

# 2021-22 Phase One: Continuous Improvement Diagnostic for Schools\_09152021\_10:57

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

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

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## 2021-22 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2021-22 diagnostics is as follows:

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

- Continuous Improvement Diagnostic for Schools

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

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

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

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Professional Development Plan for Schools

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

- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.  
J Lail September 15, 2021





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

2020-21 Phase Two: The Needs Assessment for Schools

**North Bullitt High School**  
**J Lail**  
3200 East Hebron Lane  
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## 2020-21 Phase Two: The Needs Assessment for Schools

## Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

## Protocol

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

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

### ATTACHMENTS

#### Attachment Name

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Charted ACT Data



KPREP Data



Title I Survey Data



Transition Data



Trend Data

## Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

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

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

## **ATTACHMENTS**

### **Attachment Name**

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August Participation Data



KPREP



September staff participation



## Priorities/Concerns

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

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

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

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

## Trends

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

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

### **ATTACHMENTS**

#### **Attachment Name**

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5-year trends



ACT Data

## Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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

### **ATTACHMENTS**

#### **Attachment Name**

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Five Whys














## Strengths/Leverages

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

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

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

# Attachment Summary

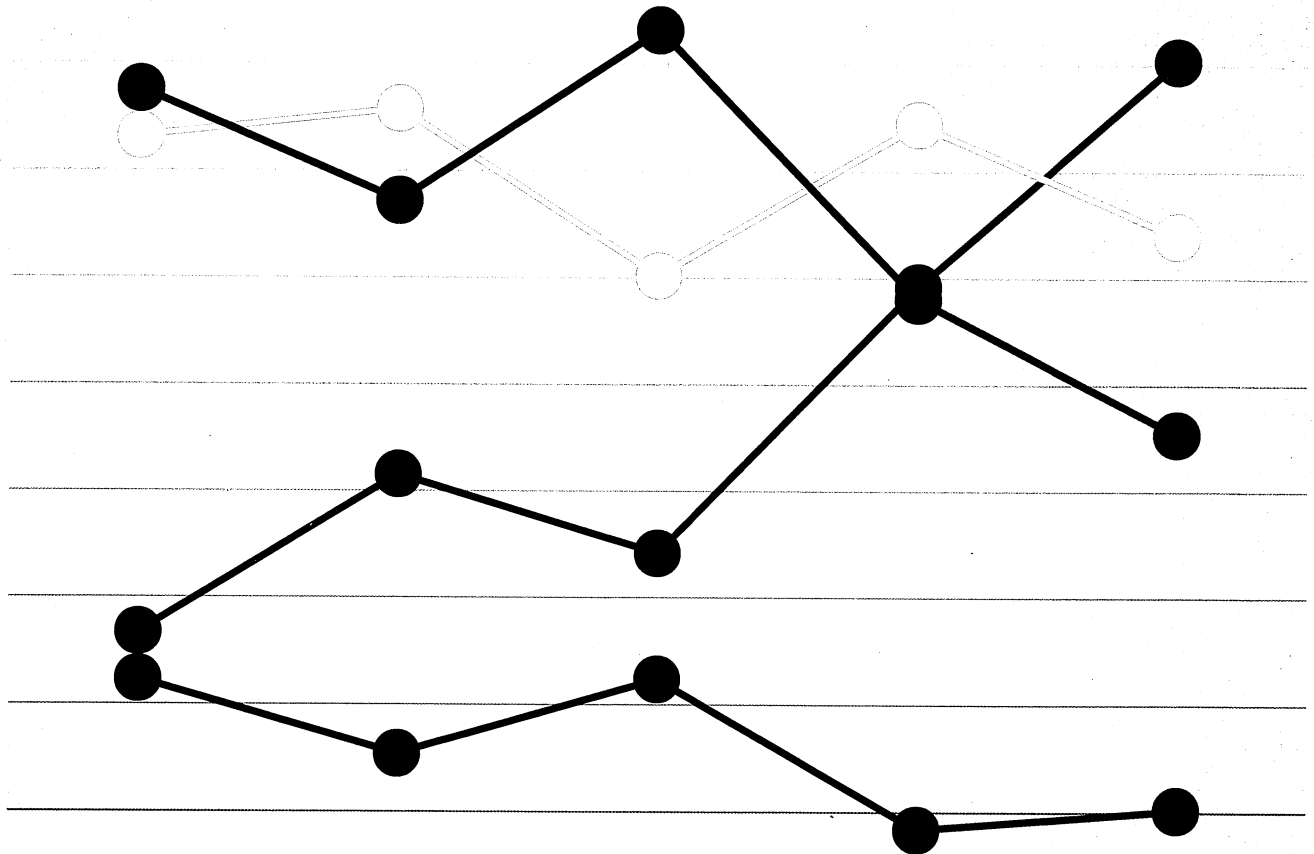
Attachment Name	Description	Associated Item(s)
 5-year trends	These data are 5 year trends in ACT testing data	.
 ACT Data	These data show student growth in tested areas from sophomore to junior year.	.
 August Participation Data	Data for teacher attendance	.
 Charted ACT Data	Charted data for ACT results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



**North Bullitt High School**  
**5 – Year Trend Data (Charted)**  
**Gap Groups (F/R; SWD)**

# All Students

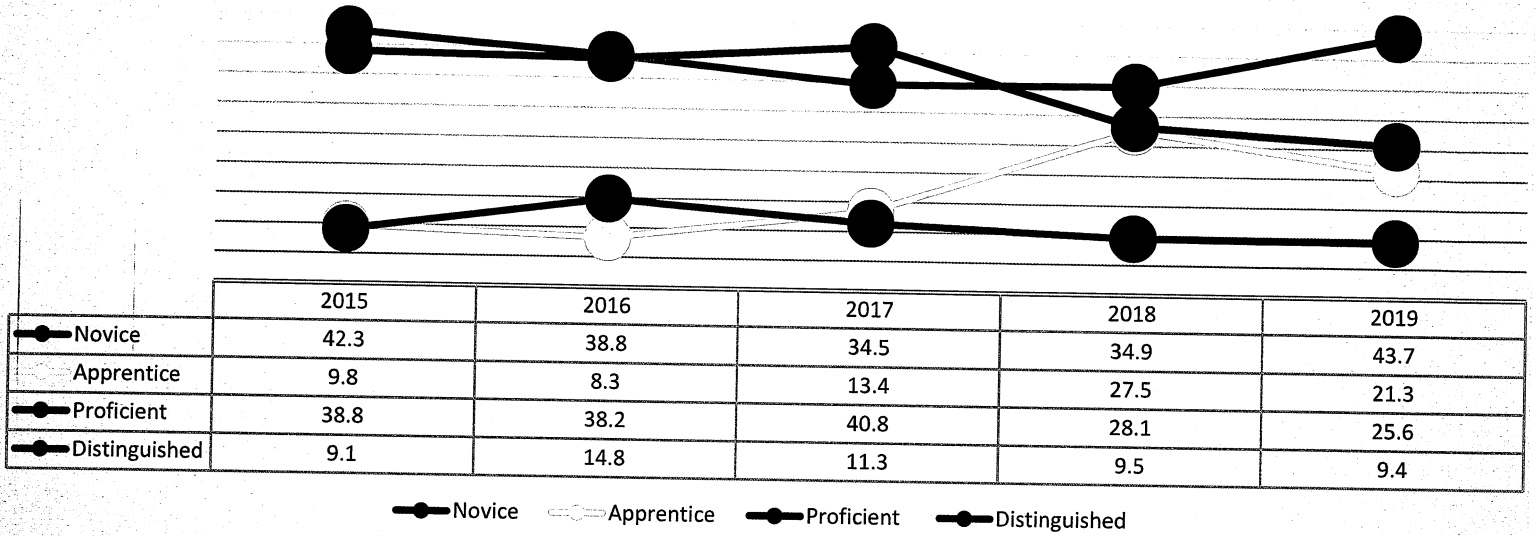
## 5 - year Trends - Math All Students



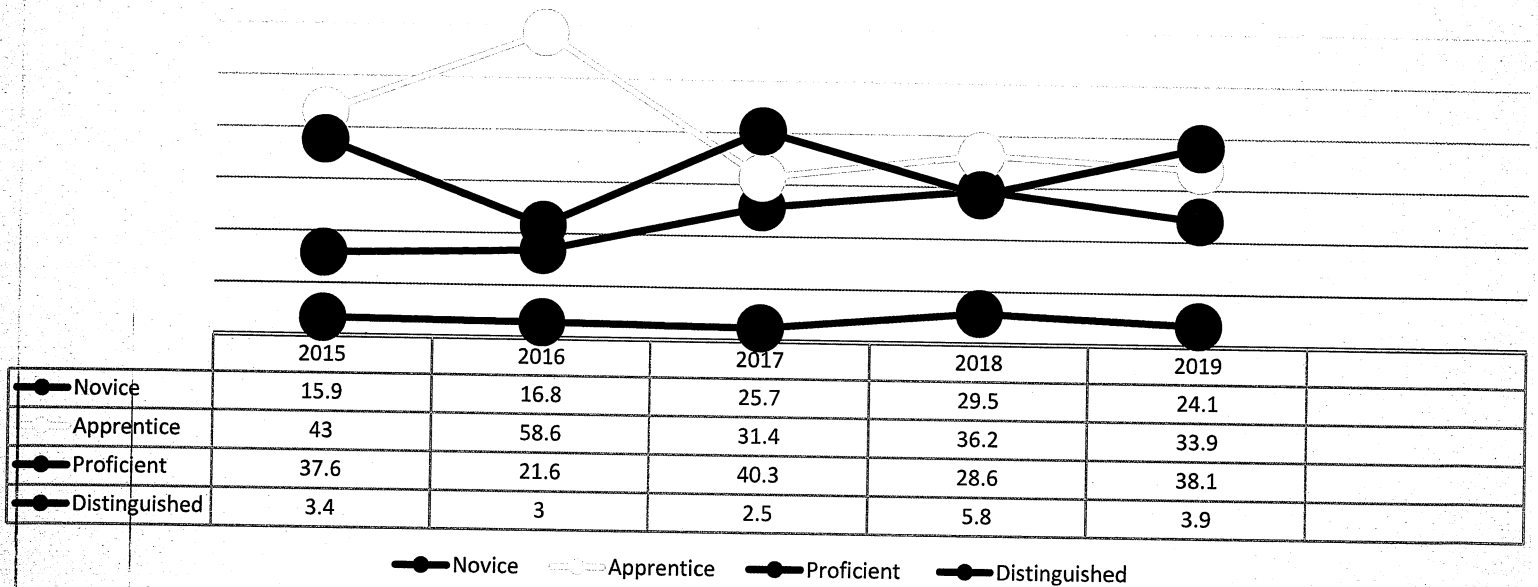
	2015	2016	2017	2018	2019
Novice	13.4	20.8	17.1	29.6	40.2
Apprentice	36.6	37.9	30.1	37.2	32
Proficient	38.8	33.6	41.6	29	22.7
Distinguished	11.2	7.7	11.2	4.2	5.1

