



## **Bullitt County Public Schools**

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TO: Dr. Jesse Bacon, Superintendent

FROM: Adrienne Usher, Assistant Superintendent for Student Learning *AU*

RE: Comprehensive District Improvement Plan (CDIP)

DATE: January 29, 2021

The attached document is the Bullitt County Public Schools CDIP that was developed and will continually be revised with input from district administrators, principals, teachers, and parents. Our CDIP runs from January 2021-December 2021. It is reviewed and adjusted, as needed, monthly with our curriculum, instruction, and assessment team. Approval is requested for the Bullitt County Public Schools Comprehensive District Improvement Plan.



## 2020-21 Phase One: Continuous Improvement Diagnostic for Districts

2020-21 Phase One: Continuous Improvement Diagnostic for Districts

**Bullitt County**  
**Jesse Bacon**  
1040 Hwy 44 E  
Shepherdsville, Kentucky, 40165  
United States of America

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## 2020-21 Phase One: Continuous Improvement Diagnostic for Districts

. The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, 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 achievement 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 district's 2020-21 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Districts

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

### **Phase Three: November 1 - January 1**

- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance
- Professional Development Plan for Districts

### **Phase Four: January 1 - December 31**

- Continuation of Learning Plan for Districts (Due May 1)
- Progress Monitoring

***As superintendent of the district, 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.  
Jesse Bacon 8/26/20



## 2020-21 Phase Two: BCPS District Assurances

2020-21 Phase Two: District Assurances

**Bullitt County**  
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## 2020-21 Phase Two: District Assurances



## Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the assurance and indicate whether your district is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

## District Assurances

1. The district hereby ensures that the FY 2020-2021 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Two: BCPS Needs Assessment

2020-21 Phase Two: The Needs Assessment for Districts

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## **2020-21 Phase Two: The Needs Assessment for Districts**

## 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 district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** districts 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 districts, each district 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.

## Protocol

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

The process for analyzing data at the district level includes our curriculum, instruction and assessment (CIA) team which is made up of: Superintendent, Assistant Superintendent for Student Learning, Director of Elementary Education, Director of Secondary Education, Director of Special Education, Director of Data, Assessment Research, Director of School Safety and Director of College & Career Readiness/Innovative Programs. The CIA team meets weekly to assess district needs based on various sources of academic and non-academic data. In addition, the CIA team meets at regularly scheduled times throughout each month (both collectively and individual level groups) with team meets at regularly scheduled times throughout each month (both collectively and individual level groups) with school leadership at all 25 schools including principals, assistant principals, school counselors, instructional coaches, college/career coaches, special education instructional coaches, etc. The district and principals use the Plan-Do-Study-Act improvement model to identify areas of opportunity to create actionable plans based on data. There has been an increased focus of analyzing current and trend data specific to the gap groups of: economically disadvantaged, special education and EL. In addition, the Director of Human Resources and Director of Pupil Personnel meet with the CIA team to analyze non-academic data related to student attendance, chronic absenteeism, and teacher attendance. Sessions are offered for school level SBDM members to analyze current and trend data and provide input on district improvement priorities. Meetings are documented on our Google platform with a living calendar.



## 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 district 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 2018-19.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

See attached link.

### **ATTACHMENTS**

#### **Attachment Name**

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## Priorities/Concerns

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

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) 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.

A main priority for the district currently is mitigating learning loss due to NTI beginning March 16, 2020 and students transitioning to in-person instruction on September 28, 2020. In addition, we have about 30% of our school population participating in a virtual learning program with assigned certified teachers. See attached link for data.

### **ATTACHMENTS**

**Attachment Name**

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## Trends

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

See attached link.

### **ATTACHMENTS**

#### **Attachment Name**

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## Potential Source of Problem

. Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

The district work is focused on KCWP 4: Review, Analyze and Apply Data and KCWP 5: Design, Align and Deliver Support. Both of these key processes are focused on ensuring there are collaborative systems in place at the district and school level to monitor and support the improvement work at the schools through usage of PDSAs and the PLC process. These key work processes will create the conditions for continuous improvement at the school level so more informed decision-making can occur to increase student achievement.

## Strengths/Leverages

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

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


See attached link.

