



2021-22 Phase One: Continuous Improvement Diagnostic for Schools_09212021_11:39

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Bullitt Central High School
Joe Pat Lee
1330 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

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2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Joe Pat Lee, September 21, 2021



January-December 2022 Phase 2 Needs Assessment

2021-22 Phase Two: The Needs Assessment for Schools

Bullitt Central High School
Joe Pat Lee
1330 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

12/29/2021

Bullitt Central High School

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2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

- Leadership Team meetings (1 time/week) to assess and evaluate school's progress towards mission goals.
- PLC meetings during common planning period (1 time/week) and on Teacher Plan Day (1 time/month) to disaggregate School Report scores, common formative assessments, and ACT data within their content to identify areas of concern and then develop action steps for addressing those needs using PLC reporting log
- Weekly ILT meetings to examine Fundamental 5 Powerwalk data and PLC Meeting logs
- PBIS committee meetings (1 time/month) to review behavior, identify areas of concern, and develop incentives to positively recognize student behavior
- SBDM meetings (1 time/month) to review academic and non-

academic data and to identify strengths and areas for growth - School Safety Committee meetings (1 time/month) to analyze safety protocols and attendance data - Career Technical Education meetings (1 time/month) with College Career Coach to look at post secondary ready data, schedule test dates for students who have completed their seat time in career classes. -Attendance meetings twice a month to identify students with attendance concerns and develop plan of interventions to work with students individually. -ACT, Postsecondary, and SEL committee meetings once a month to support school-wide improvement (via the PDSA process).

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

See Attachment

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

See Attachment

Priorities/Concerns

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

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

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

See Attachment

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

See Attachment

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.

b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.




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

See Attachment

12/29/2021

Bullitt Central High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2022 CDIP BCHS Needs Assessment		•
 BCHS 21-22 Key Elements Chart		•
 BCHS Accountability Overview		•