Novice
  Apprentice
  Proficient
  Distinguished

## 5 - year Trends - Reading All Students



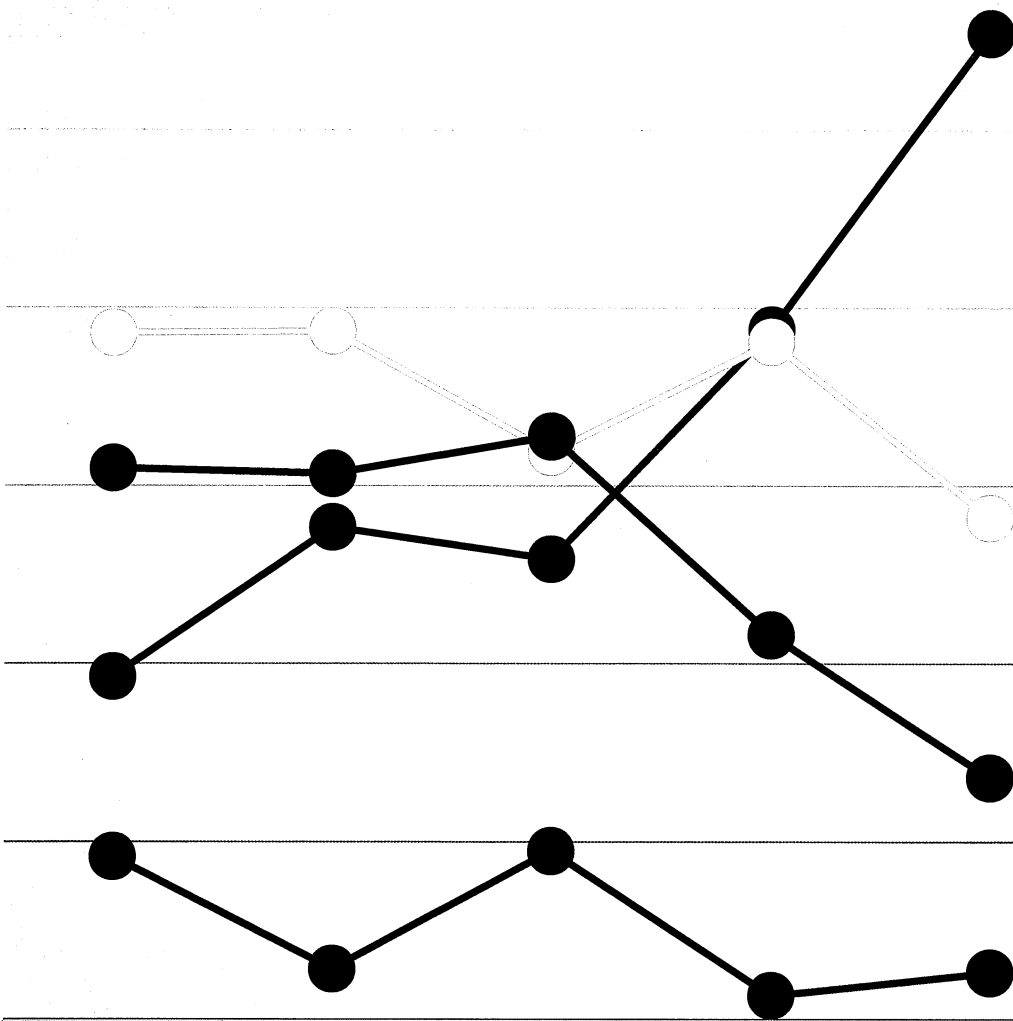
## 5 - year Trends - Writing All Students





# Students with Free and Reduced-Price Meals (F/R)

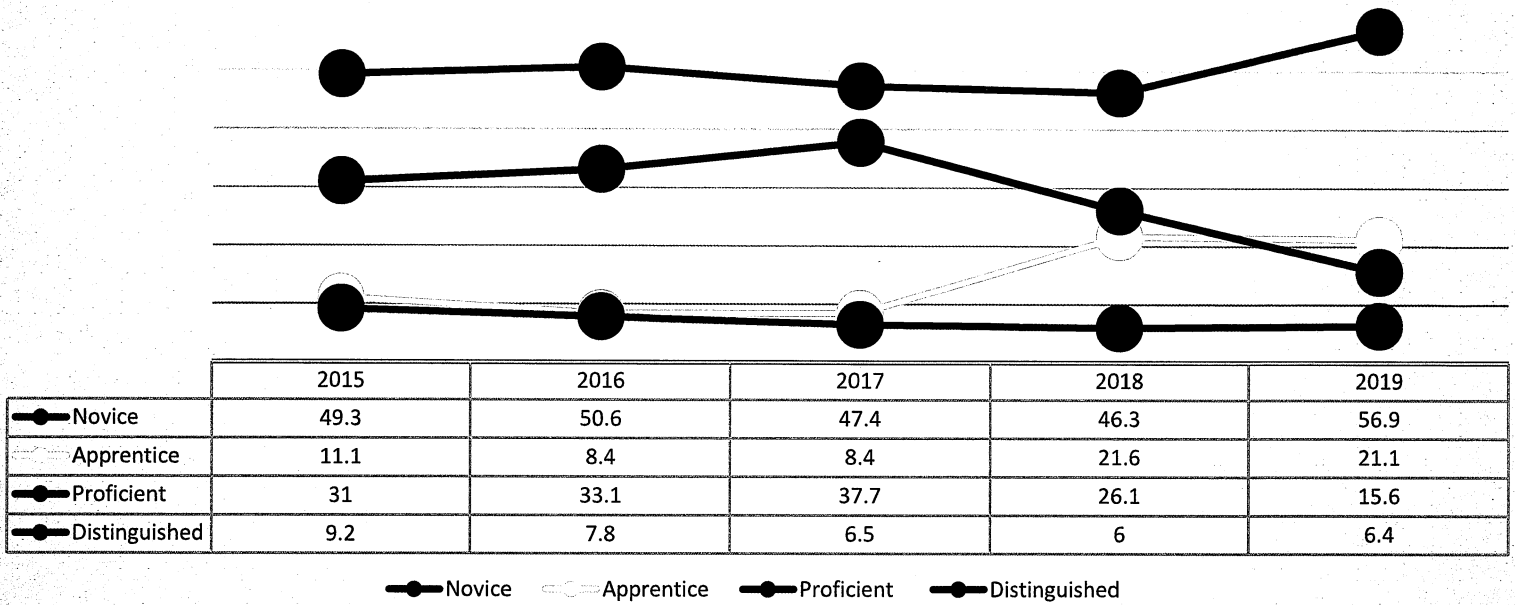
## 5 - year Trends - Math F/R



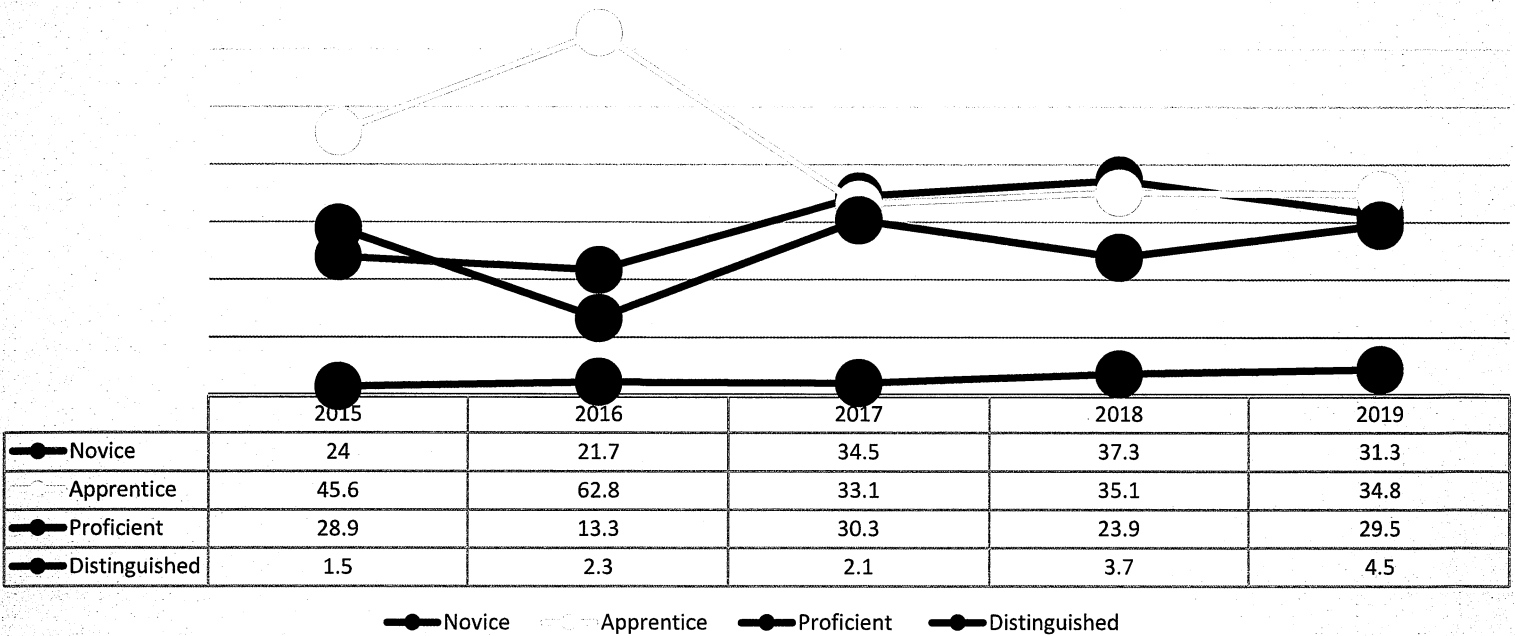
	2015	2016	2017	2018	2019	
Novice	19.3	27.7	25.9	38.8	55.5	
Apprentice	38.6	38.7	31.9	38.1	28.2	
Proficient	31	30.7	32.8	21.6	13.6	
Distinguished	9.2	2.9	9.5	1.4	2.7	

