



2021-22 Phase One: Continuous Improvement Diagnostic for
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2021-22 Phase One: Continuous Improvement Diagnostic for Districts

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

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2021-22 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 2021-22 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

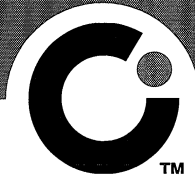
- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance
- Professional Development Plan for Districts

Phase Four: January 1 - December 31

- Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (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. I also assure that

Chris Mason 9/21/2021



2021-22 Phase Two: The Needs Assessment for
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2021-22 Phase Two: The Needs Assessment for Schools

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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.

The process for analyzing data at Bullitt East High School includes our leadership team which is made up of: Principal, Assistant Principal, Counselors, MTSS Coach, Postsecondary Readiness Coach, and Youth Service Center Coordinator. The CIA team meets each Monday discuss school needs based on various sources of academic and non-academic data. PBIS team meets monthly to discuss and review behavior data. This team consists of teachers, administrator, MTSS coach, and YSC coordinator. The ACT committee consists of teachers, students, instructional coaches and administrators to review historical ACT data. All these committees report to administration and in turn results are shared with the Site-based decision

making council when they hold their monthly meetings. BEHS uses the Plan-Do-Study-Act improvement model to identify areas of opportunity to create actionable plans based on data. Our attendance team analyzes non-academic data related to student attendance, chronic absenteeism twice a month.

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

ATTACHMENTS

Attachment Name



BEHS 2021-22 CSIP Needs Assessment

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

ATTACHMENTS

Attachment Name

 BEHS 2021-22 CSIP Needs Assessment

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

ATTACHMENTS

Attachment Name

 BEHS 2021-22 CSIP Needs Assessment

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

ATTACHMENTS

Attachment Name

 BEHS 2021-22 CSIP Needs Assessment

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BEHS 2021-22 CSIP Needs Assessment</u>	BEHS 2021-22 CSIP Needs Assessment	<ul style="list-style-type: none">• 2• 3• 4• 5
 <u>BEHS Key Elements Chart</u>	BEHS Key Elements Chart	<ul style="list-style-type: none">•