Academic Data	DISTRICT K-PREP 2020-2021	BCHS KPREP 2020-2021	State Data 2020-2021	DISTRICT 2019-2020	BCHS 2019-2020	DISTRICT K-PREP 2018-2019	BCHS K-PREP 2018-2019
High School Reading (all students)	31.1% P/D	24.8% P/D	37.9% P/D	NA	NA	39.8% P/D	33.2% P/D
High School Math (all students)	33.1 %P/D	28.1% P/D	30.3% P/D	NA	NA	32.1% P/D	24.3% P/D
High School English/Writing (all students)	48.4% P/D	38.0% P/D	57.2% P/D	NA	NA	50.1% P/D (writing)	35.2% P/D
High School Science (all students)	16.2% P/D	NA	26.5% P/D	NA	NA	21.7% P/D	23.6% P/D
	2020-2021	2020-2021	State KPREP 2020-2021	2019-2020 (Incomplete data due to pandemic; data below is dated 3/13/20)	2019-2020 (Incomplete data due to pandemic; data below is dated 3/13/20)	2018-2019	2018-2019
Transition Ready (include all subgroups)	2020-2021 Transition Data (All-78%) (White: 71%) (African American-50%) (Hispanic-62%) (Two or More Races-75%) (Students w/Disabilities-28%) (Economically Disadvantaged-31%) (EL Students-14%)	2020-2021 Transition Data (All-72%) (White-70%) (African American-100%) (Hispanic-70%) (Two or More Races-100%) (Students w/Disabilities-29%) (Economically Disadvantaged-38%) (EL Students-33%)	*No state transition data available	2019-2020 Data (All- 74%) (White - 72%) (African American - 44%) (Hispanic - 68%) (Two or More Races - 55%) (Economically Disadvantaged -61%) Students with Disabilities 29%)	2019-2020 Data (All-74%) (White -66%) (African American -25%) (Hispanic -55%) (Two or More Races -7%) (Economically Disadvantaged -56%) Students with Disabilities-18%)	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)	Transition Readiness (All- 83.6%) (White-85.2%) (African American- 0%) (Hispanic-0%) (Two or More Races- 54.5%) (Economically Disadvantaged -77.1%) (Students w/disabilities-38.5%)
	2021	2021	-State KPREP 2020-2021	2020	2020	2019	2019
Graduation Rate	4-Year Cohort: 89.2%; 5-Year Cohort: 92.2%	4-Year Cohort: 88.6%; 5-Year Cohort: 89.5%	4-Year Cohort: 90.0%; 5-Year Cohort: 92.3%	4-Year Cohort: 90.9%; 5-Year Cohort: 93.5%; Graduation Indicator: 92.2%	4-Year Cohort: 88.4%; 5-Year Cohort: 92.4%; Graduation Indicator: 90.4%	4-Year Graduation Cohort rate is 92.3%; 5-Year Graduation Cohort rate is 91.8%; Graduation Indicator is 92.1%	4-Year Cohort: 90.8%; 5-Year Cohort: 91.0%; Graduation Indicator: 90.9%
	K-PREP 2020-2021	K-PREP 2020-2021	State KPREP 2020-2021	DISTRICT 2019-2020	BCHS 2019-2020	K-PREP 2018-2019	K-PREP 2018-2019
Students w/Disabilities Reading (high school)	11.4% P/D	0.0 % P/D	12.6% P/D	NA	NA	12.2% P/D	7.9% P/D
Students w/Disabilities Math (high school)	10.3% P/D	4.1% P/D	19.2% P/D	NA	NA	8.2% P/D	2.6% P/D
Students w/Disabilities Writing (high)	18.4% P/D	0.5% P/D	16.5% P/D	NA	NA	14.6% P/D	4.7% P/D
Students w/Disabilities Science (high)	5.2% P/D	NA	7.3% P/D	NA	NA	9.4% P/D	9.3% P/D
	K-PREP 2020-2021	K-PREP 2020-2021	State KPREP 2020-2021	DISTRICT 2019-2020	BCHS 2019-2020	K-PREP 2018-2019	K-PREP 2018-2019
EL High Reading	7.1% P/D	NA	6.4% P/D	NA	NA	0.0% P/D	0.0% P/D
EL High Math	0.0% P/D	NA	6.0% P/D	NA	NA	0.0% P/D	0.0% P/D
	K-PREP 2020-2021	K-PREP 2020-2021	State KPREP 2020-2021	DISTRICT 2019-2020	BCHS 2019-2020	K-PREP 2018-2019	K-PREP 2018-2019
Economically Disadvantaged Reading (high)	21.6% P/D	17.6% P/D	27.7% P/D	NA	NA	25.1% P/D	23.8% P/D
Economically Disadvantaged Math (high)	19.8% P/D	19.3% P/D	21.4% P/D	NA	NA	18.0% P/D	18.5% P/D
Economically Disadvantaged Writing (high)	37.3% P/D	30.5% P/D	46.9% P/D	NA	NA	37.1% P/D	27.6% P/D
Economically Disadvantaged Science (high)	10.7% P/D	NA	17.9% P/D	NA	NA	14.0% P/D	17.2% P/D
	K-PREP 2020-2021	K-PREP 2020-2021	State KPREP 2020-2021	DISTRICT 2019-2020	BCHS 2019-2020	K-PREP 2018-2019	K-PREP 2018-2019
Homeless Students Reading (high)	30.4% P/D	NA	20.3% P/D	NA	NA	21.1% P/D	0.0% P/D
Homeless Students Math (high)	17.4% P/D	NA	12.9% P/D	NA	NA	10.0% P/D	0.0% P/D
Homeless Students Writing (high school)	57.1% P/D	NA	37.8% P/D	NA	NA	10.5% P/D	0.0% P/D
Homeless Students Science (high)	0.0% P/D	NA	14.1% P/D	NA	NA	0.0% P/D	0.0% P/D
	K-PREP 2020-2021	K-PREP 2020-2021	State KPREP 2020-2021	DISTRICT 2019-2020	BCHS 2019-2020	K-PREP 2018-2019	K-PREP 2018-2019
Certified and Licensed Reading (high)	79.3% P/D	NA	86.1% P/D	NA	NA	100% P/D	NA
Certified and Licensed Math (high)	93.9% P/D	NA	88.3% P/D	NA	NA	NA	90.9% P/D
Non-Academic Data	2020-2021	2020-2021	State Data 2020-2021	2019-2020	2019-2020	2018-2019	2018-2019
Behavior	96.9% of students do not have behavior events	94.7% of students do not have behavior events	3.1% of students have behavior events	The district averages 86.6% of students that do not have one behavior referral	The school averages 79% of students that do not have one behavior referral	The district averages around 88 percent of students who do not have one behavior referral.	The school averages 78% of students that do not have one behavior referral
Student Attendance	Chronic Absentecism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data based on daily student participation can be found on the Student and Enrollment Data webpage.	Chronic Absentecism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data based on daily student participation can be found on the Student and Enrollment Data webpage.	Chronic Absentecism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data based on daily student participation can be found on the Student and Enrollment Data webpage.	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 19-20 was 92.31% . (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%.	The district yearly average percent present for 18-19 was 91.6%.
Teacher Attendance	The average daily attendance for certified teachers was 94.7. (This includes virtual instruction due to Quarantines and NTL.) However, substitutes had to be secured for virtual instruction when students were in person and the regular teachers were ordered to quarantine.			86.5% (Up until March 13)		The average certified teacher attendance is 94.53%. (This includes emergency, personal, and sick leave only.)	

