academic data was given to teachers to work within PLC groups and determine celebrations and needs for improvement based on the data. All data was, and will continue to be, discussed with SBDM. The input of SBDM, assistant principals, counselors and community members was solicited to create a comprehensive plan for continuous school improvement.

### ATTACHMENTS

#### Attachment Name



Most recent readiness numbers



Transition to Readiness Data

## 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.

Novice numbers remained static over a 2-year period for the state over the past two years; however, the number of Novice writers at NBHS decreased by 5.4 over that same period. Similarly, the Apprentice numbers decreased by 2.3. The desired outcome is to have Novice and Apprentice numbers decrease while the Proficient and Distinguished numbers rise. This happened at NBHS, in part. The numbers of students scoring Proficient on the KPREP writing assessment increased sharply by 9.5 showing movement from the Apprentice range. However, there was a slight decrease in Distinguished numbers (1.9), showing a slight regression by some in that range. Overall, students appear to be making successful movement to the Proficient range. Continued increase in rigorous writing instruction across the curriculum will ultimately corrected the regression by those scoring distinguished and allow for continued success by those students scoring in the Novice range. Students who participated in the NBHS free and reduced meal program have had similar success on the KPREP writing assessment. Novice and Apprentice numbers on the writing assessment have decreased by 6 and .3 respectively. The resultant condition for this population of students is growth in the Proficient range by 5.6 over a two-year period and an increase of .8 in Distinguished status. In this case, it appears as though instruction has been equitable for this gap group. These data

show and encouraging trend over the last two years. The number of students scoring the Novice range has decreased by 10.9, while those scoring in Apprentice range has increased by nearly 20 (30.8 to 50). There was a .6 drop in students scoring Proficient and a drop of 7.7 in students scoring Distinguished. These drops in numbers have likely contributed to the sharp rise in students scoring in the Apprentice range. More intensive interventions for students with special needs in writing across the curriculum will need to be a priority to avoid regression. The number of students scoring in the Novice range on the science assessment increased by 10 between 2017 and 2019. The number of students scoring in the Apprentice range dropped by 1.7. The number of students scoring Proficient dropped by 6 and those who scored Distinguished decreased by 2.3. Overall, there has been a decrease in all scoring ranges, with the exception of the Apprentice range. It appears that those once scoring Distinguished have moved backwards into the Proficient range and those once in either Proficient or Apprentice have regressed to Novice. Review of current data trends and instructional practices will be critical in increasing student success rates on science assessments. Students in this gap group have seen a significant decrease in success in the Distinguished range. There were also decreases in those scoring Proficient by 1.5. The number of students scoring in the Apprentice category decreased by 4.3 over the two-year period. The only category showing growth was the Novice category. The number of students scoring in the lowest range increased by 6.4 over two years. The science department will be consulted for a needs assessment to rebound from these losses. Similar to the regular student population, students with disabilities saw losses in success on the science assessment. The number of students scoring Distinguished fell to zero. The number of students with disabilities who scored Proficient fell .6 over two years. While there was a .2 decrease in those scoring Novice, the number of Apprentice scores increased by 5.3 among students with special needs. This number not only reflects the .2 Novice who ostensibly moved up into Apprentice, but also some of those who might have otherwise scored in the Proficient range who regressed. The data from the beginning of the year for teacher participation during remote instruction was high, but has waned in the weeks the year has begun. Teachers are experiencing a higher than normal level of malaise and dissatisfaction with working conditions and that is obvious in attendance and participation. In August, staff participation/attendance dropped from 99% to 96%. In September, it dropped as low as 90% on multiple days. Student discipline data is lacking at this point due to the pandemic. Last year at this time, referrals were over 400. This year, referrals that have been submitted have all been for unsatisfactory participation in remote learning.

## **ATTACHMENTS**

**Attachment Name**



Most recent readiness numbers



Transition to Readiness Data

## 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.

Science achievement scores continue to plummet as novice scores grow by 10% and proficient and distinguished numbers decrease by 3%. Teacher attendance is a growing concern as the number of absences increased by 10% over a 4-week period. Only 2-6% of students scoring Distinguished of the 5-9% of students overall come from the F/R gap group. There are currently 0% of students with disabilities scoring Distinguished. That number is down from 3% in prior years.