### **ATTACHMENTS**

**Attachment Name**

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BCPS Needs Assessment Data</u>		<ul style="list-style-type: none"><li>.</li><li>.</li><li>.</li><li>.</li></ul>

Academic Data	CASE Data, Fall 2020	K-PREP 2018-2019
Elementary Reading (all students)	47.6% P/D	53.9% P/D
Elementary Math (all students)	40.4% P/D	44.1% P/D
Elementary Writing (all students)	NA	40.6% P/D
Elementary Science (all students)	NA	29.4% P/D.
Elementary Social Studies (all students)	NA	43.9% P/D
	CASE Data, Fall 2020	K-PREP 2018-2019
Middle School Reading (all students)	48.7% P/D	61.9% P/D
Middle School Math (all students)	41.7% P/D	49.1% P/D
Middle School Writing (all students)	NA	27.3 % P/D
Middle School Science (all students)	NA	21.8% P/D
Middle School Social Studies (all students)	NA	58.3% P/D
	Pre-ACT (9th Grade); 10th Grade; 11th Grade	K-PREP 2018-2019
High School Reading (all students)	17.6; 17.8; 18.9	39.8% P/D
High School Math (all students)	16.7; 17.6; 18.7	32.1% P/D
High School English/Writing (all students)	14.8; 16.6; 18.1 (english)	50.1% P/D (writing)
High School Science (all students)	16.3; 18.1; 18.9	21.7% P/D
High School Social Studies (all students)	NA	NA
	2019-2020 (incomplete data due to pandemic; data below is dated 3/13/20)	2018-2019
Transition Ready (include all subgroups)	<a href="#">2019-2020 Data</a> (All- 74%) (White - 72%) (African American - 44%) (Hispanic - 68%) (Two or More Races - 55%) (Economically Disadvantaged -61%) Students with Disabilities 29%)	Transition Readiness (All - 88.4) (White - 89.4) (African American - 64.3) (Hispanic - 81.3) (Two or More Races - 68.2) (Economically Disadvantaged - 80.3) (Students w/disabilities - 57)
	2020	2019
Graduation Rate	4-Year Cohort: 90.9%; 5-Year Cohort: 93.5%; Graduation Indicator: 92.2%	4-Year Graduation Cohort rate is 92.3%; 5-Year Graduation Cohort rate is 91.8%; Graduation Indicator is 92.1%
	CASE Data, Fall 2020	K-PREP 2018-2019
Students w/Disabilities Reading (all levels)	NA	20.9% P/D
Students w/Disabilities Reading (elementary)	31.5% P/D	29.2% P/D

Students w/Disabilities Reading (middle)	22.8% P/D	18.9% P/D
Students w/Disabilities Math (all levels)	NA	13.8% P/D
Students w/Disabilities Math (elementary)	26.6% P/D	20.2% P/D
Students w/Disabilities Math (middle)	17.9% P/D	10.5% P/D
Students w/Disabilities Writing (all levels)	NA	12.7% P/D
Students w/Disabilities Science (all levels)	NA	10.8% P/D
Students w/Disabilities Social Studies (elem/middle only)	NA	16.7% P/C
	<b>CASE Data Fall 2020</b>	<b>K-PREP 2018-2019</b>
EL Elementary Reading	13.9% P/D	42.3% P/D
EL Middle Reading	10% P (0% D)	12% P/D
EL Elementary Math	19.4% P/D	36.5% P/D
EL Middle Math	5% P (0% D)	0% P/D
	<b>CASE Data Fall 2020</b>	<b>K-PREP 2018-2019</b>
Economically Disadvantaged Reading (all levels)	NA	39.8% P/D
Economically Disadvantaged Reading (elementary)	41.8% P/D	44.6% P/D
Economically Disadvantaged Reading (middle)	41.9% P/D	49.6% P/D
Economically Disadvantaged Math (all levels)	NA	29.4% P/D
Economically Disadvantaged Math (elementary)	31.8% P/D	33.7% P/D
Economically Disadvantaged Math (middle)	34.6% P/D	36.6% P/D
Economically Disadvantaged Writing (all levels)	NA	28.7% P/D
Economically Disadvantaged Science (all levels)	NA	15.1% P/D
Economically Disadvantaged Social Studies (elem. & middle)	NA	39.4% P/D
	<b>CASE Data Fall 2020</b>	<b>K-PREP 2018-2019</b>
Homeless Students Reading (all levels)	NA	35.5% P/D
Homeless Students Reading (elementary)	41.1% P/D	33.8% P/D
Homeless Students Reading (middle)	29.4% P/D	51.6% P/D
Homeless Students Math (all levels)	NA	22.7% P/D
Homeless Students Math (elementary)	16.7% P/D	22.1% P/D
Homeless Students Math (middle)	25% P/D (0% D)	35.9% P/D
Homeless Students Writing (all levels)	NA	11.4% P/D
Homeless Students Science (all levels)	NA	10.8% P/D



