2021-22 Phase One: Continuous Improvement Diagnostic BLMS

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Bullitt Lick Middle School
Kevin Connors
555 West Blue Lick Rd
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.

BLMS - Generated on 12/29/2021

Bullitt Lick Middle School

Please enter your name and date below to certify.

Kevin Connors September 9, 2021
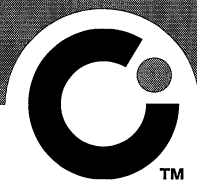
2021-22 Phase Two: The Needs Assessment for Schools BLMS

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Bullitt Lick Middle School

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 reviewing, analyzing, and applying data occurs in a variety of committees in order to maximize stakeholders' voices and involvement. The process occurs in three main committees. The first is the school instructional leadership team. The committee is made up of the principal, the assistant principal, counselor, instructional coach, and MTSS coach. The committee meets weekly to review data points and set the direction of the school. Minutes are taken each week to track our meeting notes and a 30-60-90 plan is maintained through this process to ensure that our school goals are being implemented as planned. The next committee that plays a role in this process is the school leadership team. This team

is made up of the school teacher team leaders. Data is shared and analyzed with this committee biweekly to gain staff perspectives related to the implementation of our plans to achieve our school goals. Again, these meetings are recorded and tracked through a formalized agenda and minutes. The final committee that reviews and analyzes data is the SBDM council. This council consists of the principal, the assistant principal, six elected teachers, and four elected parents. This committee plays a similar role to the school leadership team but adds voices from parents as well as other teachers. Agendas and minutes are kept to document these monthly meetings.

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 attached

ATTACHMENTS

Attachment Name

🔗 Trends

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.

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- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

See attached

ATTACHMENTS

Attachment Name

    ⊘   Current State

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 attached

ATTACHMENTS

Attachment Name

    ⊘   Priorities/Concerns

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 attached

ATTACHMENTS

Attachment Name

🔗 <u>Strengths/Leverages</u>

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 attached document

<u>ATTACHMENTS</u>

Attachment Name

🔗 <u>KCWP</u>

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools SBDM - Generated on 12/29/2021

Bullitt Lick Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 Current State		• 3
🔗 KCWP		• 6
🔗 Priorities/Concerns		• 4
🔗 Strengths/Leverages		• 5
🔗 Trends		• 2

Academic Data	K-PREP 2020-2021	State Data 2020-2021	K-PREP 2018-2019
Reading (all students)	32% P/D	44.0% P/D	45.3% P/D
Math (all students)	17% P/D	27.8% P/D	30.5% P/D
Writing (all students)	34.6% P/D	50.9% P/D	10.3%P/D
Science (all students)	■	20.9% P/D	7.7% P/D
Social Studies (all students)	■	■	36.5% P/D
	K-PREP 2020-2021	State KPREP 2020-2021	K-PREP 2018-2019
Students w/Disabilities Reading	■	20.1% P/D	5.1% P/D
Students w/Disabilities Math	■	17.9% P/D	2.6% P/D
Students w/Disabilities Writing	■	13.6% P/D	0% P/D
	K-PREP 2020-2021	State KPREP 2020-2021	K-PREP 2018-2019
Economically Disadvantaged Reading	28.1% P/D	34.2% P/D	36.50%
Economically Disadvantaged Math	■	19.2% P/D	24.8% P/D
Economically Disadvantaged Writing	■	39.7% P/D	7% P/D
Non-Academic Data	2020-2021	State Data 2020-2021	2018-2019
Behavior	77% of students do not have behavior events	3.1% of students have behavior events	■
Student Attendance	Chronic Absenteeism 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 Absenteeism 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 18-19 was 94.55%.