		Bullet Points - Current State
	2021	2020-21
High School Reading (all students)	45.8% of ALL students (Juniors - Class of 2022) scored benchmark of 20 in Reading as measured by ACT	33.8% of ALL students(sophomores-Class of 2023) scored Proficient/Distinguished as measured by K-PREP;
High School Math (all students)	36.4% of ALL students (Juniors - Class of 2022) scored Benchmark of 19 in Math as measured by ACT	35% of ALL students (sophomores-Class of 2023) scored Proficient/Distinguished in Math as measured by K-PREP
High School Writing (all students)	n/a for 2020	60.7% of ALL students (Juniors - Class of 2022) scored Proficient/Distinguished in Writing as measured by On-Demand Writing KPREP Assessment
High School Science (all students)	19.5% of ALL students (Juniors - Class of 2022) scored Benchmark of 23 in Science as measured by ACT	16.5% of ALL students scored Proficient/Distinguished in Science as measured by Science K-PREP Assessment
High School Social Studies (all students)	n/a for 2021	not assessed
Transition Ready (include all subgroups)	Bullitt East transition rate for 2020 was 80%.	80% of our students graduated Transition Ready. 66% white students, 45% hispanic students, 25%black/AfricanAmerican students, 86% Asian students, 40% 2 or more races, 30% students with disabilities, 49% ED students
Graduation Rate	2021 Graduation Rate 91.5% (4-year cohort)	Bullitt East earned a grad rate of 93.6%
Students w/Disabilities Reading (all levels)	15.4 avg score of Students with Disabilities (Juniors- Class of 2022)22% scored benchmark of 20 in Reading as measured by ACT	17.9% of students with disabilities (Sophomores - Class of 2023) scored Proficient/Distinguished in Reading as measured by K-PREP
Students w/Disabilities Math (all levels)	15.2 avg score of Students with Disabilities (Juniors- Class of 2022) 8.6% scored benchmark of 19 in Math as measured by ACT	7.4% of students with disabilities (Sophomores-Class of 2023) scored Proficient/Distinguished in Math as measured by ACT
Students w/Disabilities Writing (all levels)	n/a	32.3% of students with disabilities (Juniors - Class of 2022) scored Proficient/Distinguished in Writing as measured by On-Demand Writing K-PREP Assessment
Students w/Disabilities Science (all levels)	15.8 average score of Students with Disabilities (Juniors- Class of 2022) as measured by ACT	n/a
Students w/Disabilities Social Studies (elem/middle only)	n/a	n/a
FRL Students	n/a	n/a
Economically Disadvantaged Reading (all levels)	27.2% of FRL students (Juniors - Class of 2022) scored benchmark of 20 in Reading as measured by ACT	31% of FRL students (Juniors - Class of 2020) scored Proficient/Distinguished in Reading as measured by ACT
Economically Disadvantaged Math (all levels)	21% of FRL students (Juniors - Class of 2022) scored Benchmark of 19 in Math as measured by ACT	19.5% of FRL students (Juniors - Class of 2020) scored Proficient/Distinguished in Math as measured by ACT
Economically Disadvantaged Writing (all levels)	n/a	61.4% of FRL students (Juniors - Class of 2020) scored Proficient/Distinguished in Writing as measured by On-Demand Writing KPREP Assessment
Economically Disadvantaged Science (all levels)	16.9 average score of FRL students (Juniors - Class of 2022) in Science as measured by ACT	13.3% of FRL students scored Proficient/Distinguished in Science as measured by Science KPREP Assessment
Economically Disadvantaged Social Studies (elem. & middle)	n/a	n/a
Homeless Students Reading (all levels)	Not enough Data	
Homeless Students Math (all levels)	Not enough Data	
Homeless Students Writing (all levels)	n/a	
Homeless Students Science (all levels)	Not enough Data	
Homeless Students Social Studies (elem. & middle)	Not enough Data	
Non-Academic Data		
Behavior	The most common behavior infraction was being tardy to class.	During virtual learning, many students were late or missed signing in for their virtual classes.
Student Attendance	2020- Attendance Rate 98.08%	Attendance rate of 94.66% for the 2018-19 school year.
Teacher/Staff Absences		Attendance rate of 92.36% so far for 2019-20 school year. This includes absence for maternity leaves, field trips, etc.

Key Elements of the Teaching and Learning Environment

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your district continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	-Calendar events high school standard alignment process -Pacing guides in google curriculum drive -ODW K-12 vertical alignment housed in MasteryConnect -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
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?	-Eleot data walkthrough -Thinking Focus professional learning -PLC reviews at weekly ILTs, -Graduate Profile Teacher Cohort -THRIVE Academy thru the district at BEHS On-boarding-first year teachers support on best practice instruction -District instructional coaching program (special education, digital learning, and reg. education)
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	-Pre-ACT for 9 th grade, 10 th grade ACT and 11 th Grade -MasteryConnect-items banks -Industry Certifications, End of Program, College Placement Exams, KYOTE, ALEKS PPL, -PLC Question #2 -ODW schoolwide Assessment
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.,	Monthly ACT "OFI" Meetings with district -ODW Data Review -CSIP Work Sessions with LTM -Post-Secondary Readiness Data "Live"

Key Elements of the Teaching and Learning Environment

formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	<ul style="list-style-type: none"> -SWD Post-Secondary Data Review Meetings -PLC Check-Ins -CCR Monthly Data Meetings during LTM
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"> -PBIS-tiered fidelity report -PBIS meetings quarterly -SBDM monthly meetings -CTE Advisory Nights -Work Ethic ACT goal setting
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 -Implicit bias training with counselors -EL Parent Night -Unified School -Culture Committee -Transition Fair -Work-based learning at all high schools -Graduate Profile competencies -Scottish Rites Ceremony -VIP Program -Community based instruction