BCHS Key Elements of the Teaching and Learning Environment

Key Elements	Evidence
<p>KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<ul style="list-style-type: none"> -Horizontal curriculum alignment with other schools in district -Vertical curriculum alignment within PLC groups in our school -School pacing guides stored in Google Curriculum Drive -Feedback process in place through instructional coaches from teachers to revise/adjust pacing guides and submitting resources -CTE curriculum monitored by pass rates of all courses
<p>KCWP 2: Design and Deliver Instruction What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?</p>	<ul style="list-style-type: none"> -Fundamental 5 Powerwalk walkthrough data -Eleot walkthrough data -Weekly ILT Meetings to monitor weekly PLC logs -Fundamental 5 Training through faculty meetings and Bullitt Days -ACT, Postsecondary, SEL Committees (aligned with our three goals for the school year) -Thinking Focus Teacher Cohort -Graduate Profile Teacher Cohort -Blended Learning Teacher Cohort -THRIVE Academy-first year teachers support on best practice instruction -District instructional coaching program (special education, digital learning, and reg. education)
<p>KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<ul style="list-style-type: none"> -Pre-ACT for 9th grade, ACT 10th grade and 11th Grade -Weekly ACT Practice Questions -Weekly EOP Employability Questions -Industry Certifications, End of Program, College Placement Exams, KYOTE, ALEKS PPI -ACT Workshops -ODW exposure/ practice through English classes

BCHS Key Elements of the Teaching and Learning Environment

	<ul style="list-style-type: none"> -Practice ODW for all grades twice/ year -ODW District Assessment -Weekly ILT Meetings to monitor weekly PLC logs
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	<ul style="list-style-type: none"> -Weekly LTM Meetings to analyze previous and current school data -Monthly ACT, Postsecondary, SEL Committee Meetings to monitor goal progress -Weekly ILT Meetings to monitor weekly PLC logs -ODW Trimester Data Review
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	<ul style="list-style-type: none"> -Needs assessment related to CDIP for federal funding -Monthly ACT, CTE, SEL Committee Meetings to monitor goal progress -PBIS schools-tiered fidelity report -Principal Advisory Team -CTE Advisory Nights -PIP (Drug Prevention) -Work Ethic Certification
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	<ul style="list-style-type: none"> -Vision/mission and collective commitments -PBIS motto: ROAR (Respect, Ownership, Acceptance, Resilience) -Advisory Program -Intervention/Enrichment Program (Central Time) -Title 1 Parent Night -Transition Fair -Work-based learning -Graduate Profile competencies -Scottish Rites Ceremony -VIP Program -Community-based instruction -Student pathway alignment



11th Grade

	ENGLISH	MATH	READING	SCIENCE	COMP
2021	16.5	16.5	17.6	17.5	17.1
2020	16.0	17.0	17.2	17.4	17.0
2019	16.5	17.3	17.6	17.5	17.4
2018	17.2	18.1	18.7	18.4	18.2
2017	16.7	18.2	18.8	18.6	18.2
2016	17.8	19.5	19.1	19.6	19.1
2015	19.3	18.8	18.5	18.1	18.3



10th Grade

	ENGLISH	MATH	READING	SCIENCE	COMP
2020	16.1	16.7	16.8	17.2	16.8

Pre **ACT***

9th Grade

	ENGLISH	MATH	READING	SCIENCE	COMP
2020	14.2	15.8	16.8	15	15.6

AGRICULTURE

	AG POWER	AGRIBUSINESS	ANIMAL SCIENCE	ENVIRONMENTAL SCIENCE	FOOD SCIENCE	HORTICULTURE
2021	0 % 0/1	0 % 0/17	0 % 19/0	2 % 6/2	0 % 2/0	0 % 0/16
2020	0/5 0%	4/30 27%	19/45 42%	1/7 14%	6/14 43%	2/21 10%
2019	5/17 29%	15/37 41%	23/56 41%			8/34 24%
2018	10/31 32%	16/53 30%	32/52 62%			6/39 15%
2017	14/55 25%		15/41 37%			7/44 16%
2016	16/64 25%		17/53 32%			2/42 5%
2015	11/47 23%		16/47 34%			4/50 8%