## Trends

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

Teacher morale continues to be an area of concern. There is a general sense of disconnect between administration and teachers, ostensibly due to high turnover in administrative roles. Science instruction continues to be an area of concern. The common perception is that this is due to the pandemic, but instructional measures will need to be taken to ensure growth in all groups, including gap groups. ACT scores have shown slight rebound in the past three years, but trends overall show the overall composite score has dropped by 2 points.

## **ATTACHMENTS**

### **Attachment Name**

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Most recent readiness numbers



Transition to Readiness Data

## 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

According to recent work by the NBHS staff, some teachers note that more work needs to be done to teach standard literacy instruction across the curriculum, including writing and reading individualized for content (KCWP1). Some teachers have noted that instructional delivery has suffered during the pandemic and more intentional planning and professional learning will need to be at the forefront of planning for growth, while others state students just do not care about learning since they cannot be in person (KCWP2; KCWP6). This reflective practice (KCWP4) was the first time 90% of the staff had engaged with their data and were afforded the opportunity to assess the needs of their students. This will become common practice.

### ATTACHMENTS

#### **Attachment Name**



Most recent readiness numbers



Transition to Readiness Data

## 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%.

Apprentice writers dropped nearly 3% and a decline in nearly 5% in Novice writers from last year, contributed to a growth in Proficient writers by 9.5%. The current Transition Readiness number has increase from 52% to 58% in a matter of a month during a pandemic. Discipline data has shown a sharp decline (although tied to students being on remote learning for much of the year to this point). Systems are currently in place and in development to have teachers create data-driven learning opportunities. Student participation for remote learning opportunities started below 50% and has been reported to be above 98% within the span of 6 weeks.



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 5-year trends	These data are 5 year trends in ACT testing data	.
 ACT Data	These data show student growth in tested areas from sophomore to junior year.	.
 August Participation Data	Data for teacher attendance	.
 Charted ACT Data	Charted data for ACT results showing comparisons to benchmarks.	.
 Five Whys	After analyzing data, teachers were asked to collaboratively complete the Five Whys Protocol to ascertain problems of practice with instructional design and delivery in efforts to increase rigor and engagement strategies.	.
 KPREP	KPREP 2-year comparison in Science and Writing	.
 KPREP Data	Two year data analysis of KPREP writing and science for NBHS students.	.
 Most recent readiness numbers	This was a report from the CCR Coach as of 10/26/2020	.
 September staff participation	Data for staff attendance in September of 2020	.
 Title I Survey Data	This data was analyzed by administration and SBDM to determine needs with regard to the Title I Program at NBHS.	.
 Transition Data	Data set showing current trends in transition readiness for students at NBHS as compared to other high schools in the district.	.
 Transition to Readiness Data	These are numbers reflecting the number of NBHS students who are transition ready.	.
 Trend Data	5-year trend data showing specific strengths, challenges and areas from improvement on state assessments and ACT (2015-2019).	.





2020-21 Phase Two: School Safety Report\_10222020\_06:47

2020-21 Phase Two: School Safety Report

**North Bullitt High School**  
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Shepherdsville, Kentucky, 40165  
United States of America

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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 - September 1, 2020

### **ATTACHMENTS**

#### **Attachment Name**

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2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

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

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

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

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

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

Yes

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

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

Yes

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

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

Yes - Opening Day, August 18, 2020

## **ATTACHMENTS**

### **Attachment Name**

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.*

No. We did not have students in the building until October 5; even then, we only had two thirds of our freshman population. We did, however, do a fire drill with those students when they returned. We did not conduct a lockdown or severe weather drill. All students just returned to the building on October 20, 2020. We have spent a great deal of time ensuring social distancing and healthy at school protocols with students due to the COVID - 19 pandemic. We are currently studying a way to do lockdown and severe weather drills with students safely under these circumstances. We are planning to run the drills in segments to control the number of students involved in the drills. The plan is to have those drills within the next 10 school days. Since students have just returned on October 20, 2020, conducting these drills will technically occur within the first 30 in-person instructional days.