2022 Phase Two: School Assurances_10152021_08:10

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

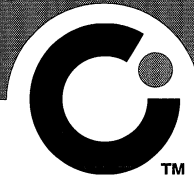
☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022 Phase Two: School Safety Report_10152021_08:00

2021-22 Phase Two: School Safety Report

Bullitt East High School
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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 adopted 9/20/2021

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

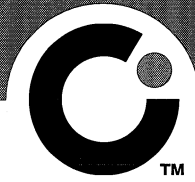
11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

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

2020-21 Phase Three: Professional Development Plan for Schools

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

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2020-21 Phase Three: Professional Development Plan for Schools

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

Annual Professional Development Plan:

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

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

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

1. What is the school's mission?

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

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

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

Mitigating Learning Loss Enhancing Positive Culture and Climate

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

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

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

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

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

improvements in student achievement as measured by ACT and state assessments

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

ACT and state assessments

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

Teachers, staff.

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

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

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

Resources needed: time and patience

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

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

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

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

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

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

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

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

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

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

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

Teachers, Staff

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

ALL stakeholders benefit

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

see PL plan already submitted for 2020

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

PL, funding, PLC time, time in general.

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

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

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

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-2022 Phase Three: Comprehensive School Improvement Plan_12092021_09:05

2021-2022 Phase Three: Comprehensive School Improvement Plan

Bullitt East High School
Chris Mason
11450 Hwy 44E
Mount Washington, Kentucky, 40047
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 attached BEHS Jan.-Dec. 2022 CSIP

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>BEHS Jan.-Dec. 2022 CSIP</u>		.

Comprehensive School Improvement Plan (CSIP)

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the 4-5 required school goals (based on level): proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, 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 4-5 required school goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Proficiency/Gap/Growth Goals (3 year target for each)

- **Proficiency Goal --**
 - Reading - In 2019, 49.3% of tested students performed at a PROFICIENT level. Our goal is to raise that to 58.5% in 2023 and 63.1% in 2025.
 - Math - In 2019, 42.5% of tested students performed at a PROFICIENT level. Our goal is to raise that to 53% in 2023 and 58.2% in 2025.
- **Gap Goal* (all levels) (*Use Economically Disadvantaged and Disability Gap rates and average to get 3 year Gap Goal.)**
 - Reading - In 2019, 26.2% of GAP students performed at a PROFICIENT level. (IEP 21.4%, ED 31%) Our goal is to raise that to 39.6% in 2023 (IEP - 35.7%, ED 43.5%) and to 46.3% in 2025(IEP-42.8%, ED-49.8%)
 - Math - In 2019, 15.6% of GAP students performed at a PROFICIENT level. (IEP15.6%, ED 19.5%) Our goal is to raise that to 32.5% in 2023. (IEP 30.9, ED 34.1) and to 40.05% in 2025(IEP-38.6%, ED-41.5%)

Objective (Plan-Validate need w/data)	Measure of Success (outcome-1 year goal)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title I Plan (NA if not applicable)
In 2021, 33.8% of students scored proficient in reading on the K-PREP state assessment.	BEHS will increase student reading proficiency as measured by the state assessment to 56.2% in Spring of 2022.	KCWP 1 KCWP 2 KCWP 3	-PD with focus on student engagement, High expectations, progress monitoring -Thinking Focus Cadre PD -Student Engagement PD within Bullitt Days -SCR and ERQs incorporated into classroom practice	ELEOT Data CFAs PLC minutes	\$0	N/A
In 2021, 35% of students scored proficient in math on the K-PREP state assessment.	BEHS will increase student math proficiency as measured by the state assessment to 50.3% in Spring of 2022.	KCWP 1 KCWP 2 KCWP 3	-PD with focus on student engagement, High expectations, progress monitoring -Thinking Focus Cadre PD -Student Engagement PD within Bullitt Days -SCR and ERQs incorporated into classroom practice	ELEOT Data CFAs PLC minutes	\$0	
In 2021, 26.5% of GAP students scored proficient in reading on the K-PREP state assessment.	BEHS will increase student math proficiency as measured by the state assessment to 50.3% in Spring of 2022.	KCWP 1 KCWP 2 KCWP 3	-PD with focus on student engagement, High expectations, progress monitoring -Thinking Focus Cadre PD -Student Engagement PD within Bullitt Days -SCR and ERQs incorporated into classroom practice -READ 180	ELEOT Data CFAs PLC minutes	ESSR Funds	