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?	- Content PLC Agendas - GLT (Grade-Level Team) Agendas - ILT (Instructional Leadership Team) Agenda Department Reviews - ILT Agenda Summit Data Review - Pacing Guides/Curriculum Maps
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?	- Content PLC work on four PLC questions - Summit Mentoring Data - Goal Setting Data - Individual Mentoring Check-In Data - Curriculum Maps - Pacing Guides reviewed regularly in PLC - On-Demand writing calendar and live coaching - Bobcat Basics - first year teachers support on best practice instruction - Eleot data walkthrough
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	- Content PLC assessment review and student work analysis - ILT Agenda Summit Data Review - Pacing Guides/Curriculum Maps - Summit Curriculum - CASE benchmark assessment (3 times a year)
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?	- PDSAs - Engagement PDSA - Co-Teach PDSA - Mentoring PDSA - Impact PDSA - ILT Agenda - eleot data review to increase student engagement

	• CASE data analysis
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?	• Tier 3 weekly progress monitoring SPAGS data • Tier 2 weekly behavior data • Student Risk Screening Scale-Internalizing and Externalizing • PLC classroom assessment data

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?
	• Mission, Vision, Core Values
	• Counselor Request Form
	• SEL Lessons Weekly
	• Afterschool SEL Support programming
	• Naviance Career Data
	• Summit Mentoring Data
	• PBIS Rewards Data
	• PBIS Committee Agendas
	    ○ Rewards & Incentives
	    ○ Student Recognition
	• Mentoring
	• GLT Reward/ Remediation Plans on GLT agendas
	    ○ Remediation by subject area
	• Tiered MTSS program

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2021-22 Phase Two: School Assurances BLMS

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**
- o No
- o 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**
- o No
- o 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**

o No

o 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**

o No

o 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**

o No

o 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**

o No

o 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 undersection 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**
o No
o 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**
o No
o 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**

o No

o 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**

o No

o 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**

o No

o 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**

o No

o 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**
- o No
- o 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**
- o No
- o 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**
- o No
- o 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**
o No
o 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**
o No
o 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**
o No
o 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**
o No
o 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**

o No

o 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**

o No

o 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**

o No

o 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**

o No

o 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.

o Yes

o 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.

o Yes

o 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.

o Yes

o 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.

o Yes

o 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.

o Yes

o 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.

o Yes

o 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.

o Yes

o 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.

o Yes

o 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).

o Yes

o 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.

o Yes

o No

● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: School Safety Report BLMS

2021-22 Phase Two: School Safety Report

Bullitt Lick Middle School
Kevin Connors
555 West Blue Lick Rd
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 <u>prior</u> 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 <u>current</u> 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 <u>current</u> 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 <u>prior</u> 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)

2021-22 Phase Three: Professional Development Plan for Schools_11082021_07:09

2021-22 Phase Three: Professional Development Plan for Schools

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

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2021-22 Phase Three: Professional Development Plan for Schools 2021-22 Phase Three: Professional Development Plan for Schools_11082021_07:09 - Generated on 12/29/2021

Bullitt Lick Middle School

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?

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

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

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

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

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

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

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

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

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

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

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

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

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

All certified teachers and instructional assistants.

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

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

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

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

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

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

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

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

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

-Increase writing proficiency across all grade levels.

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

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

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

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

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

All certified teachers

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

Certified teachers and students

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

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

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

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

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

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

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

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan

Bullitt Lick Middle School
Kevin Connors
555 West Blue Lick Rd
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United States of America

2021-2022 Phase Three: Comprehensive School Improvement Plan - 2021-2022 Phase Three: Comprehensive School Improvement Plan - Generated on 12/29/2021

Bullitt Lick Middle School

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Bullitt Lick Middle School

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 <u>Comprehensive School Improvement Plan Template</u>.
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.

n/a

ATTACHMENTS

Attachment Name

📄 BLMS CSIP 2022

Operational Definitions

2021-2022 Phase Three: Comprehensive School Improvement Plan - 2021-2022 Phase Three: Comprehensive School Improvement
Plan - Generated on 12/29/2021

Bullitt Lick Middle School

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, Baldridge, 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.

2021-2022 Phase Three: Comprehensive School Improvement Plan - 2021-2022 Phase Three: Comprehensive School Improvement
Plan - Generated on 12/29/2021

Bullitt Lick Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 BLMS CSIP 2022		•