Novice
  Apprentice
  Proficient
  Distinguished

## 5 - year Trends - Reading F/R

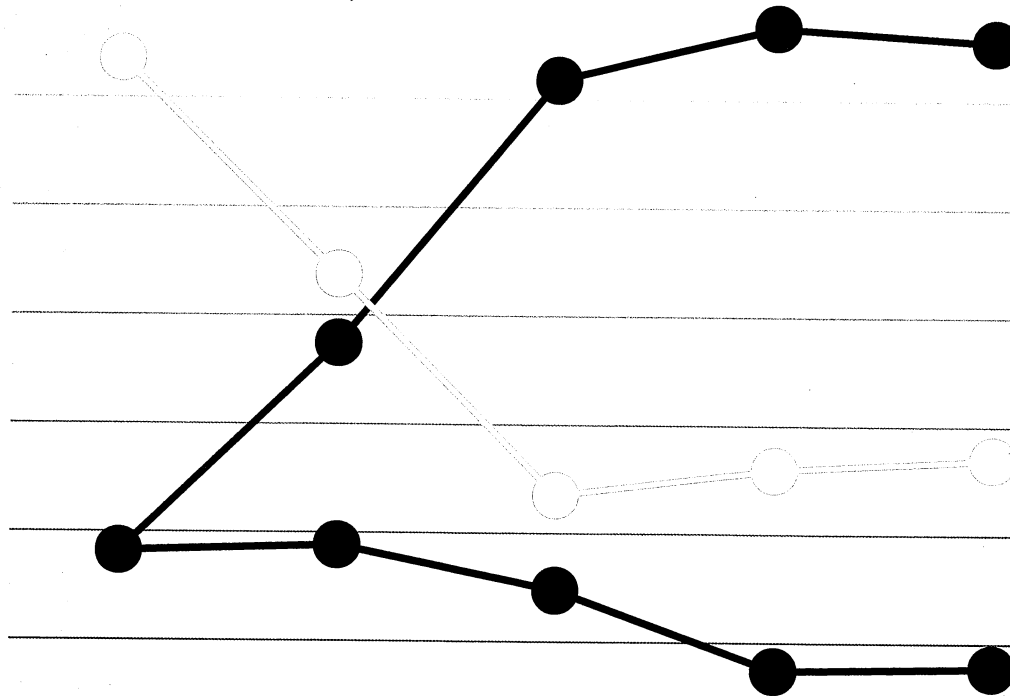


## 5 - year Trends - Writing F/R



## Students with Disabilities (SWD)

### 5 - year Trends - Math SWD

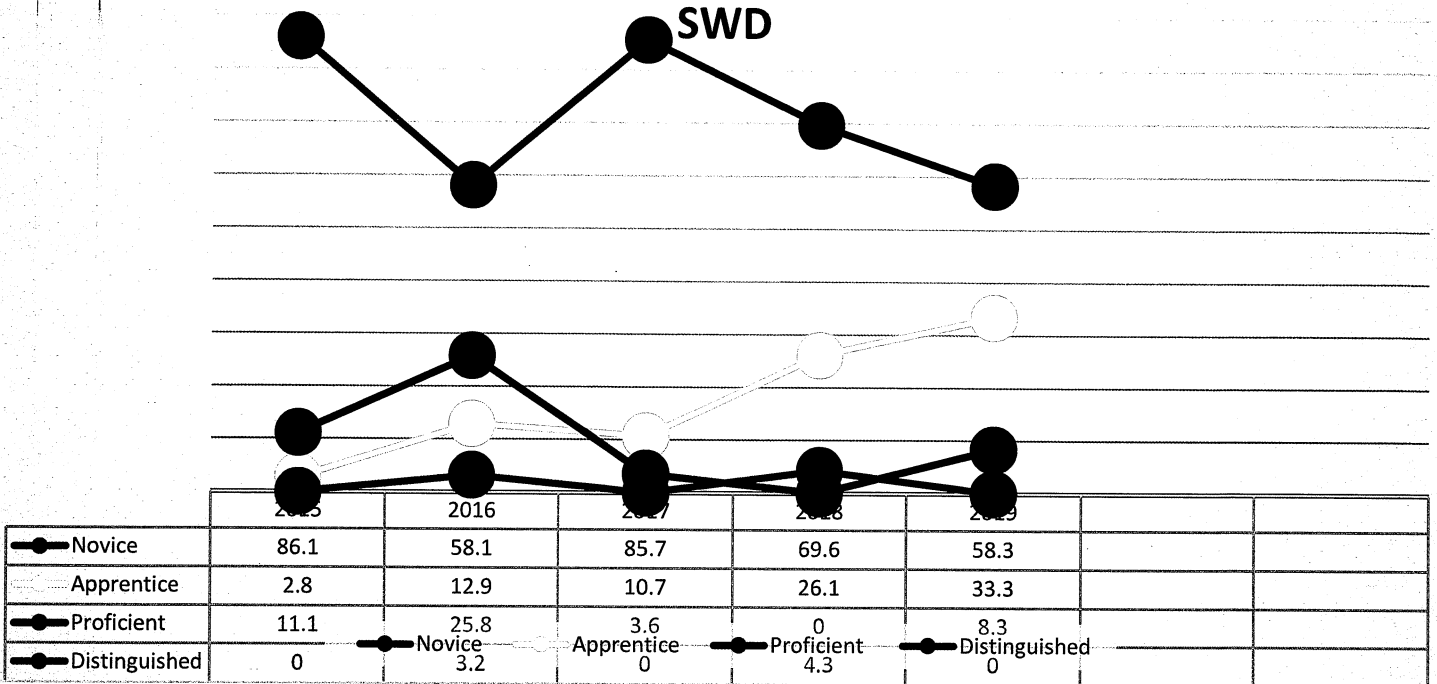


	2015	2016	2017	2018	2019	
Novice	18.2	37.5	61.8	66.7	65.4	
Apprentice	63.6	43.8	23.5	25.9	26.9	
Proficient	18.2	18.8	14.7	7.4	7.7	
Distinguished	0	0	0	0	0	