Homeless Students Social Studies (elem. & middle)	NA	31.9% P/D
	<b>CASE Data Fall 2020</b>	<b>K-PREP 2018-2019</b>
Gifted and Talented (all levels)	NA	Combined index for all levels in reading: 119.1; Combined index for all levels in math: 114.3; Combined index for all levels in writing: 90.7; Combined index for elementary and middle in social studies: 111.6; Combined index for all levels in science: 91.7
Gifted and Talented Reading (elementary)	82.0% P/D	97.8% P/D
Gifted and Talented Reading (middle)	78.8% P/D	NA
Gifted and Talented Reading (high)	NA	100% P/D
Gifted and Talented Math (elementary)	75% P/D	98.8% P/D
Gifted and Talented Math (middle)	72.8% P/D	99.1% P/D
Gifted and Talented Math (high)	NA	NA
<b>Non-Academic Data</b>	<b>2019-2020</b>	<b>2018-2019</b>
Behavior	The district averages 86.6% of students that do not have one behavior referral	The district averages around 88 percent of students do not have one behavior referral.
Student Attendance	The district yearly average percent present for 19-20 was 94.58%. (Through March 16, 2020. After March 16, 2020 was participation only due to the pandemic.)	The district yearly average percent present for 18-19 was 94.55%.
Teacher Attendance	86.5% (Up until March 13)	The average certified teacher attendance is 94.53%. <i>(This includes emergency, personal, and sick leave only.)</i>



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

2020-21 Phase Two: District School Safety Report

**Bullitt County**  
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## 2020-21 Phase Two: District School Safety Report

## District School Safety Report

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.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

## Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

*Please reference the appropriate board policy number(s) and/or title(s) in the comment box.*

YES

2. Has each 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 all schools in the district have NOT met the requirement, respond "no" and please explain further 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

3. Has each 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 all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

4. Has each 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 all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

YEs

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

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

YES

6. Was each 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 emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box. .*

YES

7. Did each 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 each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

YES

8. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill 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

9. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake

drill, and one lockdown drill 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

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

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

YES



# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Three: BCPS Executive Summary

2020-21 Phase Three: Executive Summary for Districts

**Bullitt County**  
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## 2020-21 Phase Three: Executive Summary for Districts

. Describe the district'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 district serves?

Bullitt County Public Schools (BCPS) is the 7th largest school district in the state of Kentucky. BCPS is located south of Louisville, KY and has both urban and suburban characteristics. Within Bullitt County, our district serves students and families across several communities: Hillview, Pioneer Village, Shepherdsville, Mt. Washington, Fox Chase, Hebron, Lebanon Junction, Hunters Hollow, Nichols and Clermont. The district serves approximately 12,900 children and employs over 2,000 certified and classified staff. Our district consists of 23 schools made up of 13 elementary schools, 6 middle schools, 3 high schools and an alternative school. In addition, we provide two specialized programs for high school students which are the Bullitt Advanced Math and Science Academy and the Career Readiness Center. We also house a state-funded Academic Technical Center and a residential facility, Spring Meadows. BCPS offers a specialized middle school program called Discovery School for students entering 6th grade. The community is very supportive of the school district. Our community understands our school district is a larger school district in the state, but also wants to maintain a "small town feel" within the community and schools which represents a challenge within itself. As the education landscape changes, innovation and change may be difficult with the community holding to the desire to be a "small town". Within our community, there are three distinct areas of the district (north, central and east) that present challenges to ensure equity of opportunity and access for all students. Due to this, there is a perception by parents/families of inequities across the three areas. The community and district are also beginning to experience a growth in students who are identified as English Learners. Based on results from our 2019-2020 strategic planning initiatives, 50% of community respondents think the quality of the district has improved while living in the community and 73% of respondents were satisfied/very satisfied with the quality of the Bullitt County Public School District. Other challenges the district is working on and continues to face is the average years of teaching experience is 10.6 years with approximately 50 new teachers in the district. Inexperienced teachers make up 20.5% of the certified teaching staff and turnover is at 15.3% so teacher retention and talent development are priorities for the district. Student enrollment has declined in the district from 12,975 in 2018 to 12,725 in 2020. Our district is aware of this decline and is working to understand why families leave our district in efforts to create choices in student learning based on the needs of students, families, and the community. According to our most recent district school report

card (2019-2020), 90.3% of BCPS students are White, 4% Hispanic, 3.3% Two or More Races and 2.4% represent other races. In addition, 48.3% of students are economically disadvantaged. The majority of certified teachers are White at 98.5%. In addition, 78.6% of certified teachers are female. The Bullitt County community is made up of 94.3% White, 2.1% Hispanic, 1.3% African American, and 1.5% Two or More Races.