BUSINESS

	ACCOUNTING	ADMIN SUPPORT	BUSINESS MGMT	FINANCIAL SERVICES	HOSPITALITY /TRAVEL	MARKETING	NETWORKING	RETAIL SERVICES
2121	14/2 14.3%	35/14 40%	22/10 45.5%	5/3 60%	6/2 33.3%	20/7 35%		5/1 20%
2020	15/51 29%	33/101 33%	32/60 53%	7/11 64%	1/3 33%	23/55 42%	0/1 0%	1/1 100%
2019	26/78 33%	49/106 46%	11/19 58%	14/20 70%		20/49 41%		
2018	17/72 24%	24/53 45%	27/54 50%	15/21 71%		21/40 53%		
2017	8/26 31%	23/41 56%	9/29 31%	15/25 60%				
2016	4/12 33%	30/56 54%	13/38 34%	16/24 67%				
2015	28/38 74%	28/51 55%	24/55 47%	31/51 61%				

FAMILY & CONSUMER SCIENCES

	CULINARY	CONSUMER FAMILY MGMT	EARLY CHILDHOOD	FASHION DESIGN
2021	32/8 25%	9/4 44.4%	8/4 50%	1/0 0%
2020	30/100 30%	30/61 49%	25/40 63%	0/5 0%
2019	47/90 52%	14/19 74%	30/43 70%	4/7 57%
2018	42/77 54.5%		15/32 47%	6/13 46%
2017	35/62 56%		6/9 67%	2/8 25%
2016	35/71 49%		18/43 42%	3/10 30%
2015	23/61 38%		39/84 47%	2/6 33%

HEALTH SCIENCES

	ALLIED HEALTH	EKG	Pharm Tech	Pre-Nursing
2021	NO EOP			
2020	NO EOP			
2019	NO EOP			
2018	39/67 58%			
2017	34/67 51%			
2016	24/42 57%			
2015	32/48 67%			

INDUSTRY CERTIFICATIONS

2021	196
2020	61
2019	94
2018	375 (MOS)
2017	64
2016	25
2015	1

COLLEGE READINESS

2019-2020	34%
2018-2019	38%
2017-2018	34%
2016	84.4%
2015	83.9%
2014	54.9%
2013	41.1%
2012	46.2%
2011	27%
2010	21%

CAREER READINESS

2020-2021	43%
2019-2020	40%
2018-2019	44%
2017-2018	59%
2016-2017	
2015-2016	

GRADUATION RATE

	4 YEAR	5 YEAR	INDICATOR	
2021	88.6	89.5	89.4%	Low
2020	88.4	92.4	90.4%	Moderate/High
2019	90.8%	91%	90.9%	Low
2018	90%	91.1%	90.6%	
2017	90.4%			
2016	87.3%			
2015	87.7%	86.5%		
2014	85.5%	89.8%		
2013	87.6%			

ON DEMAND WRITING

11th Grade

	NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED	PROFICIENT/ DISTINGUISHED
2020					
2019	32.7	32.1	27.7	7.5	35.2
2018	14.3	31.6	42.2	11.9	54.1
2017	17.2	21.6	55	6.3	61.3
2016	10.3	43.2	38.1	8.3	46.5
2015	11.7	39	42.9	6.4	49.3
2014	10.2	37.5	45.2	7.2	52.3

Applicable to All Aspects of Accountability

Proficiency

45%

Separate
Academic
Indicator

15%

School Quality
& Safety

4%

Transition
Readiness

30%

Reading

Science

Survey with
Field Tests

Cohort Model

Mathematics

On-demand
Writing

High School
Diploma
+
College or
Career
Readiness
(ACT, KYOTE,
AP, Dual Credit,
EOPs, Industry
Certificates)



January-December 2022 Phase 2 School Assurances

2021-22 Phase Two: School Assurances

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2021-22 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

6. 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

7. 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

8. 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

9. 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

10. 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

11. 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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

14. 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

15. 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

Title I Schoolwide Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

21. 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 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

COMMENTS

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

local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

32. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was

informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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January-December 2022 Phase 2 School Safety

2021-22 Phase Two: School Safety Report

Bullitt Central High School
Joe Pat Lee
1330 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

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2021-22 Phase Two: School Safety Report

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.