Novice
  Apprentice
  Proficient
  Distinguished

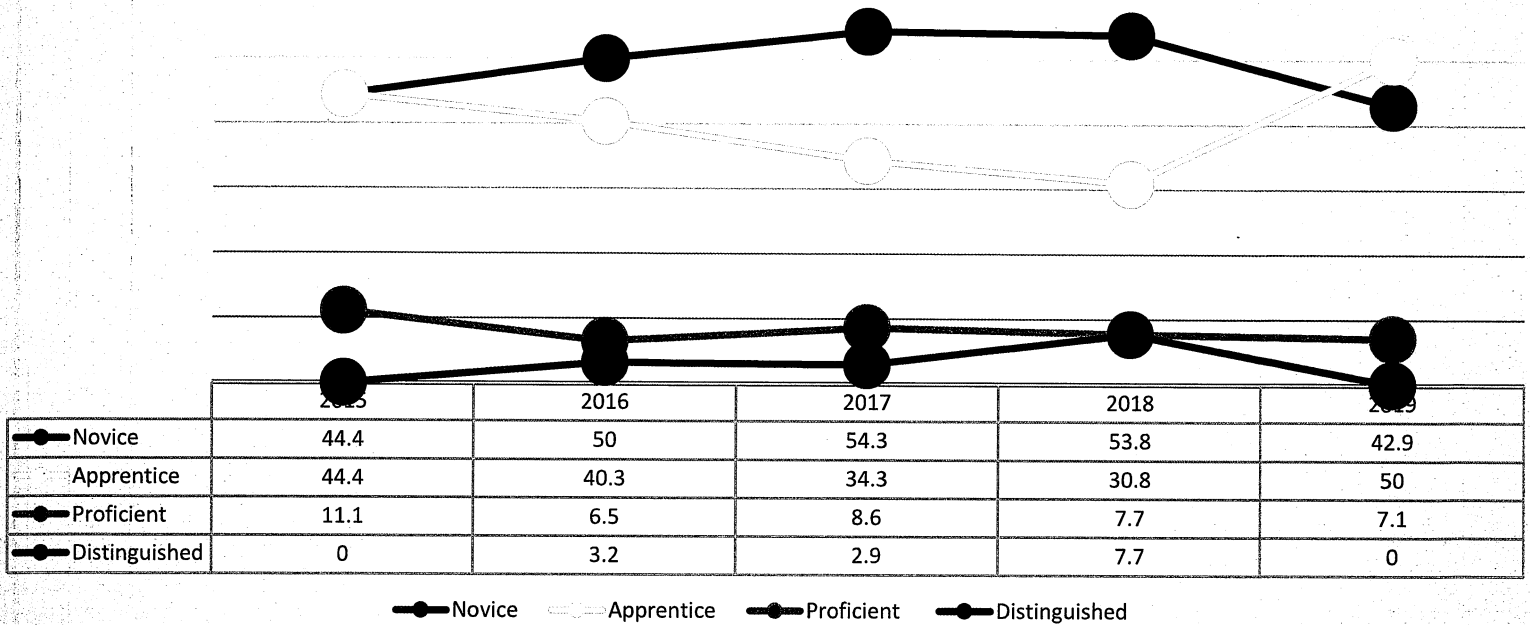
## 5 - year Trends - Reading

SWD



## 5 - year Trends - Writing

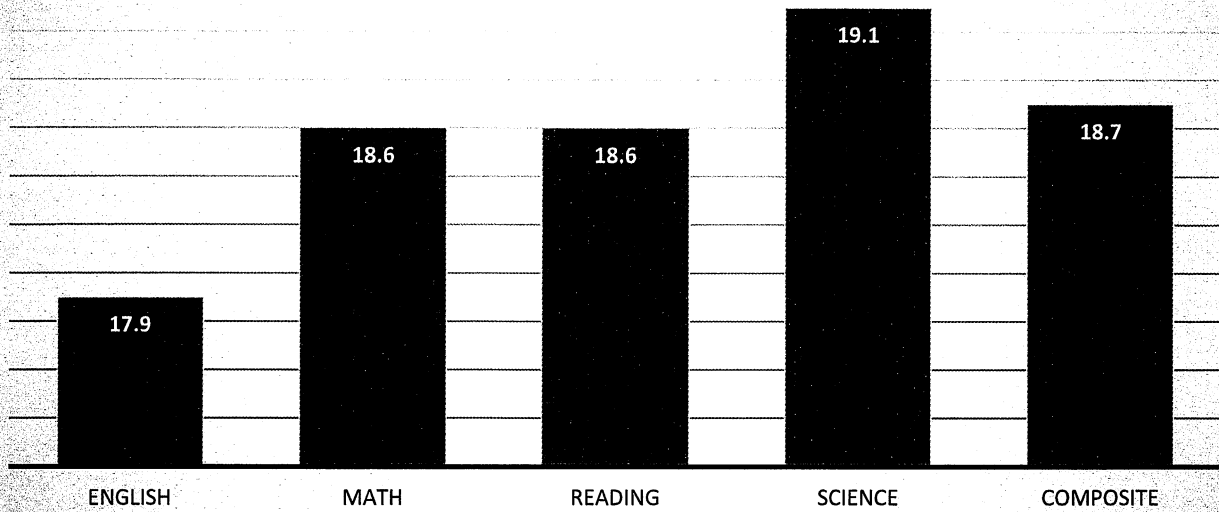
SWD





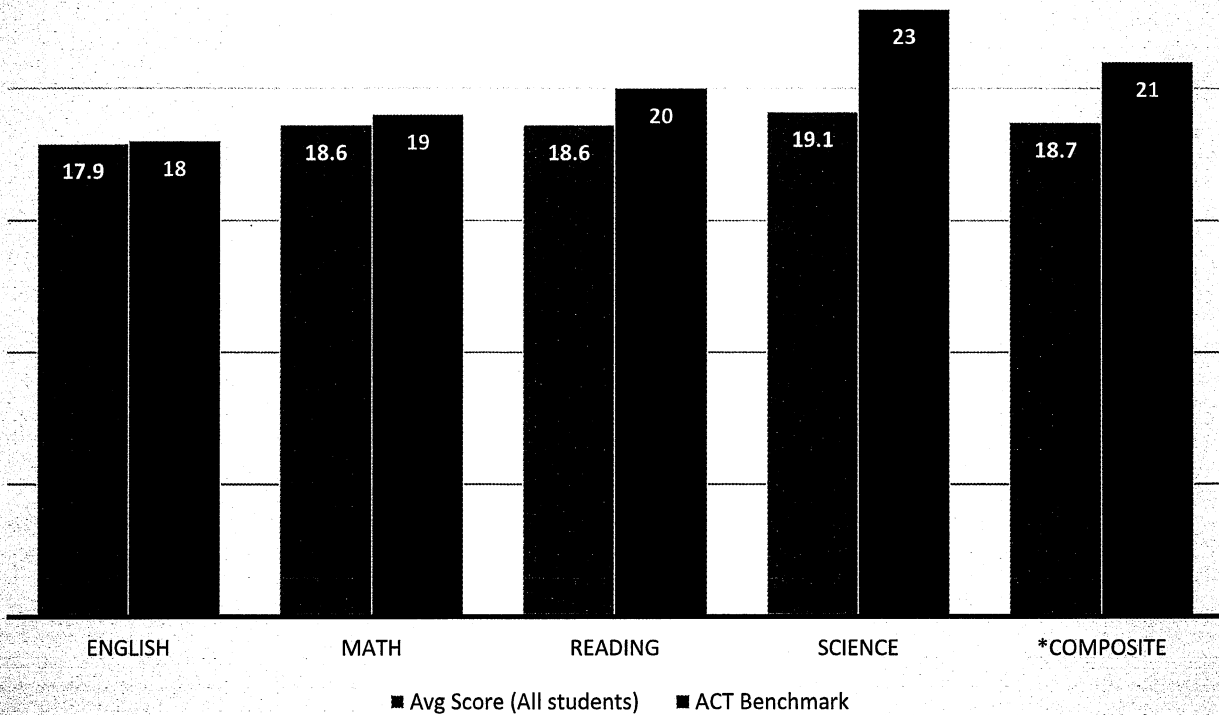
**Charted Data for ACT 2019-2020**

### Avg ACT Score (All students)

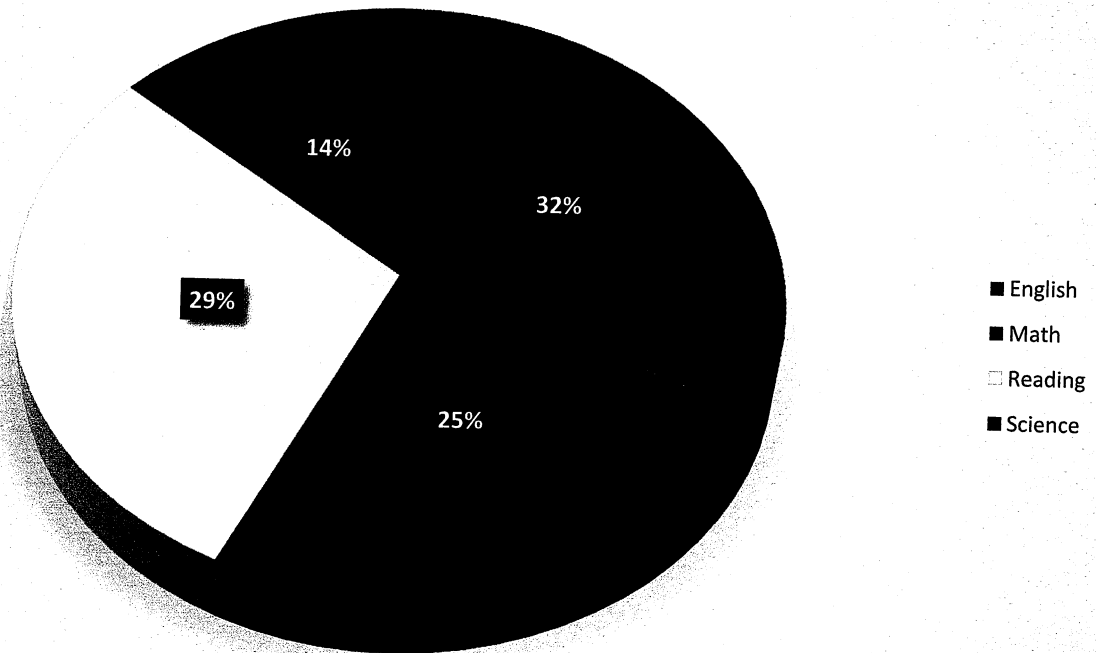


### NBHS Student Comparision to ACT Benchmarks

(\*Composite of 21 was recommended by KY until recently)