## **ATTACHMENTS**

### **Attachment Name**

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8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes.

## **ATTACHMENTS**

### **Attachment Name**











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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.*

N/A

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020 sign in sheet	Sign in sheet shows all staff members were in attendance, including classified members.	• 6
 Fire Drill 1.20	This is the official record showing a fire drill was conducted in January of 2020	• 8
 First Fire Drill	This is a record of the first fire drill conducted with only freshmen. This was a good first dry run for freshmen, but will not count as the official record of our first real fire drill with all students who are learning in person.	• 7
 Lockdown 1/20	This is the official record of a lockdown drill conducted in January of 2020	• 8
 NBHS 2021 Emergency Plan	Plan that includes all necessary elements of plan implementation for school safety.	• 1
 Opening Day Agenda 2020	This agenda is proof the emergency plan was reviewed with entire staff on opening day (agenda item VI).	• 6
 Opening Day Presentation	Presentation showing the review of the emergency plan with the staff, as well as links to the emergency plan for easy access.	• 6
 September Agenda	This agenda shows the crisis/emergency plan as an action item.	• 1
 September Minutes	This is the official copy of the September Minutes that was approved in the October meeting. These minutes reflect the unanimous approval of the emergency plan for the 2020-2021 school year.	• 1
 Severe Weather 1/20	This is a record of the severe weather drill from 2020	• 8

## **2020-21 Phase Two: School Safety Report\_10222020\_06:47**

### **2020-21 Phase Two: School Safety Report**

#### **North Bullitt High School**

J Lail

3200 East Hebron Lane  
Shepherdsville, Kentucky, 40165  
United States of America

**Last Modified: 10/22/2020**

**Status: Locked**

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## 2020-21 Phase Two: School Safety Report

### 2020-21 Phase Two: School Safety Report

## School Safety Diagnostic for Schools

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Yes - September 1, 2020

### **ATTACHMENTS**

#### **Attachment Name**



NBHS 2021 Emergency Plan



September Agenda



September Minutes

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

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

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

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

Yes

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

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

Yes

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

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

Yes - Opening Day, August 18, 2020

### **ATTACHMENTS**

#### **Attachment Name**



2020 sign in sheet



Opening Day Agenda 2020



Opening Day Presentation

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)?

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### **ATTACHMENTS**

#### **Attachment Name**



First Fire Drill

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.

### **ATTACHMENTS**

#### **Attachment Name**



Fire Drill 1.20





Lockdown 1/20













Severe Weather 1/20

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

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**2020-21 Phase Two: School Assurances\_10222020\_06:48**

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

**North Bullitt High School**

J Lail

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Shepherdsville, Kentucky, 40165

United States of America

**Last Modified: 10/23/2020**

**Status: Locked**

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## 2020-21 Phase Two: School Assurances

### 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

**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**

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**

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**

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**

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**

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

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

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

**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**

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**

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**

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**

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**

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**

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**

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**

**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

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

## 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

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

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

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

## **ATTACHMENTS**

### **Attachment Name**



School/Parent/Student Compact



Title I Letter

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

## **ATTACHMENTS**

### **Attachment Name**



Fall Agenda

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**

With the pandemic still in full motion, it is difficult to offer meetings in venues other than electronic. Also, the survey data we collected shows that parents are more likely to attend meetings after school (85.5%).

## **ATTACHMENTS**

### **Attachment Name**



Title I Survey Data

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**

See survey data and agendas for meetings.

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**

This has been done electronically through surveys and forms. It has not yet been done in person. We are developing a system for communicating this information to parents in a more accessible and timely fashion.

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

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**

See attached compact.

### **ATTACHMENTS**

#### **Attachment Name**



Title I Compact

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**

Once we return in person, it will be a priority to obtain materials and have training sessions for parents to be able to support their students in learning.