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

Bullitt County Public Schools Mission: "Our Mission is to Inspire and Equip Our Students to Succeed in Life" Bullitt County Public Schools Core Values: Students Matter Most Shared Accountability Embrace Differences Future Focused Proactive Innovation Service Before Self The district embodies our mission and core values through focusing on ensuring students are ready for life outside of high school through implementation of the Bullitt County Public Schools Graduate Profile. We have a wide array of programs offered to students K-12 to help provide support for students and meet their individual needs. BCPS expects all students to be transition ready to allow a smoother transition to post-secondary education or work upon high school graduation and to develop the workforce in our county and region. Our preschool program embodies school readiness and developmentally appropriate teaching strategies to provide a solid foundation for our most at-risk students. This expectation extends academically at the elementary level with focusing on teaching the five components of reading through a collaboration effort with Bellarmine University to provide teachers with expert knowledge to students who are reading on grade level by third grade. Our district also offers an extended literacy learning program for students in K-2 on Saturdays and during the summer which targets our most at-risk early readers. Our secondary programs at the middle and high school provide support for gifted and talented and/or high achieving students through Discovery School which starts in 6th grade and the Bullitt Advanced Math and Science Academy (BAMS) which starts in 9th grade. These programs offered are housed in existing school facilities and are "schools" within a school. In addition, our district embraces the importance of careers by offering multiple pathways at all of our high schools along with a steadily growing Academic Technical Center (ATC) that provides students with hands-on learning in areas such as carpentry, welding, etc. BCPS follows a set of instructional expectations that ensure all students are receiving best practice instruction. In addition, the creation of thinking-focus classrooms is an essential part of the work related to providing students with a community learning environment where they can be gradually released for independency while experiencing genuine discourse through a focus on a set of

specific thinking strategies as tools for students to discover and master content standards. To ensure that all students have a positive and safe learning environment, we have a strong safe schools program that supports Positive Behavior Intervention Systems (PBIS) through collaboration with University of Louisville's Academic and Behavioral Response to Intervention (ABRI) grant funded program. This work provides assistance, support and coaching to all schools to ensure positive behavior structures are implemented to fidelity in creating a safe, risk-free culture of learning for all students.

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

Notable Achievements: -BCPS awarded KAS Mini-Grant for 2019-2020 and into 2020-2021 school year -North Bullitt High School named Bright Spot in Kentucky Education by Prichard Committee -Assistant Superintendent for Student Learning receiving KySTE 2020 Outstanding Technology Leader Award -Freedom Elementary School Honored as a Model Professional Learning Community at Work by Solution Tree. -BCPS received funding from KDE CARES New Teacher Support to support THRIVE Academy -McKinney-Vento Liaison earned 2020 BCPS Fred Award -District school psychologist named OVEC Regional School Psychology Award 2020 -Fourteen BCPS students participated in in 2020 Summer GSP -Six students selected to attend The Craft Academy and 2 students selected to attend Gatton Academy for 2020-2021 school year -SES FRYSC named Bullitt County Citizen of the Year 2019 -Visit by Assistant US Secretary of Education for CTE work in 2019 -2019 Better Buildings Goal Achiever Award by US Department of Energy -2019 Energy Star Partner of the Year -BCPS became a member of the Kentucky Innovative Learning Network in 2019 -Bullitt East High School named as one of the top five schools in America that met national standards of inclusion set by the Special Olympic Unified Champion Schools Program in 2019 -Four BCPS teachers received their National Board Certification in 2019 -Brooks Elementary recognized by Commissioner for extraordinary growth from 2018-2019 accountability scores -BCPS was one of three districts to receive the AWARE Mental Health Grant worth \$9 million for all three districts in 2019 -BCPS Transportation Maintenance Department was recognized as the Outstanding Maintenance Department at the Student Transportation Association of Kentucky (STAK) 25th Annual Conference in 2019 -Two students recognized by National Merit Scholar -Middle School Teacher named state finalist for the Presidential Award of Excellence for Math and Science Teaching -Sixteen BCPS students are recognized as Governor's Scholar -FRYSC honored as Bullitt County Chamber Citizen of the Year -Middle School STEAM Teacher named 2019 Lego Education Master Educator Areas of Improvement: Improving outcomes for

our students with disabilities continues to be a focus for our district. In addition, we are beginning to increase our number of EL students which is an area of great improvement for us in regards to support for our teachers and students. Equity is an area of improvement for our district related to not only opportunities for students, but also ensuring success for all students. We still have progress to make ensuring all students have equitable access to guaranteed, viable curriculum.

**. Districts Supporting CSI/TSI (including ATSI) Schools Only:** Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

NA

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

Bullitt County Public Schools continues to have strong community support and is constantly working to collaborate with external partners to continue providing opportunities for our students to prepare them for life. We continue to create new partnerships with higher education to provide more dual credit classes and are adding new pathways to our schools each year.

## **ATTACHMENTS**

### **Attachment Name**

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BCPS Core Values



BCPS Graduate Profile

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BCPS Board of Education Aspiration Statements</u>		<ul style="list-style-type: none"><li>•</li></ul>
 BCPS Core Values		<ul style="list-style-type: none"><li>•</li></ul>
 BCPS Graduate Profile		<ul style="list-style-type: none"><li>•</li></ul>



## Comprehensive District Improvement Plan (CDIP)

### Rationale

District 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 District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

### Operational Definitions

**Goal:** Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

**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 district 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*, *Shingley*, *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.