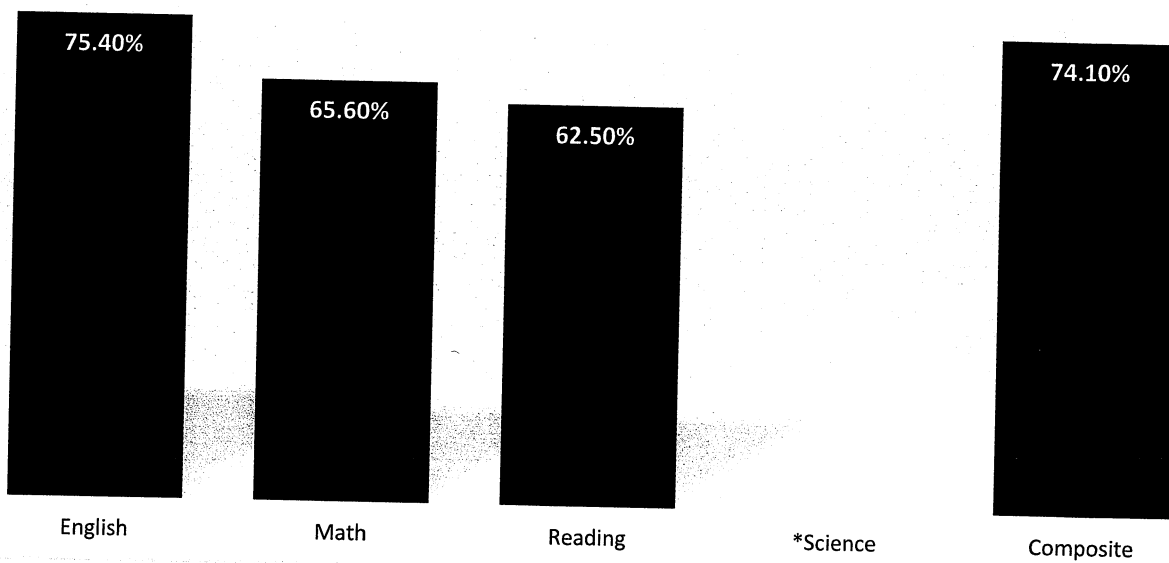


### Benchmark (% met)

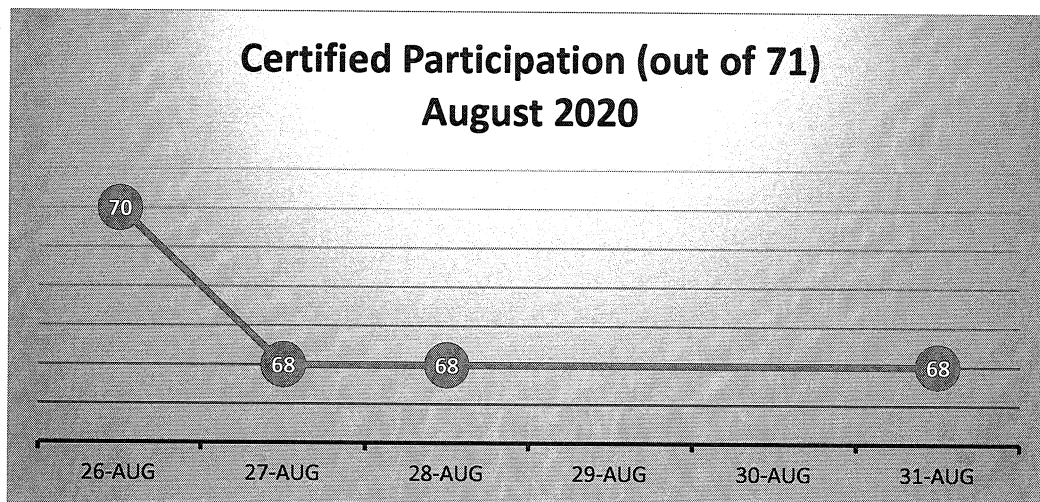


### Growth from 10th-11th Grade (% of students)

\*no science data from sophomore assessment



## August 2020 Certified Staff Participation - NBHS



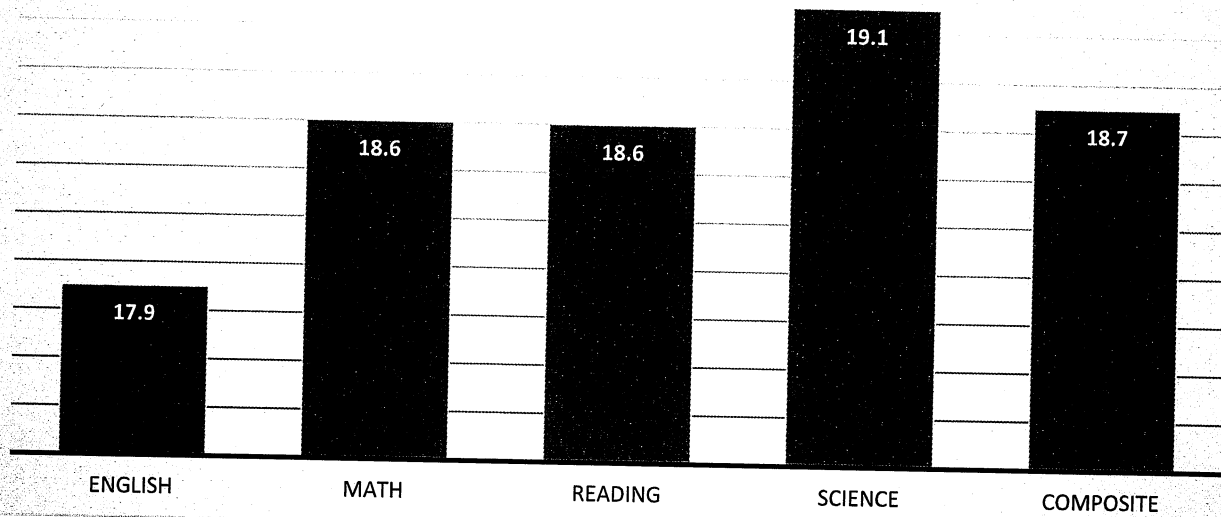
Absence Reason	Number of Staff
FMLA	1 (multiple days)
Death – Immediate Family	1 (multiple days)
Illness – Child (possible COVID)	1 (multiple days)
Personal Day	1





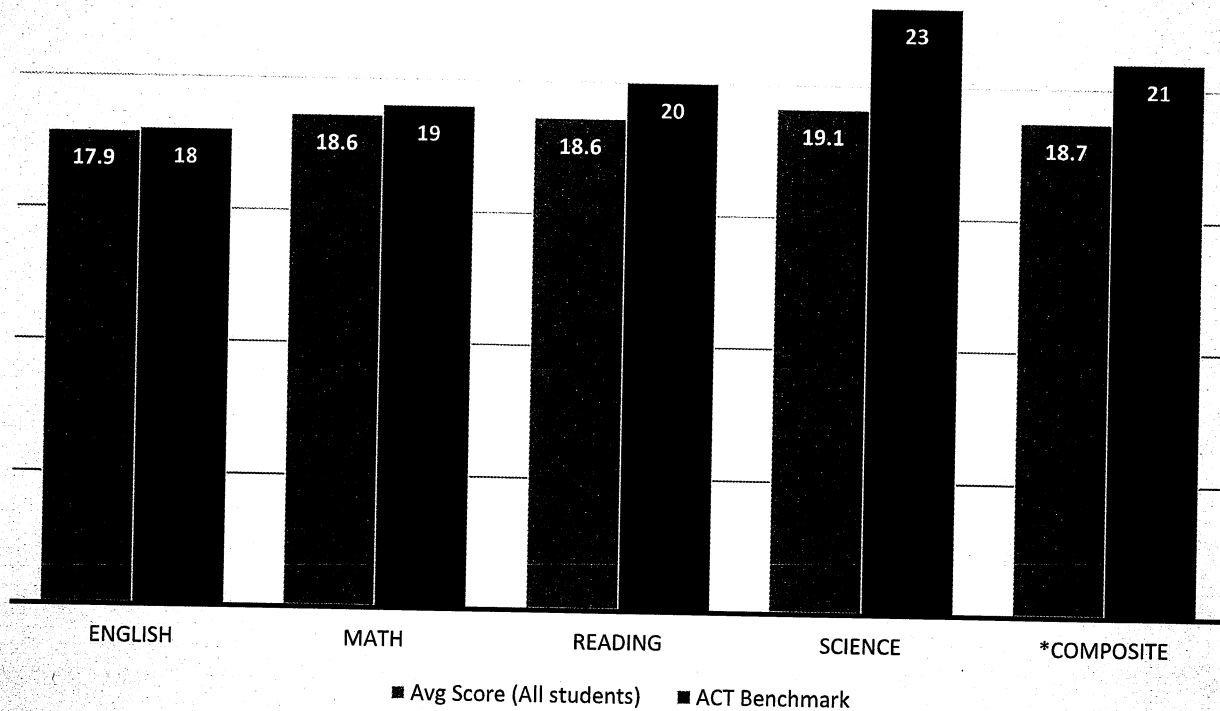
**Charted Data for ACT 2019-2020**

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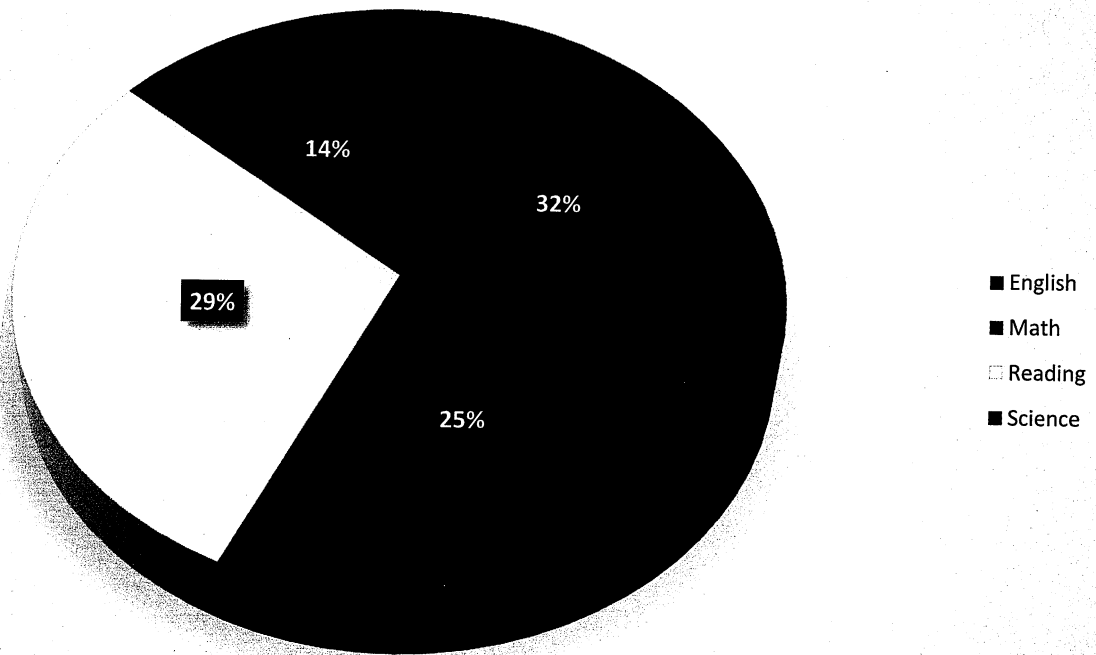


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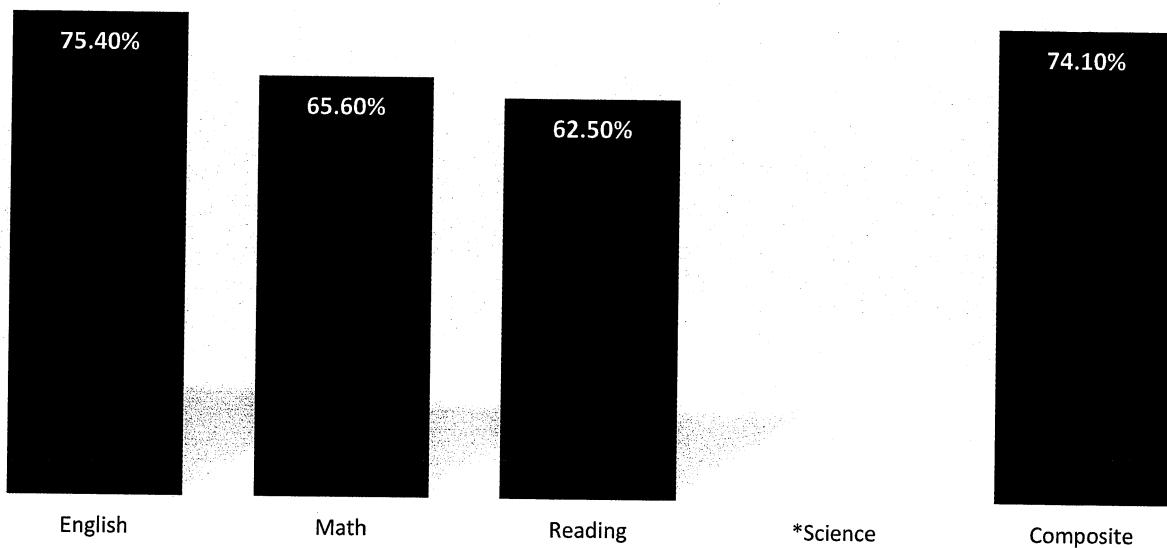