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**

Some minimal technology training has been offered to parents; however, the scope and scale of the training is far smaller than it needs to be to reach the widest audience. This is an area of priority.

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

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

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**

All documents are translated on our district and school site. We are also ADA compliant on our school site with features that allow non-native speakers to translate content.






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**

All documents are translated on our district and school site. We are also ADA compliant on our school site with features that allow non-native speakers to translate content.

**Attachment Summary**

Attachment Name	Description	Associated Item(s)
 Fall Agenda	This is the agenda for the 2020 fall meeting with parents.	• 24
 School/Parent/Student Compact	This form allows parents and students to sign the agreement with our school to be active learning partners in all programs..	• 23
 Title I Compact	This compact was approved by the SBDM and released to the community for signatures.	• 29
 Title I Letter	This letter goes home to parents every year and is posted on the school website to provide information about Title I programs and offerings at NBHS.	• 23
 Title I Survey Data	These data show parents would rather have meetings after school is out, hence the reasoning behind not scheduling various daytime meetings. Furthermore, this year the pandemic has forced us to keep our numbers as small as possible. We will attempt more meetings in the spring.	• 25



2020-21 Phase Three: Closing the Achievement Gap  
Diagnostic\_11182020\_10:49

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

**North Bullitt High School**  
**J Lail**  
3200 East Hebron Lane  
Shepherdsville, Kentucky, 40165  
United States of America

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## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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

## I. Achievement Gap Group Identification


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

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

As can be seen through the attached data and analysis, the students with disabilities will need support in the areas of achievement in reading and math. Recent scores show a steady decline in achievement over a 5 year period. Additionally, students on free and reduced-priced lunch have shown a steady decrease in achievement in math, as evident on analysis of 3 years of analysis of the ACT assessment.

### ATTACHMENTS

#### Attachment Name

 Gap Goals

## II. Achievement Gap Analysis

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

NBHS was just recognized as a Bright Spot by the Prichard Committee for increasing student success in the gap group related to poverty. NBHS has worked diligently over the last several years to address the needs of the impoverished students of the school, but the special needs population still need support. Data shows that, at one time, upwards of 18% of students with special needs scored proficient and distinguished on writing, reading and math standardized assessments. Those numbers have dropped to 0% in recent years. There is a current movement in place to provide equitable instruction for all groups.

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

Students who participated in the NBHS free and reduced meal program have had similar success on the KPREP writing assessment. Novice and Apprentice numbers on the writing assessment have decreased by 6 and .3 respectively. The resultant condition for this population of students is growth in the Proficient range by 5.6 over a two-year period and an increase of .8 in Distinguished status. In this case, it appears as though instruction has been equitable for this gap group.

### ATTACHMENTS

#### Attachment Name



Gap Goals

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

Students who qualify for free and reduced-price lunch have grown steadily in percentage of those scoring proficient and distinguished in writing, growing from 15.6% in 2016, to 32.7% in 2017 and up to 34% in 2019.

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.

While students living in poverty have enjoyed growth in writing, there has been a steady decline for this group in math achievement. Scores on ACT math assessments for students who qualify for free lunch programs have dropped from 42.3% proficient and distinguished in 2017 to 16.3% in 2019. Scores for this same group in reading were as high as 44.2% proficient and distinguished in 2017, but have regressed to 22% in 2019.

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

There has been, heretofore, a lack of training in equitable instruction for the staff. There will need to be training for faculty in addressing the diverse needs of gap groups. Data analysis will be moved to the forefront of instructional design. These data will be shared with teachers and lessons will be developed based on the individual needs of these diverse groups.

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.

Meetings with SBDM to discuss with parents and teachers. The use of technology (Google Forms) to solicit input from stakeholders in the area. Title I meetings set to enter into discourse with stakeholders on needs for these groups. As of late, utilizing ESL coordinators at the district level to involve translators in reaching ELL populations. Teachers have reviewed data and utilized analysis protocols to reveal reasons for these gaps and provide specific feedback on what the causes of the gaps may be and offer possible solutions.