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) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

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

Yes

8. 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

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes

10. 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

11. Over the immediately preceding twelve months, did the principal 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 the school 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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Jan22-Dec22 Phase 3 Professional Development

2021-22 Phase Three: Professional Development Plan for Schools

Bullitt Central High School
Joe Pat Lee
1330 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

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2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

Bullitt Centrals mission is "To provide equitable and quality instructional experiences for the whole student"

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?

Professional Learning Communities, ACT improvement (practice assessments, effective use of data, informed instructional practices).

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

Professional Learning Communities allow teachers to collaborate in order to identify essential standards in the planning process, interventions for struggling students, enriching activities, and overall planning processes to help students be successful. High functioning Professional Learning Communities in CTE classes will allow our teachers to focus on critical sections of EOP exams and industry certifications that will raise our Transition readiness numbers. The ACT improvement is meeting a need for our school as our scores have dropped steadily over the last five years. Our staff need a focus on how to better prepare students to be successful on the ACT by ensuring that they master the academic skills necessary in all content areas to achieve a high score on the ACT.

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.

Teachers will use the PLC process to develop unit plans aligned to essential standards, create common formative assessments, and use data to provide intervention/enrichment. Teachers will work collaboratively to address the four essential questions of the PLC---Identify what students are expected to learn, how do we know when they are learning, what do we do when they do not learn, and what do we do when students learn, and what do we do when they already know it. Our teachers continue to need training to ensure that they are moving beyond questions 1 and 2 and into questions 3 and 4 of the PLC process. Differentiating instruction, and providing in class remediation, are areas of need for our staff.

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

Students will reach mastery of the essential standards; educators will work as a team and not in isolation for the success of all students. Educators will work to develop effective methods of differentiated instruction and classroom interventions.

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.

Indicators of success come from PLC checkpoints where teachers present their real time data, their successful interventions, their proactive communication to parents and students, and evidence of work on essential standards.

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

All certified teachers.

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

Students, Teachers, School Leaders.

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

Funding to provide training for facilitators. Funding for staff to attend PLC training events. Time to refine the practices of effective PLCs.

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

Continued coaching and embedded professional development.

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.

PLC Checkpoints, PLC Dashboard, Powerwalk Data

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

The objectives are to develop a system that embeds ACT skills and knowledge into the instruction of all content areas. It is also to provide practice for students and to

generate formative data for the use of both students and teachers as they prepare for the ACT. Another objective is to mirror ACT prep/practice with appropriate CTE assessment.

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

Higher ACT scores and full ownership of the ACT by all teachers, not just those who teach in the tested areas. Developing a schoolwide system of ACT supports and workshops. As well as higher pass rates for EOP's and industry certifications.

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.

Increase scores on ACT, EOP, and Industry Certifications; overall rise in Postsecondary Readiness.

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

All certified teachers.

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

Students, Teachers, School Leaders, District Leaders

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

Time. Funding for teachers to provide after school intervention for ACT, EOP/ Industry Certification preparation.

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

Coaching and work in professional learning communities.

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.

PLC Checkpoints, ACT Committee meetings, ACT weekly practice questions, KYOTE, other EOP and Industry Certification practice. ELEOT and Powerwalk data will be used to provide feedback and coach teachers on high-yield instructional practices.

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

N/A

12/29/2021

Bullitt Central High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Jan22-Dec22Phase Three: BCHS Comprehensive School Improvement Plan

2021-2022 Phase Three: Comprehensive School Improvement Plan

Bullitt Central High School
Joe Pat Lee
1330 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

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2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- 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.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See Attachment

Operational Definitions

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, as identified in the Needs Assessment for Schools, 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.*).

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

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BCHS CSIP</u>		.

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, 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.

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.