### Benchmark (% met)



### Growth from 10th-11th Grade (% of students)

\*no science data from sophomore assessment





**North Bullitt High School**

**2017-2018/2018-2019**

**KPREP Trend Data**

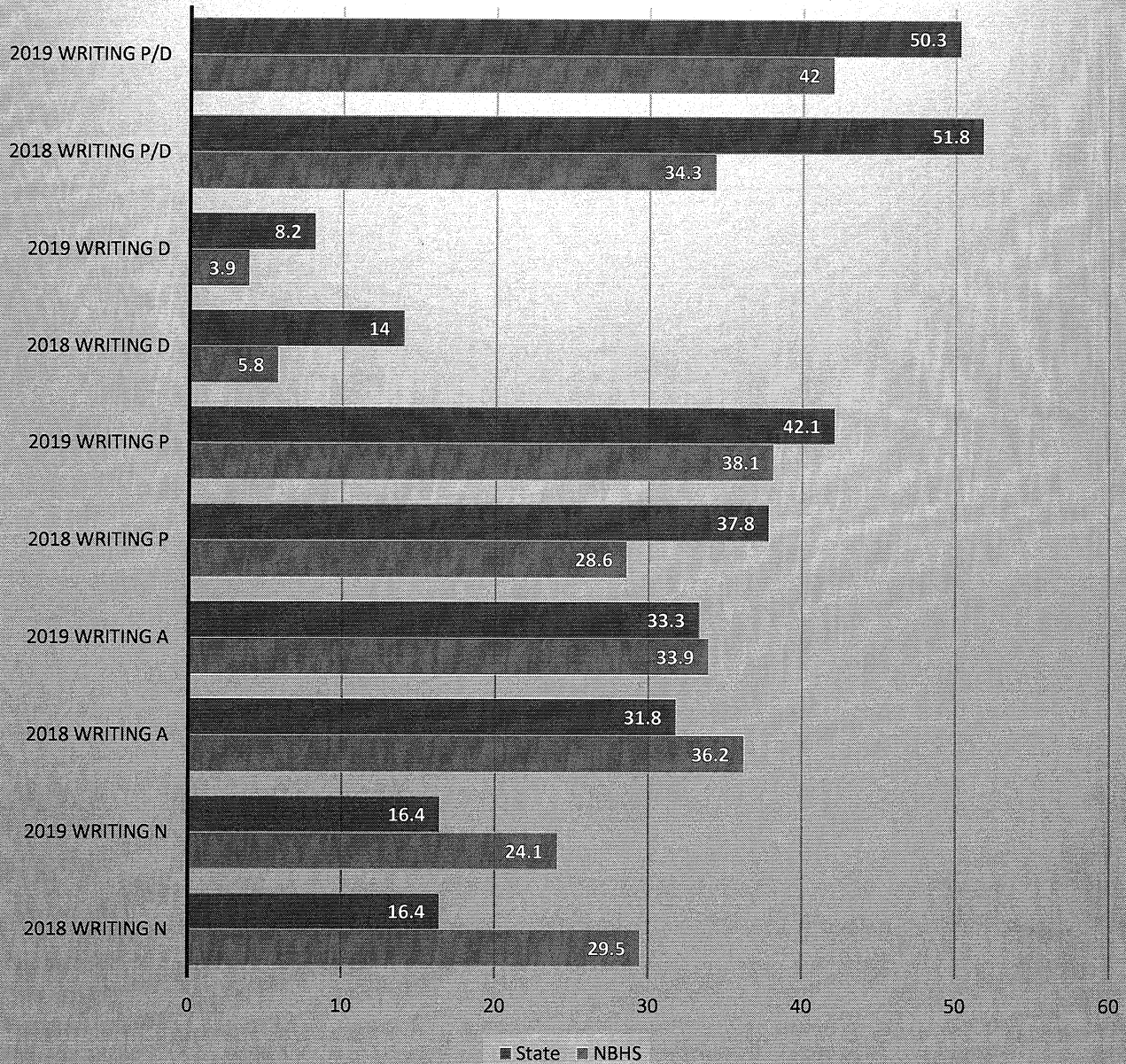
**Subjects: Science and Writing**

**Prepared by: J Lail, Ed.D.  
Principal, North Bullitt High School  
October 2020**

**WRITING**

# Writing Overall

## KPREP Writing Trends - All Students



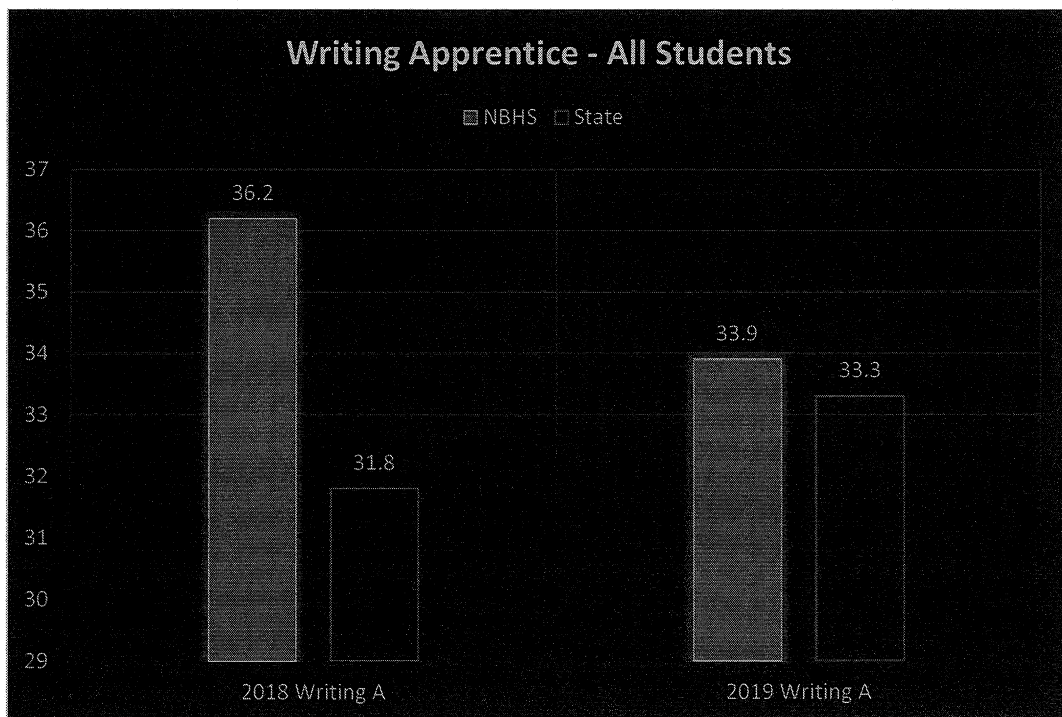
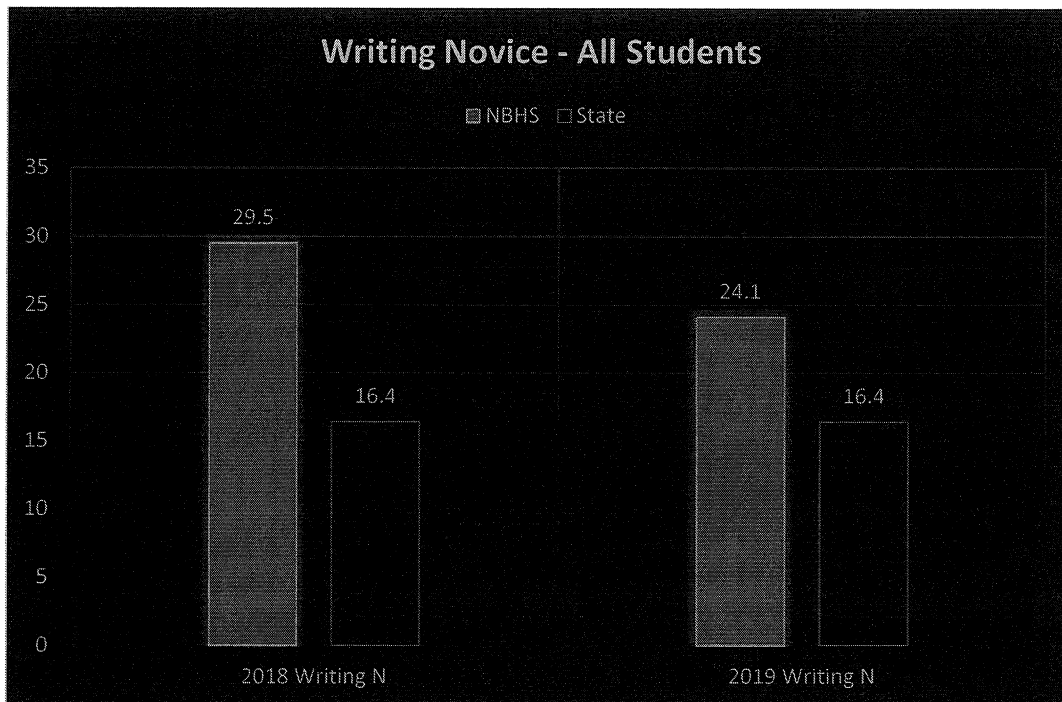
### **Summary/General Conclusions:**

Novice numbers remained static over a 2-year period for the state over the past two years; however, the number of Novice writers at NBHS decreased by 5.4 over that same period.