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.)*



The PL Committee met and discussed these needs. The PL Committee decided there needed to be training on equity, rigor, backward design and formative assessments in order to address these gaps. The plan (attached) is set to be approved by SBDM for this improvement plan. In order to succeed in our mission to provide equitable educational opportunities for all students at NBHS, teachers will work collaboratively on 1) defining equity as it pertains to all cultures, beliefs and backgrounds; 2) developing culturally sensitive engagement opportunities for all students; 3) providing opportunities for families to have input in planning equitable learning opportunities.

## **ATTACHMENTS**

### **Attachment Name**

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 Gap Goals

### 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).

In order to succeed in our mission to provide equitable educational opportunities for all students at NBHS, teachers will work collaboratively on 1) defining equity as it pertains to all cultures, beliefs and backgrounds; 2) developing culturally sensitive engagement opportunities for all students; 3) providing opportunities for families to have input in planning equitable learning opportunities. A five year trend shows the performance of students with disabilities dropped from 4.3% P/D to 0% in Reading. By 2022, 10% of students with disabilities at NBHS will score proficient/distinguished on the reading section of the ACT. A five-year trend shows the performance of students with disabilities has decreased from a high of 18.8% in 2016 to 7.7% on the most recent math assessment. By 2022, 10% of students with disabilities at NBHS will score proficient/distinguished on the math section of the ACT.





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.

For gap groups, it will be necessary to analyze and apply our data, specifically data related to these groups (KCWP4). Furthermore, we will need to intentionally design and deploy standards based instructional practices to address our specific needs for these groups (KCWP1/2).

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Sheet	List of gap groups for NBHS	• I
 Gap Goals		•
 KPREP Data	Gap group analysis	• II.B
 PL Plan NBHS	This is a detailed plan (to be adopted/revised by SBDM) that will address these needs.	• II.G





## 2020-21 Phase Three: Professional Development Plan for Schools\_11182020\_10:50

2020-21 Phase Three: Professional Development Plan for Schools

**North Bullitt High School**  
**J Lail**  
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Shepherdsville, Kentucky, 40165  
United States of America

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## 2020-21 Phase Three: Professional Development Plan for Schools

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

### Annual Professional Development Plan:

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

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

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

#### 1. What is the school's mission?

To prepare all students for post-secondary achievement through equitable, rigorous, 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?

Intensive and equitable instruction for success in gap groups (students with IEPs) and rigorous instruction to increase waning success on the ACT assessment.

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

The will assist the staff in creating equitable and rigorous instruction 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.

In order to succeed in our mission to provide equitable educational opportunities for all students at NBHS, teachers will work collaboratively on 1) defining equity as it pertains to all cultures, beliefs and backgrounds; 2) developing culturally sensitive engagement opportunities for all students; 3) providing opportunities for families to have input in planning equitable learning opportunities.

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

Student achievement in all areas will increase, especially those who are in the targeted gap groups. Educators will be able to more fully provide opportunities and experiences for all students to engage in valuable learning by designing effective instruction and formative assessments that will lead students to success on district and standardized assessments.

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

Student achievement will be noted through increased scores on assessments. Teacher success will be noted through individual discussions, progress on growth plans, increased efficacy in the classroom and improved ratings on evaluation data.

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

Teachers and administrators

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

All stakeholders will be impacted by successful implementation.



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

Preferably, guest speakers would be ideal for delivery of equity instruction. 1. Book – Culturally Responsive Teaching & The Brain (excerpts) 2. PowerPoint – Equity 3. Data – specifically data showing achievement levels of gap groups

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

Coaching and support from administrators and instructional coaches will be critical in continued growth and success.

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, PLC meeting notes, assessment data, stakeholder feedback, etc. Assessment data will be collected through PLC meetings as each unit is completed.

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.