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

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

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

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

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

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

1: Proficiency Goal

Goal: Increase the averaged combined reading and math proficiency rates for all students from 24.5% to 54.9% by 2025.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)* • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and the necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding	Title 1 School Plan
Objective 1 Increase the reading proficiency rates for all students from 32% to 52.8% by 2022.. Objective 2 Increase the math proficiency rates for all students from 17% to 40% by 2022.	**KCWP 2: Design and Deliver Instruction** Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies. Addressing this process also ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	**Activity 1:** Monitor the use of workshop model lesson plans for daily classroom instruction **Activity 2:** Deploy a multi-layered system to monitor the quality and fidelity of the implementation of the adopted curriculum (i.e., curriculum maps, pacing guide, and unit planning).	-Highly-qualified teachers will submit workshop model lesson plans for review for formal observations. -PLCs will review formative and summative assessments and data - Administrators and Leadership Team will review observation data of PLC process -Highly qualified teachers will collaborate with district personnel in the development and revision of curriculum maps during the standards rollout. - ELEOT walkthrough data will determine if student engagement is increasing based on teacher training. -ELEOT data will be reviewed in weekly ILT meetings. -Highly qualified teachers will share curriculum maps, pacing guides and instructional units in a shared teacher's google drive. -Administrators will meet weekly	**Activity 1:**Administration will review eleot data monthly to determine levels of engagement. Using the PDSA process a goal will be set each month that will be shared with staff around this work. Staff PL will be created based on the needs determined after eleot data analysis. **Activity 2:** The principal and assistant principal will gather eleot data from teacher observations. Data will be reviewed weekly with the instructional leadership team (principal, assistant principal, instructional coach, counselor) to determine effectiveness of instruction. Data will be shared with staff monthly.	$0 $0	Data on the usage of Title 1 funds is reviewed monthly with the school leadership team and with the SBDM council. Novice rates in reading and math are reviewed following CASE assessments and tracked. Behavior data and counseling needs are tracked and regularly reviewed by our MTSS coach as well as response rate on our school counselor request form. Additionally, counselors log each student session and review data by frequency and need. Parent involvement occurs through

			with teachers in PLCs to review, revise and monitor the quality and fidelity of implementation of the curriculum.			quarterly student led conference nights. Literacy and math resources are embedded into these nights to provide support for parents to use at home.
		Activity 3: Host an annual literacy / math parent event to promote and inform on literacy strategies used at BLMS supplemented with Title 1 funds.	-Sign in sheets will be used to track attendance. -Annual Title 1 survey will provide data on effectiveness of program	**Activity 3:** Following each event, the ILT will review participation and survey data to determine steps from improvement	$0	Current title one funding is spent on 3 additional teaching positions and a part time counselor. These positions provide extra support to students in reading and math as well as provide additional counseling services.
	KCWP 5: Design, Align and Deliver Support Establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning.	**Activity 1:** Employ a MTSS Coach who will monitor the use of online programs. The coach would also provide individual, small group, and whole group direct instruction on deficit skill areas. This would include ongoing monitoring of progress and prompt action to follow-up with students who have fallen behind. The MTSS Coach would also provide training to include the use of classroom strategies that enable students to be taught at their instructional level and receive additional time and assistance.	-Progress monitoring of online interventions -Formative and Summative assessment data analyzed in PLC - Benchmarking data from CASE - Behavior Data - Attendance Data	**Activity 1:** MTSS Coach will meet weekly with intervention teachers to review data and discuss implementation/revision of interventions. The ILT will review student progress in interventions monthly, during ILT meetings. The Attendance Committee will meet monthly to analyze attendance data and create action steps to meet needs of individual students and whole school actions utilizing the PDSA process.	Paid through staffing plan	
		Activity 2: Deploy and monitor a school wide mentoring program to provide tier 1 SEL support and additional academic support.	-Weekly student goal setting -Weekly student check-ins -Student voice survey data on SEL program	**Activity 2:** Goal and check-in data will be reviewed in weekly ILT meetings. Administrators will collect data weekly using google form to monitor frequency of mentoring sessions using the PDSA process. Student voice data will be used	$0	

					to modify SEL curriculum to best meet student needs.		
		Activity 3: Deploy PowerUp for reading intervention with students not meeting proficiency on KPREP assessment.	-Weekly progress monitoring - CASE Assessment data -Data will be reviewed by highly qualified teachers quarterly in content PLC and RTI PLC to determine needs of individual students both academically and socially/emotionally	**Activity 3&4:** The MTSS coach will monitor PowerUp data weekly to ensure proper implementation within the reading intervention classes. PowerUp and Case data will be reviewed quarterly with the reading intervention teachers to determine intervention effectiveness or modifications.	SIF Grant: $12,000 (Powerup) Title 1: 163,000 for additional reading and math teaching positions, and part time counselor	
		Activity 4: Analyze CASE benchmarking assessments quarterly to coordinate programs, services, and resources to address the needs of all students, including those with disabilities.	-Recommendations will be made based on data for placement in RTI tiers and referral of counseling services -ILT will review data to determine next steps in continual improvement review		CASE funded by district	