NEW/Updated School Improvement	School Improvement on Hold Due to Pandemic	In-Progress	Completed
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Proficiency/Gap (3 year target for each) <ul style="list-style-type: none"> Proficiency Goal ---Bullitt Central High School will increase proficiency for all students in reading to 51.4 at the end of spring 2025 Bullitt Central High School will increase proficiency for all students in math to 44.9% and proficiency for economically disadvantaged in math to 40.7% at the end of spring 2025. Gap Goal-----Bullitt Central High School will increase proficiency to 33.0% in reading for students with disabilities at the end of spring 2025. Bullitt Central High School will increase proficiency to 29.2% in math for students with disabilities at the end of spring 2025. 			
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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)
Bullitt Central High School had 33.2% proficiency in reading for all students and 23.8% for economically disadvantaged students; increase reading proficiency for all students by 9.1% and economically disadvantaged students by 10.4% in the spring of 2022.	Bullitt Central High School will increase proficiency for all students in reading to 42.3% and for economically disadvantaged in reading to 34.2% at the end of spring 2022.	KCWP 2 KCWP 4 KCWP 6	<p>English teachers are creating units of study aligned with standards, curriculum maps/ pacing guides, and common summative/formative assessments to create a guaranteed and viable curriculum vertically within their departments. This information is being shared, implemented, and monitored with PLC groups within the building.</p> <p>BCHS will continue to partner with Solution Tree to provide professional learning to teachers to increase knowledge and capacity of the PLC process.</p> <p>Teachers implement ACT questions of the week in advisory and reteach in classrooms.</p> <p>Administration, instructional coaches, and teacher leaders will continue to train and monitor quality implementation of the four</p>	<p>-School administrators and instructional coaches will attend PLCs once a week</p> <p>-Review PLC logs developed with Solution Tree to monitor progress of implementation and provide feedback.</p> <p>Data from practice ACT and ACT questions of the week analyzed in PLC.</p> <p>Monthly analysis using the Eleot tool by administrators to determine instructional needs and areas of growth for our school to be addressed in professional learning. Administration will also use the Powerwalk tool and data to provide further coaching of high-yield instructional practices.</p>	Title I---\$15,000	<p>-Bullitt Days</p> <p>-Weekly ILT meetings to review data/evaluate programs</p> <p>-Monday meetings with instructional coaches to analyze PLC processes and needs for teacher supports</p> <p>-Title I Open House (September 2021)</p>

			pillars of a "Thinking-Focused Classrooms" across elementary, middle and high school classrooms.			
Bullitt Central High School had 24.3% proficiency in math for all students and 18.5% for economically disadvantaged students; increase math proficiency for all students by 10.3% and for economically disadvantaged students by 11.1% by spring 2022.	Bullitt Central High School will increase proficiency for all students in math to 34.6% and proficiency for economically disadvantaged in math to 29.6% at the end of spring 2022	KCWP 2 KCWP 4 KCWP 6	<p>Math teachers are creating units of study aligned with standards, curriculum maps/ pacing guides, and common summative/formative assessments to create a guaranteed and viable curriculum vertically across the departments. This information is being shared, implemented, and monitored with PLC groups within the building. BCHS will continue to partner with Solution Tree to provide professional learning to teachers to increase knowledge and capacity of the PLC process.</p> <p>Teachers implement ACT questions of the week in advisory and reteach in classrooms.</p> <p>Administration, instructional coaches, and teacher leaders will continue to train and monitor quality implementation of the four pillars of a "Thinking-Focused Classrooms" across elementary, middle and high school classrooms.</p>	<p>School administrators and instructional coaches will attend PLCs once a week and review PLC logs developed with Solution Tree to monitor progress of implementation and provide feedback.</p> <p>Data from practice ACT and ACT questions of the week analyzed in PLC.</p> <p>Eleot tool by administrators to determine instructional needs and areas of growth for our school to be addressed in professional learning. Administration will also use the Powerwalk tool and data to provide further coaching of high-yield instructional practices.</p>	Title I --\$15,000	<p>Bullitt Days 2020-2021</p> <ul style="list-style-type: none"> -Weekly ILT meetings to review data/evaluate programs -Monday meetings with instructional coaches to analyze PLC processes and needs for teacher supports -Title I Open House (September 2021)
Bullitt Central High School had 7.9% proficiency in reading for students with	Bullitt Central High School will increase to 20.5% proficiency in reading at the	KCWP 2 KCWP 4 KCWP 5	Some Special Education teachers were trained on the PLC process through Solution	School administrators and instructional coaches will attend PLCs once a week	Title I	