### Requirements for Building an Improvement Plan

- There are six (6) required district 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 Goal-Reading**
  - *By Spring 2023, Bullitt County Public Schools will increase the percentage of all students scoring proficient and distinguished in Elementary School Reading to 62.3%, Middle School Reading to 68.8% and High School Reading to 50.7%*
- **Proficiency Goal-Math**
  - *By Spring 2023, Bullitt County Public Schools will increase the percentage of all students scoring proficient and distinguished in Elementary School Math to 54.3%, Middle School Math to 58.4% and High School Math to 44.4%*
- **Gap Goal-Reading and Math**
  - *By Spring 2023, Bullitt County Public Schools will increase the percentage of students with disabilities scoring proficient and distinguished in Elementary School Reading to 41.7%, Elementary School Math to 34.5%, Middle School Reading to 35.9%, Middle School Math to 29.1%, High School Reading to 28.2%, and High School Math to 24.9%.*
- **Growth Goal-Reading and Math**
  - *By Spring 2023, Bullitt County Public Schools will increase growth towards proficiency in Elementary to 58.3% and in Middle to 63.6%.*

### LEGEND COLOR CODING

NEW/Updated District Improvement		District Improvement on Hold Due to Pandemic		In-Progress		COMPLETED
Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 School Plan (NA if not applicable)
Based on Fall 2019 data, 1704 eleot observations occurred between August-November which is an average of 17.5 eleot observations per school monthly.  In addition, the environment scores are: Equitable Learning: 2.59 High Expectations: 2.53 Supportive Learning: 3.00 Active Learning: 2.51 Progress Monitoring: 2.33 Well-Managed Learning: 2.98 Digital Learning: 1.45	Increase average eleot observations to 25 observations monthly by December 2020.  Increase the average score for each environment by December 2020 to: Equitable Learning: 3.00 High Expectations: 3.00 Active Learning: 3.00 Progress Monitoring: 2.60 Well-Managed Learning: 3.00 Digital Learning: 2.00	KCWP 4 : Review, analyze and apply data results  KCWP 6: Establish learning culture and environment	-Focus on one eleot environment at LTM for deeper understanding related to look fors <ul style="list-style-type: none"> <li>● January 16: <i>Active Learning (1.6.20)</i></li> <li>● <del>February 6: <i>Progress Monitoring and Feedback (1.6.20)</i></del></li> <li>● March 16: <i>Choose a new environment</i></li> </ul> -review eleot PDSAs with principals -conduct walkthroughs with pairs of principals to calibrate on eleot observations	-Review weekly eleot data reported to district ( <b>Usher</b> ) <ul style="list-style-type: none"> <li>● <b>Active Engagement Data</b></li> </ul> -Review monthly eleot data in CIA meetings ( <b>Usher</b> )	\$1000, Student Learning (additional license and eleot training as needed)  \$10,000 Title IV (Professional Learning for technology)	

			TK-ZMS/BLMS, CES/MWES <ul style="list-style-type: none"> <li>• 2.7 @ CES</li> <li>• 2.12 @ ZMS</li> </ul> LB-ATC/BAC/ROC <ul style="list-style-type: none"> <li>•</li> </ul> RBS/SS-NBHS/BCHS/BEHS <ul style="list-style-type: none"> <li>• 2.18 @ BEHS</li> <li>• 2.19 @ NBHS</li> <li>• 2.20 @ BCHS</li> </ul> AU-RES/SES/OMES <ul style="list-style-type: none"> <li>•</li> </ul> JB-MWMS/HMS <ul style="list-style-type: none"> <li>•</li> </ul> SH-CGES/LJES, FES/BES <ul style="list-style-type: none"> <li>• 2.20.20</li> <li>• 3.3.20</li> </ul> JS-OES/MES, NES/PGES <ul style="list-style-type: none"> <li>• 2.4 @ NES</li> <li>• 2.25 @ PGES</li> <li>• 3.9 @ MES</li> <li>• 3.12 @ OES</li> </ul> TH-EMS/BMS			
2018-2019 KPREP Data below provides percentage of students with disabilities scoring P/D: Elem Reading: 28.7% Elem Math: 20.0% Middle Reading: 21.7% Middle Math: 13.3% HS Reading: 12.2% HS Math: 8.2%	Increase the percentage of students with disabilities scoring P/D by Spring 2021:  Elem Reading: 35.2% Elem Math: 27.3% Middle Reading: 28.8% Middle Math: 21.2% HS Reading: 20.2% HS Math: 16.5%  <a href="#">2021 District Needs Assessment</a>	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction	-Special Education School Improvement Audit Visits -Creation of Teacher Cohorts about Co-Teaching -Implementation of Special Education Instructional Coaches <ul style="list-style-type: none"> <li>• <a href="#">Coaching work</a></li> </ul> --PLC Implementation to Fidelity with special education teachers participating -Continuation of Learning Strategies <ul style="list-style-type: none"> <li>• Professional Learning</li> </ul>	-School Improvement Audit Results/Follow-Up (Kolb) <ul style="list-style-type: none"> <li>• <a href="#">RES 12.9.19</a></li> <li>• <a href="#">SES 1.7.20</a></li> <li>• <a href="#">MES 1.30.20</a></li> </ul> -SWD CASE Assessment Data from Fall to Spring 19-20 -SWD Fall 2020 CASE Assessment (Jan) -K-PREP Data 2019-2020 (Jan) -PLC Look and Listen for Data (going to leave at school level to collect data)	\$2000, Student Learning (training, resources, etc.)	