2: Separate Academic Indicator

Goal 2: Increase the average combined science, social studies and writing on demand proficiency rates for all students to 40.5% by 2025.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and the necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding	Title 1 School Plan

| Objective 1 Increase the science proficiency rates for all students to 15.8% by 2022. | KCWP 2: Design and Deliver Instruction

Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies. Addressing this process ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. | **Activity 1:** Monitor the use of workshop model lesson plans for daily classroom instruction

Activity 2: Deploy a multi-layered system to monitor the quality and fidelity of the implementation of the adopted curriculum (i.e., curriculum maps, pacing guide, and unit planning). | -Highly-qualified teachers will submit workshop model lesson plans for review for formal observations.
-PLCs will review formative and summative assessments and data
- Administrators and Leadership Team will review observation data of PLC process

-Highly qualified teachers will collaborate with district personnel in the development and revision of curriculum maps during the standards rollout.
- ELEOT walkthrough data will determine if student engagement is increasing based on teacher training.
-ELEOT data will be reviewed in weekly ILT meetings.
-Highly qualified teachers will share curriculum maps, pacing guides and instructional units in a shared teacher's google drive.
-Administrators will meet weekly with teachers in PLCs to review, revise and monitor the quality and fidelity of implementation of the curriculum. | **Activity 1:**Administration will review eleot data monthly to determine levels of engagement. Using the PDSA process a goal will be set each month that will be shared with staff around this work. Staff PL will be created based on the needs determined after eleot data analysis.

Activity 2: The principal and assistant principal will gather eleot data from teacher observations. Data will be reviewed weekly with the instructional leadership team (principal, assistant principal, instructional coach, counselor) to determine effectiveness of instruction. Data will be shared with staff monthly. | $0

$0 | Data on the usage of Title 1 funds is reviewed monthly with the school leadership team and with the SBDM council. Novice rates in reading and math are reviewed following CASE assessments and tracked. Behavior data and counseling needs are tracked and regularly reviewed by our MTSS coach as well as response rate on our school counselor request form. Additionally, counselors log each student session and review data by frequency and need.

Parent involvement occurs through quarterly student led conference nights. Literacy and math resources are embedded into these nights to provide support for parents to use at home.

Current title one funding is spent on 3 additional teaching positions and a part time counselor. These positions provide extra support to students in reading and math as well as |

						provide additional counseling services
Objective 2 Increase the writing On-Demand proficiency rates for all students to 22.5% by 2022.	**KCWP 2: Design and Deliver Instruction** Design and deliver instruction to ensure the core instructional process is provided to all students utilizing evidence-based strategies. This process ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	**Activity 1:** Deploy and monitor implementation of school wide writing plan. **Activity 2:** Train all certified staff on the implementation of the writing plan.	-Highly-qualified teachers will upload writing assessments to the writing plan folder -Monitor student achievement data on writing scrimmages through the PLC process. -Develop a schedule for embedded professional learning. -Monitor the implementation of the writing plan during classroom observations. -Monitor the implementation of writing best practices during PLC observations.	**Activity 1:** School wide on-demand writing will occur quarterly. ELA teachers will score and review data and next steps for writing instruction at the weekly PLC following each on-demand **Activity 2:** During 2021- 2022 School Year- Train all ELA teachers on the BLMS writing process. Training will be conducted by the BLMS instructional coach and Lynn Schwallie from OVEC. Summer 2022 - Train all certified staff on BLMS writing process Fall 2022-Spring 2023 Monitor the implementation of writing best practices during weekly PLC observations and classroom observations.	$0 $0	

3: Gap

Goal 3: Increase the average combined Reading and Math proficiency rates for students with disabilities to 30.1% by 2025.

| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*
• KCWP 1: Design and Deploy Standards
• KCWP 2: Design and Deliver Instruction
• KCWP 3: Design and Deliver Assessment Literacy
• KCWP 4: Review, Analyze and Apply Data
• KCWP 5: Design, Align and Deliver Support
• KCWP 6: Establishing Learning Culture and Environment | Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*
• KCWP1: Design and Deploy Standards Classroom Activities
• KCWP2: Design and Deliver Instruction Classroom Activities
• KCWP3: Design and Deliver Assessment Literacy Classroom Activities
• KCWP4: Review, Analyze and Apply Data Classroom Activities
• KCWP5: Design, Align and Deliver Support Classroom Activities
• KCWP6: Establishing Learning Culture and Environment Classroom Activities | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding	Title 1 School Plan
Objective 1 Increase the reading proficiency rate for students with disabilities to 18% by 2022. Objective 2 Increase the math proficiency rate for students with disabilities to 15.9% by 2022.	**KCWP 2: Design and Deliver Instruction** The design and deliver of instruction will ensure the core instructional process is provided to all students utilizing evidence-based strategies. This process ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	**Activity 1:** Train all instructional staff in highly effective co-teaching strategies. **Activity 2:** Coaching cycles and guided planning with co-teach partner teachers and instructional coaches.	-Regular classroom observations on co-teaching model implementation with feedback.	**Activity 1:** January 2022- Professional learning on specified co-teach model during content PLCs by the special education instructional coach. February 2022 - Instructional coach and special education instructional coach will conduct classroom observations and provide feedback on implementation of chosen co-teach model. March 2022- Professional learning on specified co-teach model during content PLCs by the special education instructional coach. April 2022- Instructional coach and special education instructional coach will conduct classroom observations and provide feedback on implementation of chosen co-teach model. August 2022 - Reteach and review co teaching strategies with the whole staff. September 2022- Professional learning on specified co-teach model during content PLCs by the special education instructional coach. October 2022- Instructional coach and special education instructional coach will conduct classroom observations and	$0	Data on the usage of Title 1 funds is reviewed monthly with the school leadership team and with the SBDM council. Novice rates in reading and math are reviewed following CASE assessments and tracked. Behavior data and counseling needs are tracked and regularly reviewed by our MTSS coach as well as response rate on our school counselor request form. Additionally, counselors log each student session and review data by frequency and need. Parent involvement occurs through quarterly student led conference nights. Literacy and math resources are embedded into these nights to provide support for parents to use at home. Current title one funding is spent on 3 additional teaching positions and a part time counselor. These positions provide extra support to

| | | | | provide feedback on implementation of chosen co-teach model.

November 2022- Professional learning on specified co-teach model during content PLCs by the special education instructional coach.

December 2022- Instructional coach and special education instructional coach will conduct classroom observations and provide feedback on implementation of chosen co-teach model.

Activity 2: | | students in reading and math as well as provide additional counseling services |
|---|---|---|---|---|---|---|

4: Growth

Goal 5: Decrease the average novice rate in reading and math from 39.9% to 20% by 2025.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and the necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding	Title 1 School Plan
Objective 1 Decrease the novice rate in math to 33.1% by 2022. Objective 2	**KCWP 2: Design and Deliver Instruction** Addressing this process ensures the core instructional process is provided to all students utilizing	**Activity 1:** Monitor the use of workshop model lesson plans for daily classroom instruction	-Highly-qualified teachers will submit workshop model lesson plans for review for formal observations. -PLCs will review formative and summative assessments and data	**Activity 1:**Administration will review eleot data monthly to determine levels of engagement. Using the PDSA process a goal will be set each month that will be shared with staff around this	$0	Data on the usage of Title 1 funds is reviewed monthly with the school leadership team and with the SBDM