In order to succeed in our mission to provide rigorous instruction to all students at NBHS, teachers will work with one another in collaborative groups to redesign instruction to increase rigor. In doing so, we will be able to track success on formative, summative and standardized assessments for all groups. The work will focus on Backward Design strategies based on standards used to create common assessments.

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

Students engagement in rigorous learning activities will aid students in becoming more successful on state and district assessments, as well as the ACT. Educator efficacy will increase through the work of deconstructing existing tests and utilizing backward design to create opportunities for students to master standards.

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.

Productive struggle will be evident in classroom interactions. Data on state, local and schoolwide assessments will show student growth/the lack thereof, so that adjustments can be made in the interest of student success.

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

Teachers.

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

Students, teachers and instructional coaches.

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

1. Copies of all recent district assessments 2. Copies of what teachers perceive to be their most rigorous lessons/assessment 3. Copies of Common Core Standards 4. Depth of Knowledge Chart 5. Revised Bloom's Taxonomy (Anderson & Krathwohl, 2009) 6. Support staff (administrators, instructional coaches)

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

PLC meetings will continue with support from instructional coaches. Teachers will need time on Bullitt Days to continue the work they are engaged in throughout the year.


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.

Classroom observations, PLC meeting notes, assessment data, stakeholder feedback, etc. Assessment data will be collected through PLC meetings as each unit is completed.

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.

Other PL opportunities will be offered that support the main two goals: 3. In order to succeed in our mission to provide rigorous instruction to all students at NBHS, teachers will work with one another in collaborative groups (after being trained) to create lesson plans based on standards that are to be assessed on common/standardized assessments. 4. In order to succeed in our mission to provide rigorous instruction to all students at NBHS, teachers will work with one another in collaborative groups to vertically align "essential skills" based on the standards to determine what skills students should have mastered before proceeding to the next grade level/course in that pathway. 5. In order to succeed in our mission to provide rigorous and equitable instruction to all students at NBHS, teachers will attend various content-related professional development and share with teams the most innovative and valuable instructional methodologies for their content.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 NBHS PL Plan	This is the PL plan created for the 2021 school year.	.



## 2020-2021 Phase Three: Comprehensive School Improvement Plan\_11182020\_10:48

2020-2021 Phase Three: Comprehensive School Improvement Plan

**North Bullitt High School**  
**J Lail**  
3200 East Hebron Lane  
Shepherdsville, Kentucky, 40165  
United States of America

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## 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)
 NBHS CSIP		



## North Bullitt High School

### Comprehensive School Improvement Plan (CSIP)

APPROVED BY SBDM December 1, 2020

Chairperson Signature



#### Rationale

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

#### Operational Definitions

**Goal:** Long-term three to five year targets based on the 4-5 required school goals (based on level): proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, 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, Baldridge, 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.

#### Requirements for Building an Improvement Plan

- There are 4-5 required school goals: proficiency, separate academic indicator, achievement gap, 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.



**Proficiency/Gap/Growth Goals**

- **Proficiency Goal**
  - By spring 2023, 40.8% of North Bullitt High School students will score proficient on the ACT in math.
  - By spring 2023, 46.8% of North Bullitt High School students will score proficient on the ACT in reading.
- **Gap Goal**
  - By spring 2023, 25% of students with disabilities at NBHS will score proficient/distinguished on the reading section of the ACT and 24.5% of students with disabilities at NBHS will score proficient/distinguished on the math section of the ACT.

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (DO)	Progress Monitoring (Study and Act)	Funding	Title I Plan (NA if not applicable)
1. <b>[Proficiency] Only</b> 25% of NBHS students met ACT proficiency benchmark in math (19) for the 19-20 school year. Student success in this area will increase to 40.8% by 2021.	NBHS students' scores will rebound beyond the previous 42% proficiency and increase to 65% on the 2021 ACT.	KCWP 1 – Work within PLCs to deconstruct the standards assessed and apply backward design concepts to ensure mastery	Continued data analysis, training in rigor and equity in instruction, standards alignment, vertical instruction alignment	Growth data will be tracked from 10 <sup>th</sup> -11 <sup>th</sup> grade on the math portion of the ACT assessment in ILT.	Section 6	Title I funds will be used for salary for support personnel and programs that will enhance remediation attempts in math and reading.
		KCWP 3 – Work within PLCs to ensure formative assessment best practices are in place and data is utilized to promote student growth.	Training on writing and monitoring formative data to inform effective instruction and responsiveness	Formative assessment data will be tracked in math PLC meetings		
			Bullitt Days will be utilized for data analysis and tracking.	Common Assessment data collected and analyzed in math PLC meetings.		
		KCWP 4 – Consistently analyze formative data to respond to student misconceptions and	Training on writing and monitoring formative data to inform effective	Formative assessment data will be tracked in math PLC meetings		