			<ul style="list-style-type: none"> <li>• MiFi Devices</li> <li>• Chromebooks, K-12</li> </ul> Compensatory Education/Learning Loss Planning	directors check in as needed) 1.27.20 -Co-Teaching Cohort Planning Meeting Agendas (Kolb) <ul style="list-style-type: none"> <li>• 1.27.20</li> <li>• 2.6.20 (LTM)</li> </ul>		
2018-2019 KPREP Data below provides percentage of all students scoring P/D:  Elem Reading: 53.9% Elem Math: 44.1% Middle Reading: 61.9% Middle Math: 49.1% HS Reading: 39.8% HS Math: 32.1%	Increase the percentage of all students scoring P/D by Spring 2021:  Elem Reading: 58.1% Elem Math: 49.2% Middle Reading: 65.4% Middle Math: 53.7% HS Reading: 45.3% HS Math: 38.3%  <a href="#">2021 District Needs Assessment</a>	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction  KCWP 3: Design and Deliver Assessment Literacy	-HS/ES Pacing Guide Implementation -SS Pacing Guide Implementation -MS Pacing Revision -Thinking Focus Cohort Work -PLC Implementation to Fidelity -System to monitor HS proficiency -MasteryConnect implementation, K-12 --Continuation of Learning Strategies <ul style="list-style-type: none"> <li>• Professional Learning</li> <li>• MiFi Devices</li> <li>• Chromebooks, K-12</li> <li>• Digital Learning Coaches job-embedded support</li> <li>• Principal Training on The Framework for Remote Teaching</li> <li>• Implementation of Remote</li> </ul>	-CASE Assessment Data from Fall to Spring (Jan) -2020 GAP Assessment Analysis (Fall 2020 CASE Assessment) -K-PREP Data (Jan) -PLC Look and Listen for Data (going to leave at school level to collect data; directors check in as needed) 1.27.20 -Mastery Connect Implementation Survey, K-12 (send out by end of January 2021 April 2021)(Update 1/25/21) -SS Pacing Team Notes <ul style="list-style-type: none"> <li>• Elementary</li> <li>• Middle</li> <li>• High School</li> </ul>	\$400,000, Student Learning (CASE, ACT, MasteryConnect, Professional Learning, etc.)  \$400,000 Title 1, District Instructional Coaches (approved by school SBDMs)  EL Budget and Title III, EL Staff, Core Program, Professional Learning, and Supplemental Programming Resources  Title II, District Instructional Coaches, Principal Preparation, Early Literacy Training  \$22,000 Title IV Funding for job-embedded technology stipends	

			Learning Workshop Wheel			
<p><b>2019-2020 Trauma-Informed Care/ Social Emotional Learning</b></p> <p>27 BCPS Staff Members Attended National Conferences for SEL/Trauma-Informed Training</p> <p>24 Mental Health Coaches Trained in Trauma Informed Care to provide support to schools</p> <p># of Trainings and # of people trained held by LCSW staff and Project AWARE director</p> <p>-Creation of District MTSS team and level of support for schools</p> <p>-Mental Health Wellness Video that was shared to all 13,000 students</p> <p>-Working on District Framework for Support for Students</p> <p>-System in Place for Mental Health Supports for Students</p>	<p><a href="#">Draft Data Measure for Mental Health Support Provided to District</a></p> <p><a href="#">Tiered Fidelity Instrument of the Interconnected Systems Framework ISF</a></p> <p><a href="#">AWARE Training and Conferences Documentation</a></p> <p><a href="#">MTSS Framework</a></p> <p><a href="#">Guidelines for Student Mental Health Supports</a></p>	<p>KCWP 6: Establish learning culture and environment</p>	<p>-All MH Coaches will assess their progress of their building-level school using the TFI instrument that determines level of fidelity for implementation of mental health supports</p> <p>-Mental Health Coaches have trained their schools on average 3-5 times per year in Trauma-related material. Plan for the 20-21 school year is to train staff and community members in youth mental health first aid as well as trauma-related information.</p> <p>Staff training on increasing student engagement and improved student outcomes through Trauma-Informed Care and Trauma Responsiveness</p> <p>-Training in trauma-informed practices and strategies</p>	<p>-TFI Scores for Each School &amp; Quarterly Reporting to District PBIS and District MH/SEL Coach on Fidelity scores for each score</p> <p>-Quarterly monitoring via District MTSS team and Mental Health Coaches meetings</p>	<p>\$25,000 Title IV, Trauma and PBIS Training</p> <p>\$8,000 AWARE Mental Health Grant</p>	