disabilities; increase by 12.6% by spring 2022	end of spring 2022		<p>Tree and serve with the ILT to monitor other staff and facilitate PLCs.</p> <p>TSI Mini Audit</p> <p>Special Education teachers are observing effective co-teaching teams and resource classrooms in conjunction with working with instructional coaches to improve both co-teaching and resource classroom practices and strategies.</p> <p>Teachers implement ACT questions of the week in classes in January 2021.</p>	<p>and review PLC logs developed with Solution Tree to monitor progress of implementation and provide feedback.</p> <p>Feedback from instructional coaches and monthly analysis using Eleot tool, and powerwalk tool, by administrators to determine instructional needs and areas of growth for our school to be addressed in professional learning.</p> <p>Data from practice ACT and ACT questions of the week analyzed in PLC.</p>		
Bullitt Central High School had 2.6% proficiency in math for students with disabilities; increase by 13.3% in spring 2022.	Bullitt Central High School will increase to 15.9% proficiency in math at the end of spring 2022.	KCWP 2 KCWP 4 KCWP 5	<p>Three Special Education teachers were named on the PLC process through Solution Tree and serve with the ILT to monitor other staff and facilitate PLCs.</p> <p>TSI Mini Audit</p> <p>Special Education teachers are observing effective co-teaching teams and resource classrooms in conjunction with working with instructional coaches to improve both co-teaching and resource classroom practices and strategies.</p> <p>Teachers implement ACT questions of the week in classes in January 2021.</p>	<p>School administrators and instructional coaches will attend PLCs once a week and review PLC logs developed with Solution Tree to monitor progress of implementation and provide feedback.</p> <p>Feedback from instructional coaches and monthly analysis using Eleot, and Powerwalk tool by administrators to determine instructional needs and areas of growth for our school to be addressed in professional learning.</p> <p>Data from practice ACT and ACT questions of the week analyzed in PLC.</p>	Title I	<p>Bullitt Days 2021-2022</p> <ul style="list-style-type: none"> -Weekly ILT meetings to review data/evaluate programs -Monday meetings with instructional coaches to analyze PLC processes and needs for teacher supports -Title I Open House (September 2021)

Bullitt Central High School had 1,473 referrals in 18-19; decrease by 173 referrals by spring of 2022	The number of referrals will decrease to 1300 by spring 2022.	KCWP 6	<p>Plan and implement SEL lessons for staff and students</p> <p>Implementation of PBIS recognition and rewards system (quarterly ROAR Rallies, PBIS Rewards, ROAR Store)</p> <p>Implementation of check-in/check-out mentoring students for identified tier 2 & 3 students</p>	<p>Examine behavior data monthly at PBIS meetings to identify trends and areas of concern</p> <p>Track daily success of tier 2 & 3 students using accountability sheet</p> <p>Working to provide services for our students who are victims of ACES. Building community networks and mentors for these students as well as support for teachers.</p>	<p>Title I---\$10,000</p> <p>Title I---\$20,000</p>	Bullitt Days 2021-2022 -Weekly ILT meetings to review data/evaluate programs -Monday meetings with instructional coaches to analyze PLC processes and needs for teacher supports -Title I Open House (September 2021)
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Separate Academic Indicator----Bullitt Central High School will increase proficiency in writing to 52.9% and Science to 44.4% by the spring 2025.

• SAI Goal

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)
Bullitt Central High School had a proficient/distinguished rate of 35.2% (writing) and 23.6% (science), social studies not tested; increase proficient rate by 8.8% in writing and 10.4% in science by spring of 2022.	Bullitt Central High School will increase proficiency in writing to 44.0% and science to 34.0% by spring of 2022.	KCWP 2 KCWP 4 KCWP 6	Science, Social Studies, and English teachers are creating units of study aligned with standards, curriculum maps/pacing guides, and common summative/formative assessments vertically in all departments. This information is being shared, implemented, and monitored with PLC groups within the building. BCHS will continue to partner with Solution Tree to provide professional learning to	School administrators and instructional coaches will attend PLCs once a week and review PLC logs developed with Solution Tree to monitor progress of implementation and provide feedback.	\$0	Bullitt Days 2021-2021 -Weekly ILT meetings to review data/evaluate programs -Monday meetings with instructional coaches to analyze PLC processes and needs for teacher supports -Title I Open House (September 2021)

			teachers to increase knowledge and capacity of the PLC process.			
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Transition Readiness/Graduation Rate Goal (HS only)

- **Transition Readiness Goal---**The Transition Readiness Rate for Bullitt Central High School will increase to 97.5% by spring of 2025.
- **Graduation Rate Goal---** The Graduation Rate for Bullitt Central High School will increase to 91.9% by spring of 2025
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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)
The Transition Readiness Rate for Bullitt Central High School was 86.4%; increase by 3.6% by the spring of 2022.	Bullitt Central High School Transition Readiness Rate will be 90% by the spring of 2022.	KWCP 1 KWCP 3 KWCP 6	CTE pathway Talks--Special education teachers and CTE teacher collaborating to better serve special education students in choosing and finding success in a career pathway Full implementation of Naviance Tasks	Products from each CTE area that identify all requirements, pre-requisites, assessments, and certifications for each pathway to assist special education teachers in informing and guiding special education students into the pathway that is best for them. Naviance Scope and sequence plan	\$0	-Title I FAFSA Night (Jan 2021) -Title I Senior Parent Checkpoint Meeting -Career Cafe (February and November 2021) -CTE Advisory Night (April 2021) -CTE Fall Advisory Meeting (September 2021)
The Graduation Rate for Bullitt Central High School was 88.4%, increase 3% by the spring of 2022.	Bullitt Central High School Graduation Rate will be 91.4% by the spring of 2022.	KWCP 1 KWCP 3 KWCP 6	Attendance PLC 1 on 1 Scheduling 1 on 1 Counselor Checkpoints Letters home		\$700	