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Separate Academic Indicator (3 year target)

- SAI Goal In 2019, 70% of our students were proficient as measured by the KPREP On-Demand Writing Assessment. Our goal is to have 75.5% proficient in 2023 and 78.2% proficient in 2025.

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)
In 2021, 70.1% of students scored proficient in writing as measured by K-PREP ODW assessment.	In 2021, 74.1% of students will score proficient in writing as measured by the ODW K-PREP assessment in spring of 2022.	KCWP 2 KCWP 3	-schoolwide ODW assessments will be administered each semester	PLC Minutes Bullitt Day PL	\$0	

Transition Readiness/Graduation Rate Goal (HS only)

- Transition Readiness Goal- In the 2018-19 school year, Bullitt East's Transition Readiness score was 95.1%. In 2020, our transition readiness percentage dropped to 78%. Our goal is to return to 95% transition ready in 2021-22.
- Graduation Rate Goal- In the 2018-19 school year, Bullitt East's Graduation Rate score was 95.9 (HIGH). In 2020, our graduation rate was 94.5%. For 2023 to 2025, our goal is 95%

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)
In 2021, 80% of our students were postsecondary ready.	By May of 2022, 95% of our students will be postsecondary ready as measured by ACT, EOP, and industry certifications.	KCWP 3 KCWP 6	-Enroll students in high demand pathways, instruct with rigor necessary to pass certification exams. -	-Number of students passing industry certs -On-going. Updated weekly by CCR Coach -Publish % transition ready weekly in Enews (celebrations!)	Perkins Funds SEEK funds ESSR Funds	
In 2021, 91.5% of students graduated in 4 years.	In 2022, 95% of students will graduate in 4 years.	KCWP 6	-Attendance PLC - meets every 2 weeks to monitor absenteeism, meet with	-Bi-weekly attendance meeting -Reduction in absenteeism,	\$0	

			students, make home visits as necessary - YSC Coordinator works to provide nonacademic resources to student and family to get child to school - PBIS Rewards program - catches students meeting behavioral expectations. Creates a positive, not punitive environment.	truancy -Decrease in behavior referrals -Infinite Campus attendance data, behavioral data		



Phase III: Executive Summary for Schools_11162017_17:25

Phase III: Executive Summary for Schools

Bullitt East High School
Chris Mason
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United States of America

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Executive Summary

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

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.

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

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.

We have dropped slightly in our overall composite. We remain strong in both transition readiness and graduation rate but proficiency in reading and math, while higher than the state average, has room for improvement. In the 2018-19 school year, we are looking to rebuild our PBIS system as we have let it lag in the past years. We have reached to PBIS consultant from ECU and are basically starting anew. Feedback from a recent culture survey indicate teachers wish to have greater input into the discipline matrix so we will establish a committee to review our matrix as well.

Additional Information

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

Our community continues to grow. Our demographic continues to change with the influx of families moving from neighboring communities, and the feel of a hometown/community school has started to wane. Many of the social norms and community traditions that have kept us tight knit are being stretched and in many ways redefined. In short, we have experienced and continue to experience growing pains. Our board recently purchased land near our school in which to build a new middle and elementary school. We hear that our neighboring elementary school will be annexed as part of our high school. We are determined to continue to bring academic and athletic success to our hometown and hope we will be able to maintain the traditions embedded in a small town, neighborhood school.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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