			as an alternative to suspensions  -Staff training in social/emotional learning and curriculum			
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• **Separate Academic Indicator (writing, science and/or social studies)**

- *By Spring 2023 Bullitt County Public Schools will increase the students scoring proficient and distinguished in writing at the high school level to 59.2%, the middle school level to 40.5% and elementary level 51.4%.*

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 (NA if not applicable)
Our 18-19 K-PREP shows that our percent of Proficient/Distinguished is below the state at all levels:  HS: 50.1% MS: 27.3% ES: 40.6%	By 2021 BCPS will increase the proficient/distinguished students in writing to:  HS: 53% MS: 30% ES: 43%  <a href="#">2021 District Needs Assessment</a>	KCWP 3: Design and deliver assessment literacy  KCWP 4: Review, analyze and apply data	-District Writing Leadership team will meet monthly to collaborate and plan next steps for writing instruction across levels.  -Develop calibration process for exemplars (utilize Writing Leadership team to develop process)  -Develop District ODW baseline, mid-year, and end-of-year checkpoints. Timelines have been adjusted dramatically to account for instructional pandemic responses.  -Meet with every Instructional Coach or	-Analysis of student work samples -On-demand writing plan reviews  <a href="#">District Writing Leadership Team Meetings</a> *3.5.20: Calibration session for scoring to begin the process of creating elementary on-demand benchmarks K-5 *4.10.20: Writing Committee Team meeting *5.1.20: Louisville Writing Project meeting *9.21.20: Writing Committee Meeting *10.2.20: Instructional Coach Meeting to	\$10,000 Student Learning	

			<p>school writing team to roll out the district ODW plan.</p> <p>-Schools submit writing on-demand plans for feedback (most schools have a plan, but many adjustments have taken place).</p> <p>-Review student work quarterly to calibrate district understanding of novice, apprentice, proficient and distinguished</p>	<p>present ODW District plan rollout</p> <p>*11.29.20 District Writing Committee Meeting: Adjustment of ODW baselines and mid-year checkpoint timelines</p> <p><a href="#">BCPS K-5 ODW Plan Slide Deck</a></p>		
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#### Transition Readiness/Graduation Rate Goal

- *Transition Readiness Goal-By Spring 2023, the transition readiness goal will increase to 90%.*
- *Graduation Goal-By Spring 2023, the graduation rate will increase to 92.5% (4- and 5-year combined).*

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 (NA if not applicable)
Based on 2018-2019 data, the transition readiness rate was 88.4%	<p>Increase transition rate for all students to 88.9% by Spring 2021.</p> <p><a href="#">2021 District Needs Assessment</a></p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Apply and Analyze Data</p>	<p>-Teacher Externships</p> <p>-CCR Coach Meetings to review and update data and next steps</p> <p><a href="#">CCR Coach Meetings</a></p> <p>-Naviance Implementation at Middle and High Schools</p> <p>-ACT "OFI" Meetings (monthly)</p>	<p>-CCR Data Tracking on all students and subgroups</p> <p><a href="#">Transition Readiness Chart</a></p> <p><a href="#">Transition Readiness Chart 20-21</a></p> <p><a href="#">Dual Credit Data</a></p> <p><a href="#">KYOTE Data</a></p> <p><a href="#">ACT Data (Lee)</a></p>	Perkins - Approximately 100,000.00 \$30,000, Title IV	