		Increase instructional efficacy.	Instruction and responsiveness			
			Bullitt Days will be utilized for data analysis and tracking.	Common Assessment data collected and analyzed in math PLC meetings.		
2. <b>Proficiency</b> Only 29% of NBHS students met ACT proficiency benchmark in reading in the 19-20 school year. Student success in this area will increase to 46.8% by 2021.	NBHS students' scores will rebound beyond the previous 47% proficiency and increase to 65% on the 2021 ACT.	KCWP 1 – Work within PLCs to deconstruct the standards assessed and apply backward design concepts to ensure mastery	Continued data analysis, training in rigor and equity in instruction, standards alignment, vertical instruction alignment	Growth data will be tracked from 10 <sup>th</sup> -11 <sup>th</sup> grade on the reading portion of the ACT assessment in ELT	Section 6	<p>Title I funds will be used for salary for support personnel and programs that will enhance remediation attempts in math and reading.</p>
		KCWP 3 – Work within PLCs to ensure formative assessment best practices are in place and data is utilized to promote student growth.	Training on writing and monitoring formative data to inform effective instruction and responsiveness	Formative assessment data will be tracked in English and Social Studies PLC meetings		
			Bullitt Days will be utilized for data analysis and tracking.	Common Assessment data collected and analyzed in English and Social Studies PLC meetings		
		KCWP 4 – Consistently analyze formative data to respond to student misconceptions and increase instructional efficacy.	Training on writing and monitoring formative data to inform effective instruction and responsiveness	Formative assessment data will be tracked in English and Social Studies PLC meetings		





				<p>Blind Days will be utilized for data analysis and tracking.</p> <p>Common Assessment data collected and analyzed in English and Social Studies PLC meetings.</p>		
<p>3. <b>[Gap]</b> Students with disabilities will increase to 25% proficient and distinguished in reading and 24.5% in math by 2021 as measured by the ACT.</p>	<p>Individual students probes/data will show improvements in reading and math.</p>	<p>KCWP 4 – Consistently analyze formative data to respond to student misconceptions and increase instructional efficacy.</p>	<p>Teachers will need to receive instruction on utilizing formative assessments to provide critical tier I interventions and supports.</p>	<p>ARC committee members will have a shared responsibility in monitoring and discussing goals, putting new interventions in place, tracking data, etc.</p>	<p>Special Education Funds (section 6) \$2000</p>	<p>Title I funds will be used for salary for support personnel and programs that will enhance remediation attempts in math and reading.</p>
	<p>ARC meetings will focus on specifically analyzing and tracking student success in reading and math on ACT, classroom, and IEP data.</p>		<p>When necessary, those assessments will be used to help move students through the RtI process to tier 2.</p>	<p>When found necessary, math teachers will refer students to math tutor to be hired for the remainder of the year.</p>	<p>Title I funds \$23,000</p>	
			<p>When necessary, those assessments will be used to help move students through the RtI process to tier 2.</p>	<p>YSC personnel will be utilized to assist in located students covered under McKinney-Vento assist in providing for basic needs when possible, making personal contact, academic support, etc.</p>	<p>Use of IXL program for math interventions  Title I funds \$20,000</p>	



Separate Academic Indicator

- By spring 2023, 40% of students at North Bullitt High School will score proficient/distinguished on the KPRFP Science Assessment.