Jan21-Dec22 Phase Three BCHS Executive Summary

2021-22 Phase Three: Executive Summary for Schools

Bullitt Central High School
Joe Pat Lee
1330 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

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2021-22 Phase Three: Executive Summary for Schools

Description of the School

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

Bullitt Central High School is located in the small town of Shepherdsville (pop. 12,000) just outside the major metropolitan area of Louisville, KY. It is a transient community and, as a result, the population of the school and the students we serve are constantly changing. We are 93.7% White (non-Hispanic), 2.5% Hispanic or Latino, 2.2% two or more races, 1.6% other; 56% of our student body is identified as economically disadvantaged, 11.8% for special education services, 4.8% of our students are homeless, and 9.4% for gifted and talented services. The population of students we serve qualifies us as a Title I school. Our students come from varying backgrounds, from those with parents in professional fields to those with parents in the farming industry. While we do not have the level of ethnic diversity one might see in Louisville area, diversity is evident when examining socioeconomic status. Many of our staff are Bullitt Central alumni, adding an added level of pride to their daily work as educators. The school underwent major additions in 2015, adding classrooms, A CCR building, office space, a cafeteria, and a new library. We are currently the oldest high school in the Bullitt County School District. BCHS continues to look for ways to bring parents into the decision-making process and involve them in their students learning. The businesses and community members in Shepherdsville take great pride in helping Bullitt Central to excel in all endeavors. BCHS offers 16 Career Pathways, 10 AP classes, and numerous varsity sports and continues to offer an academically complex schedule for all students. Dual Credit courses are available through collaboration with JCTC and Morehead University.

School's Purpose

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

The current mission of Bullitt Central High School is "To provide equitable and quality instructional experiences for the whole student." It is our goal to create an atmosphere at BCHS that develops students who are ready to transition into life after high whether that is going to college, technical school, or a career. At Bullitt Central High School, we believe that students and staff will embody our PBIS mission of ROAR – Respect, Ownership, Acceptance, and Resilience. We want a school where students are the TOP PRIORITY: a place where students want to come

and learn, where parents want to send their kids, and where staff want to come to work. Staff continue to focus on rigor, relevance, engagement, best practices in instruction. BCHS offers 16 Career Pathways, 10 AP classes, 23 clubs, 23 varsity sports and continues to offer an academically complex schedule for all students. Dual Credit courses are available through collaboration with JCTC and Morehead University. We have a strong focus on developing high-functioning Professional Learning Communities (PLC), and an Instructional Leadership Team (comprised of teacher-leaders, PLC facilitators, and administration) to guide them. These staff members have all attended Solution Tree Institutes on Professional Learning Communities at Work. The expectation is that each PLC will function using the DuFour model: collecting, monitoring, and responding to student achievement data in a timely, informed manner. PLCs share planning responsibilities and instructional strategies in order to bolster student achievement. The shared accountability helps to lighten the load and share the success. PLC representatives are required to report data and actions to the ILT so that we are both accountable and universally informed of academic status school-wide.

Notable Achievements and Areas of Improvement

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

The most notable achievements over the last three years are Transition Ready rate (90.5%) and our Graduation Rate (90.9%). The areas of improvement are building consistency in leadership capacity in our building, focusing on improving instruction and the use of student data through professional learning communities, and improving the climate and culture of the school through Positive Behavior interventions and Supports (PBIS). Our staff are deeply involved in learning the PLC process through training and practice in order to improve our instructional practices and develop collaborative teams to ensure students master the skills and knowledge needed to be successful in and beyond the classroom. Our PBIS team has re-focused on implementation with fidelity and a reward system is now in place.

Additional Information

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

NA

Additional Information

12/29/2021

Bullitt Central High School

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

NA

12/29/2021

Bullitt Central High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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