Decrease the novice rate in reading to 36.6% by 2022.	evidence-based strategies. Addressing this process also ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	**Activity 2:** Deploy a multi-layered system to monitor the quality and fidelity of the implementation of the adopted curriculum (i.e., curriculum maps, pacing guide, and unit planning). **Activity 3:** Develop a schoolwide discipline system (Positive Behavior Interventions and Supports) will be maintained, which includes proactive strategies for defining, teaching, and supporting appropriate student behaviors (i.e. Check and Connect, Behavioral Contracts.)	- Administrators and Leadership Team will review observation data of PLC process -Highly qualified teachers will collaborate with district personnel in the development and revision of curriculum maps during the standards rollout. - ELEOT walkthrough data will determine if student engagement is increasing based on teacher training. -ELEOT data will be reviewed in weekly ILT meetings. -Highly qualified teachers will share curriculum maps, pacing guides and instructional units in a shared teacher's google drive. -Administrators will meet weekly with teachers in PLCs to review, revise and monitor the quality and fidelity of implementation of the curriculum. - Review behavior data at monthly, tier 1 PBIS meetings to determine next steps. - Development of a uniform team based intervention system for minor behavior events.	work. Staff PL will be created based on the needs determined after eleot data analysis. **Activity 2:** The principal and assistant principal will gather eleot data from teacher observations. Data will be reviewed weekly with the instructional leadership team (principal, assistant principal, instructional coach, counselor) to determine effectiveness of instruction. Data will be shared with staff monthly. **Activity 3:** The PBIS team led by the PBIS coach and assistant principal will meet monthly to analyze school wide behavioral data and determine steps for improvement utilizing the PDSA process.	$0 $0	council. Novice rates in reading and math are reviewed following CASE assessments and tracked. Behavior data and counseling needs are tracked and regularly reviewed by our MTSS coach as well as response rate on our school counselor request form. Additionally, counselors log each student session and review data by frequency and need. Parent involvement occurs through quarterly student led conference nights. Literacy and math resources are embedded into these nights to provide support for parents to use at home. Current title one funding is spent on 3 additional teaching positions and a part time counselor. These positions provide extra support to students in reading and math as well as provide additional counseling services
	KCWP 5: Design, Align and Deliver Support Establish a model to monitor and evaluate effectiveness in	**Activity 1:** Employ a MTSS Coach who will monitor the use of online programs. The coach would also provide individual, small group, and whole group direct instruction on	-Progress monitoring of online interventions -Formative and Summative assessment data analyzed in PLC - Benchmarking data from CASE	**Activity 1:** MTSS Coach will meet weekly with intervention teachers to review data and discuss	Paid through staffing plan.	

	order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning.	deficit skill areas. This would include ongoing monitoring of progress and prompt action to follow-up with students who have fallen behind. The MTSS Coach would also provide training to include the use of classroom strategies that enable students to be taught at their instructional level and receive additional time and assistance.	- Behavior Data - Attendance Data	implementation/revision of interventions. The ILT will review student progress in interventions monthly, during ILT meetings. The Attendance Committee will meet monthly to analyze attendance data and create action steps to meet needs of individual students and whole school actions utilizing the PDSA process.		
		Activity 2: Deploy and monitor a school wide mentoring program to provide tier 1 SEL support and additional academic support.	-Weekly student goal setting -Weekly student check-ins -Student voice survey data on SEL program	**Activity 2:** Goal and check-in data will be reviewed in weekly ILT meetings. Administrators will collect data weekly using google form to monitor frequency of mentoring sessions using the PDSA process. Student voice data will be used to modify SEL curriculum to best meet student needs.	$0	
		Activity 3: Deploy PowerUp for reading intervention with students not meeting proficiency on KPREP assessment. **Activity 4:** Analyze CASE benchmarking assessments quarterly to coordinate programs, services, and resources to address the needs of all students, including those with disabilities.	-Weekly progress monitoring - CASE Assessment data -Data will be reviewed by highly qualified teachers quarterly in content PLC and RTI PLC to determine needs of individual students both academically and socially/emotionally -Recommendations will be made based on data for placement in RTI tiers and referral of counseling services	**Activity 3&4:** The MTSS coach will monitor PowerUp data weekly to ensure proper implementation within the reading intervention classes. PowerUp and Case data will be reviewed quarterly with the reading intervention teachers to determine intervention effectiveness or modifications.	SIF Grant: $12,000 (Powerup) Title 1: 163,000 for additional reading and math teaching positions, and part time counselor CASE funded by district	

			-ILT will review data to determine next steps in continual improvement review			

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

2020-21 Phase Three: Executive Summary for Schools

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

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Bullitt Lick Middle School

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

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

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.

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

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.

n/a

Additional Information

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)