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (N/A if not applicable)
1. 13% of students scored proficient/distinguished on KPRFP science in 2019. The state average is 30%. Students at NBHS will score 40% on this assessment by 2021.	NBHS students will score at or above the state average, in the short term. Within two years, the expectation is that NBHS students will not only outscore the state in this area, but will show at least 40% of students score proficient/distinguished.	KCWP 1 - Work within PLCs to deconstruct the standards assessed and apply backward design concepts to ensure mastery	Continued data analysis, training in rigor and equity in instruction, standards alignment, vertical instruction alignment	Classroom observations will reveal engagement in learning activities. PLC opportunities will be given to increase instructional best practices for engagement in science.	Section 6 \$25000	N/A
	Feedback on training sessions will be critical in making modifications in the interest of teacher efficacy	KCWP 3 - Work within PLCs to ensure formative assessment best practices are in place and data is utilized to promote student growth. KCWP 4 - Consistently analyze formative data to respond to student misconceptions and increase instructional efficacy.	Training on writing and monitoring formative data to inform effective instruction and responsiveness	Formative assessment data will be tracked in PLC meetings	Common Assessment data collected and analyzed in PLC meetings.	
			Bullitt Days will be utilized for data analysis and tracking.			



**Transition Readiness/Graduation Rate Goal**

- By spring 2023, 88% of North Bullitt High School seniors will be transition ready (i.e. college ready, career ready, or both).
- By spring 2023, the graduation rate of NBHS will increase to 91%.

Objective (Plan/Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (DO)	Progress Monitoring (Study and Act)	Funding	Title I Plan (NA if not applicable)
1. Currently 34% of NBHS seniors are college ready; 25% are career ready. By 2021, 88% of students will be transition ready.	Transition readiness numbers/graduation rate increases	KWCP 4 - Systems of data collection and tracking will be developed and maintained to ensure students succeed.	CCR Coach will be given training and support as he supports students in pursuit of individual goals.	CCR coach will monitor and track students' success on assessments	Section 6 \$15,000	Title I funds will be used for salary for support personnel and programs that will enhance remediation attempts in math and reading.
			CCR Coach will meet with Building Leadership Team twice per month and provide updated information of transition readiness and prescribe actions needed to enhance student success	CCR Coach will offer assessment opportunities for students to take and retake assessments to become college/career ready		
		KCWP 5 - RtI structures will need to be put in place, analyzed and adapted to ensure student success.	CCR Coach will work collaboratively with other coaches in the district to provide supports for students as they grow.	ILP features will be used in Naviance to track student growth and success longitudinally.	Title I \$20,000- personnel \$23,000- programs	
			Possibility of repurposing the CCR Coach to also act as a tutor to assist students in Tier II of RtI model where necessary.			
1. The current graduation rate	Increased graduation rate	KCWP 5 - RtI structures will need to be put in	Continue utilizing FLEX class to offer	FLEX teacher and tutor will continue to reach		Title I funds will be used for salary for support



for NBHS (2020) is 89.2%. By 2021, that graduation rate will increase to 91% based on the average of the 4 and 5 year cohorts.		place, analyzed and adapted to ensure student success.	opportunities for students to recover credits	out to students, mentor and monitor progress. FLEX teacher and tutor will report progress to CCR coach, counselors and administrators on a monthly basis and obtain required support for students (where needed).		personnel and programs that will enhance remediation attempts in math and reading.
		JCWP 5. Rti structures will need to be put in place, analyzed and adapted to ensure student success.	Utilize classified staff members to contact students who have not been regularly attending school.	Counselors will monitor student progress toward graduation and meet with students regularly to ensure they are on track.		
			Utilize Performance-Based Learning (PBL) to assist struggling students who might otherwise not graduate.	FLEX teacher and tutor will continue to reach out to students, mentor and monitor progress. FLEX teacher and tutor will report progress to CCR coach, counselors and administrators on a monthly basis and obtain required support for students (where needed).	Title I \$20,000 - personnel \$23,000 - programs	