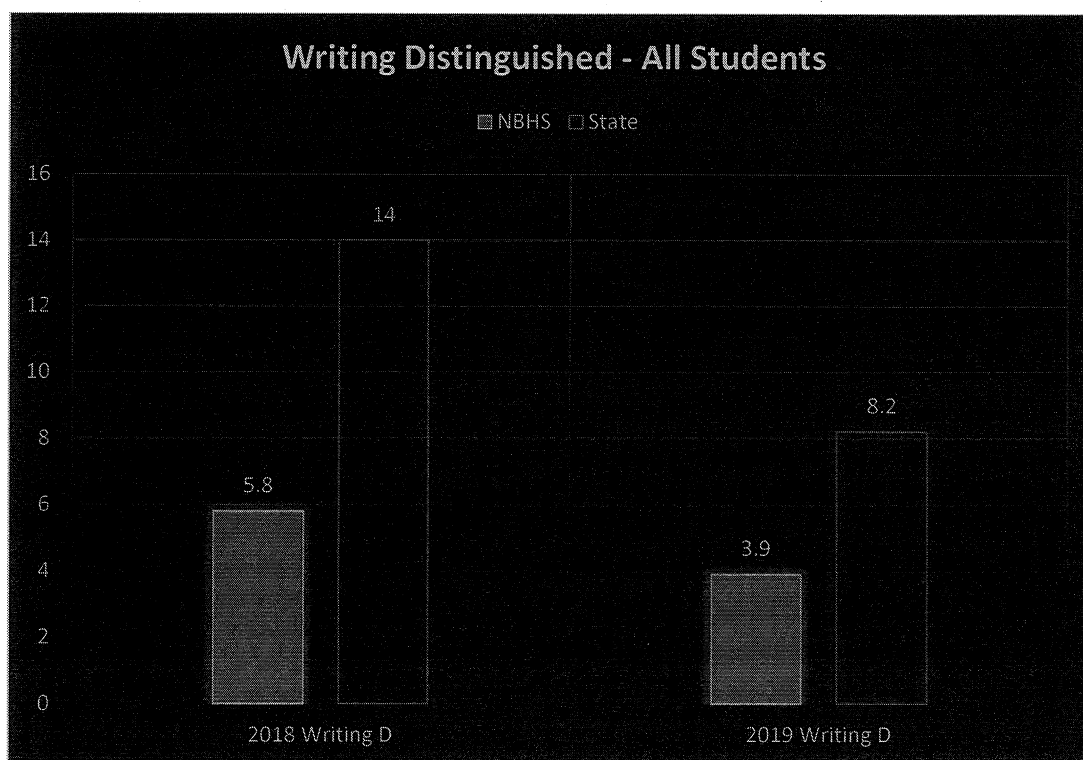
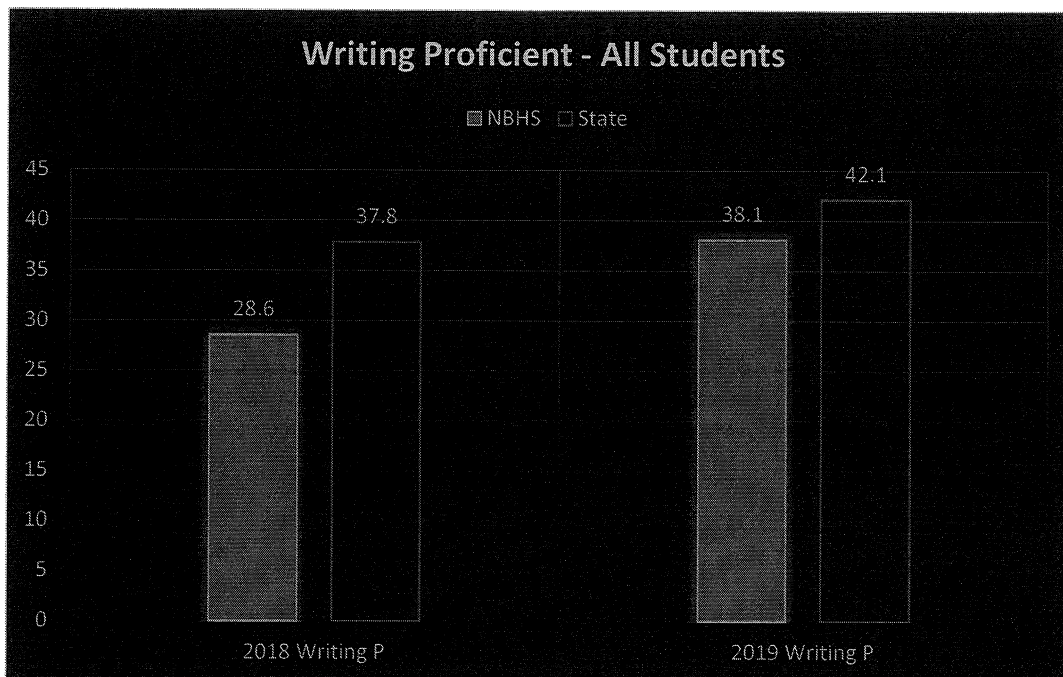
Similarly, the Apprentice numbers decreased by 2.3. The desired outcome is to have Novice and Apprentice numbers decrease while the Proficient and Distinguished numbers rise. This happened at NBHS, in part.

The numbers of students scoring Proficient on the KPREP writing assessment increased sharply by 9.5 showing movement from the Apprentice range. However, there was a slight decrease in Distinguished numbers (1.9), showing a slight regression by some in that range.

Overall, students appear to be making successful movement to the Proficient range. Continued increase in rigorous writing instruction across the curriculum will ultimately corrected the regression by those scoring distinguished and allow for continued success by those students scoring in the Novice range.

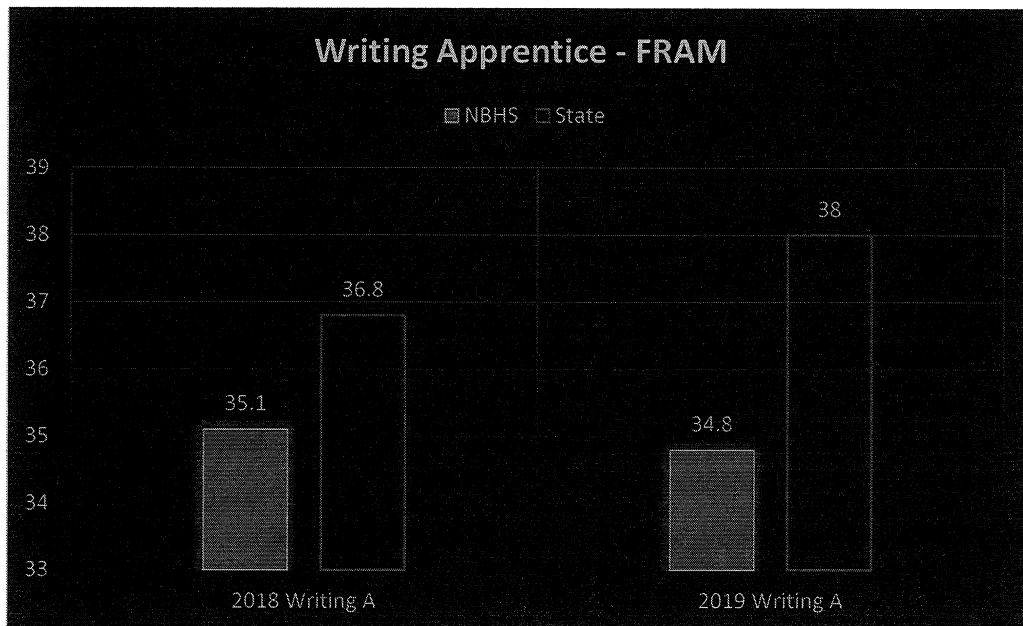
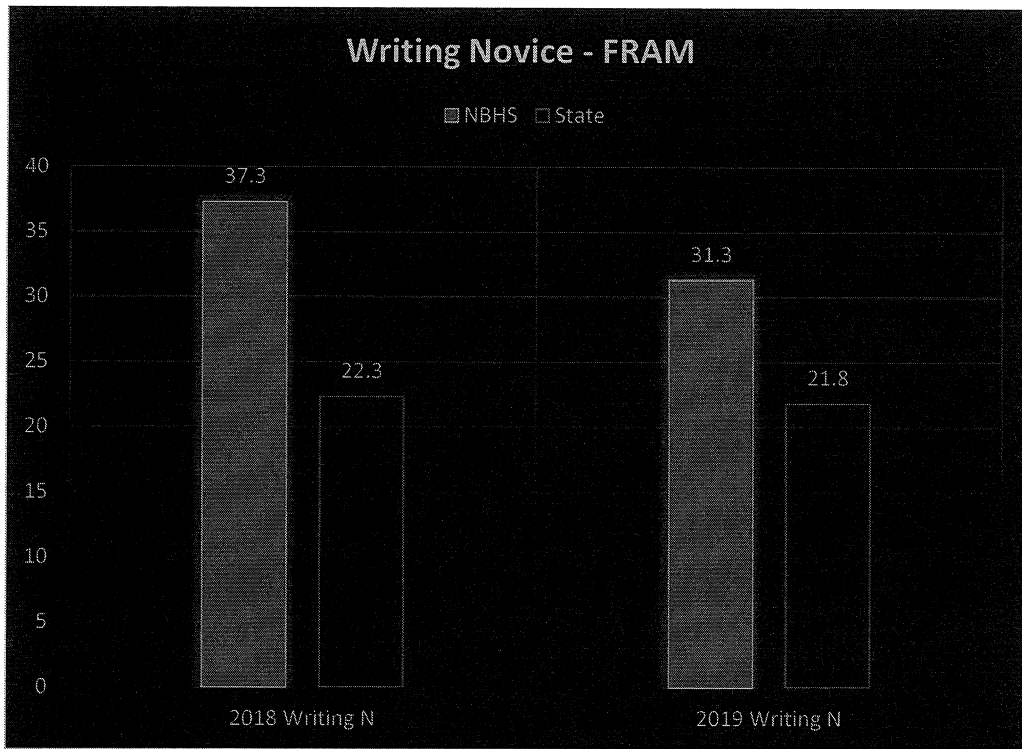