				-Naviance Data <a href="#">Naviance Report Folder (Lee)</a>		
The graduation rate was 91.8% for the 2018-2019 school year on the 4 and 5-year average.	Increase the graduation rate to 92.1 on the 4- and 5-year average by Spring 2021.  <a href="#">2021 District Needs Assessment</a>	KCWP 1: Design and Deploy Standards  KCWP 4: Review, Apply and Analyze Data	-Graduate Profile Next Generation Learning Training w/instructional coaches -Strategic Planning/Key Process Work (will start back up Jan 2021) -Credit Recovery Monitoring -Hoonuit Data Dashboard Implementation -HS Graduation Requirements (1.20.21, 1.27.21, 2.3.21) -HS SWD Transition Meetings (Fall, Spring)	Instructional Coach Agendas for GP: <ul style="list-style-type: none"> <li>PDSA Work by IC teams</li> </ul> -Next Generation Learning Pilot Agendas (Usher) -Board Aspiration Statement Measures (Cabinet) -Credit Recovery Tracking (Rachelle) -Data Dashboard Hoonuit Dates (Usher)	\$250,000, Student Learning Funds	
The district dropped in student attendance from 65th in state to currently sitting at 75th in the state. The 2018-2019 school year student attendance ended at 94.55%	Increase the district student attendance percentage to 94.69% by Spring 2020.  <a href="#">2021 District Needs Assessment</a>	KCWP 5: Design, Align and Deliver Support  KCWP 6: Establishing Learning Culture and Environment	-Attendance PLCs at the school level -Nudge letters sent to elementary parents close to habitually truant -Hand delivering all final notice attendance letters	- <a href="#">School monthly data percentages</a> (Ruth) -Review of attendance PLCs at school level by DPP through attendance improvement progress monitoring in shared google doc (Ruth)	\$0	





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

2020-21 Phase Three: Professional Development Plan for Districts

**Bullitt County**  
**Jesse Bacon**  
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## 2020-21 Phase Three: Professional Development Plan for Districts

The purpose of this diagnostic is to support the district 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 district's mission?

Bullitt County Public Schools Mission: "Our Mission is to Inspire and Equip Our Students to Succeed in Life" Bullitt County Public Schools Core Values: Students Matter Most Shared Accountability Embrace Differences Future Focused Proactive Innovation Service Before Self

2. The needs assessment provides the framework for **all** districts 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 district's **top two priorities** for professional development that support continuous improvement?

## 1. Mitigating learning loss 2. Equity

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

1. CDIP proficiency goals for all students (elementary, middle, and high) 2. CDIP Students w/disabilities Goal, McKinney-Vento students; EL Learner English Proficiency Goal; Transition Readiness Goals

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

Long term: Mitigate learning loss that has occurred since the pandemic due to students being in and out of remote learning, as well as, students who have been remote all year long. Short term: (1) Utilize the PLC process in combination with the instructional process, (2) train on using remote learning strategies for in-person and remote learning, (3) training on implementation of remote learning workshop wheel

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

Students will recover and and master grade level standards so the learning loss gap will be narrow when we come out of the pandemic. Teachers will utilized remote learning strategies in combination with technology for more effective engagement and instruction.

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.

CASE Assessment Data; classroom formative/summative assessment data; ACT data; state assessment data; course completion for high school students, etc.

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

Administrators, teachers, instructional coaches, etc.

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

students and teachers

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

Title IV funding for technology; Digital Learning Coaches; Instructional Coaches; Special Education Coaches; professional texts related to remote teaching and learning; professional development funding sources

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

Student-Centered coaching cycles utilized by instructional coaches/special education instructional coaches; digital learning coaches co-teaching and co-modeling; professional learning communities, professional development opportunities, etc.

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.

CASE Assessment Data; classroom formative/summative assessment data; ACT data; state assessment data; course completion for high school students, etc; monthly checks by district level student learning team and school level PLC meetings through weekly agendas

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

Long-Term: Deeper understanding of what equity means in education as compared to equality and ensuring all students have not only access to opportunities, but are successful in the pathways they select. Short Term: (1) Training and implementation of Graduate Profile competencies, (2) Increasing understanding of the needs of EL students across the district, (3) Core instruction access for our students with disabilities, and (4) understand implicit and explicit bias that impact how we serve our students

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

(1) Increasing educator understanding of equity, implicit and explicit bias, etc., (2) Narrowing the learning gap between student subgroups, (3) providing opportunities

students to demonstrate competency in academic and life skills, (4) increase transition readiness for subgroups of students

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.

Transition readiness numbers increase for subgroups; proficiency increases for subgroups; improved services for our EL students; more training on Graduate Profile

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

District administrators, school administrators, district and school instructional staff, and teachers

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

Students and families

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

funding for equity, implicit bias training, etc.; professional texts; meeting time, etc.

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

continued training for special education staff, EL staff, administrators, etc.

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.

grade level assessments through CASE data; transition readiness data; occurs at the school level weekly and district reviews monthly, etc.

6. Optional Extension: If your district 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.

NA

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Three: The Superintendent Gap Assurance\_10052020\_12:15

2020-21 Phase Three: The Superintendent Gap Assurance

**Bullitt County**  
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United States of America

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2020-21 Phase Three: The Superintendent Gap Assurance 3

## 2020-21 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

. As superintendent of the district, I hereby certify either:

- **No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years; or.**

- Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.