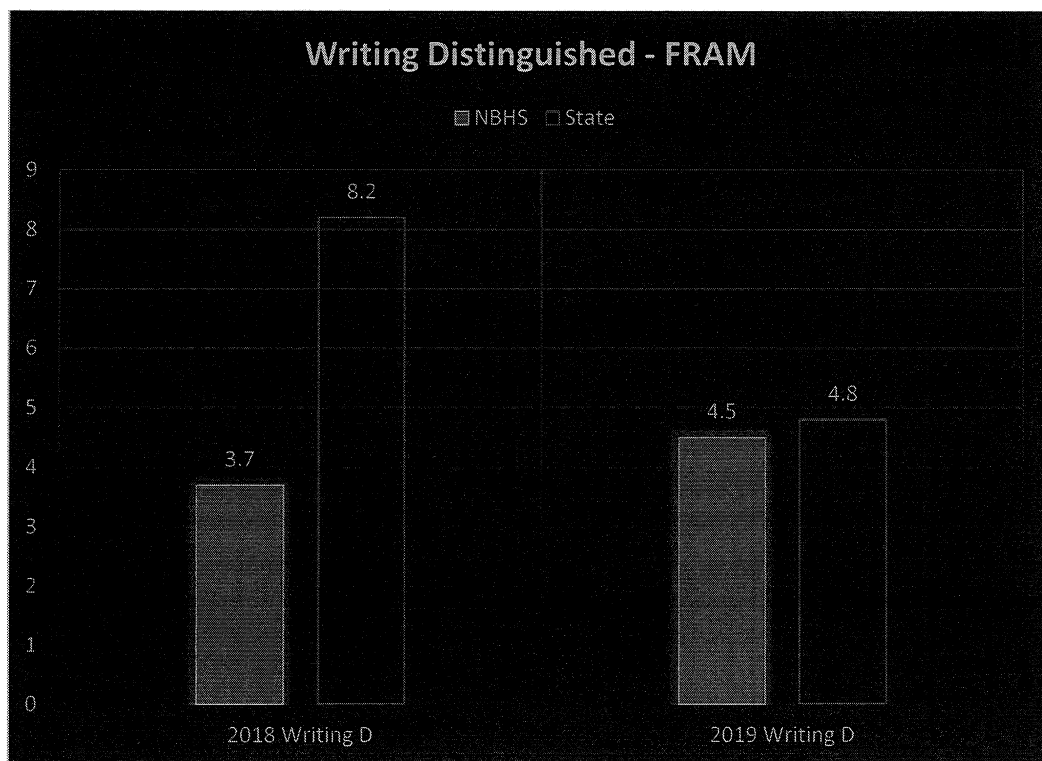
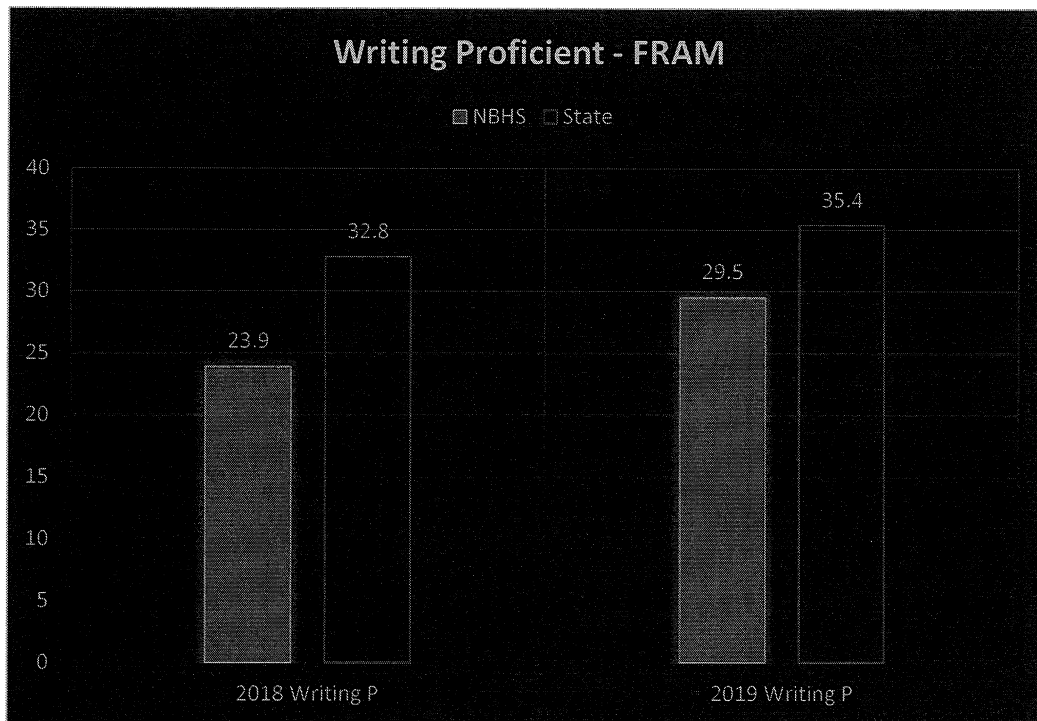


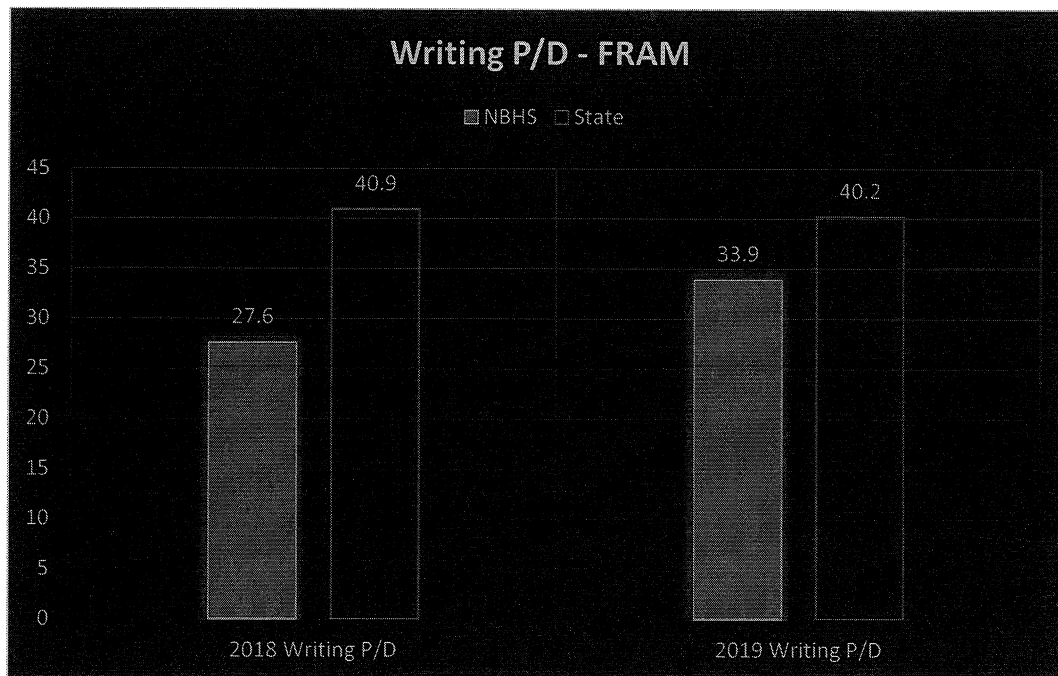


## Writing Gap Group Analysis

### Free and Reduced-Priced Meal Participants (FRAM)





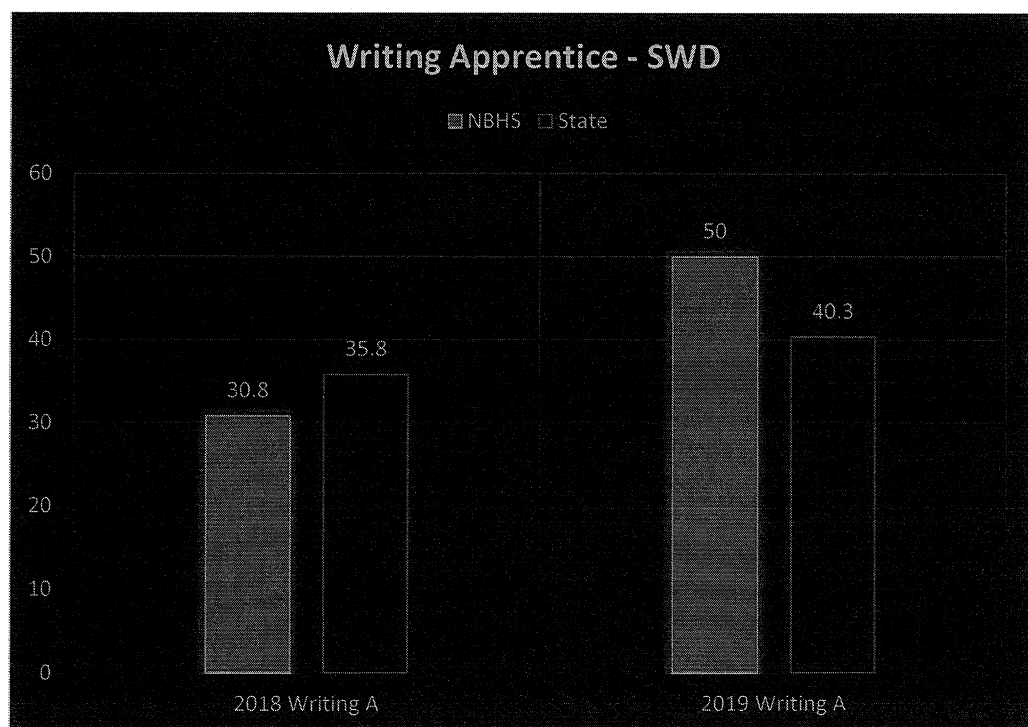
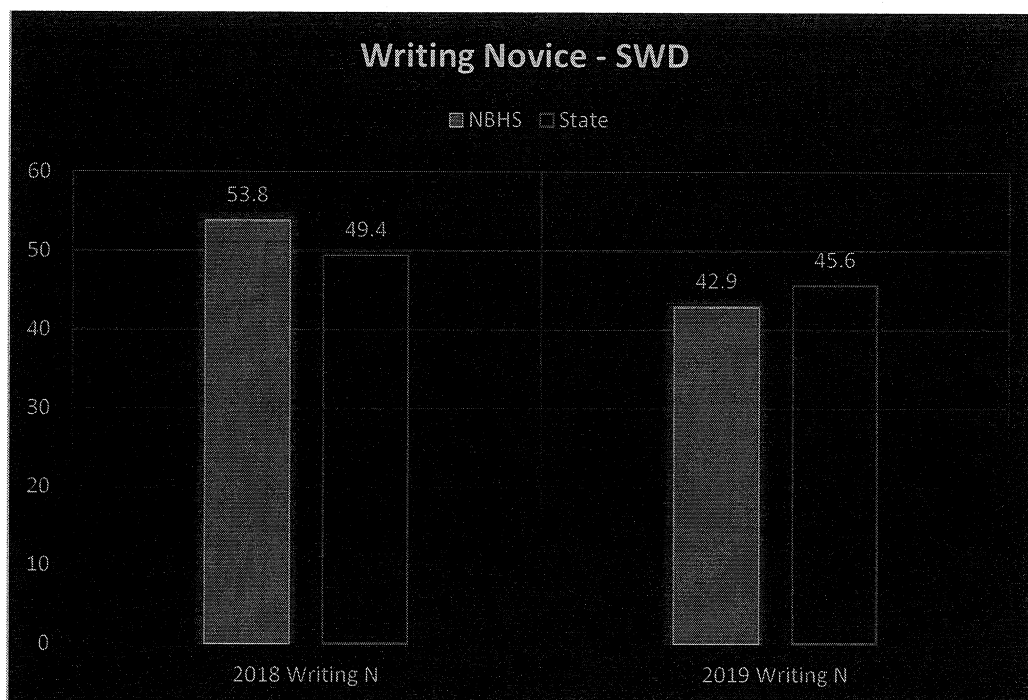


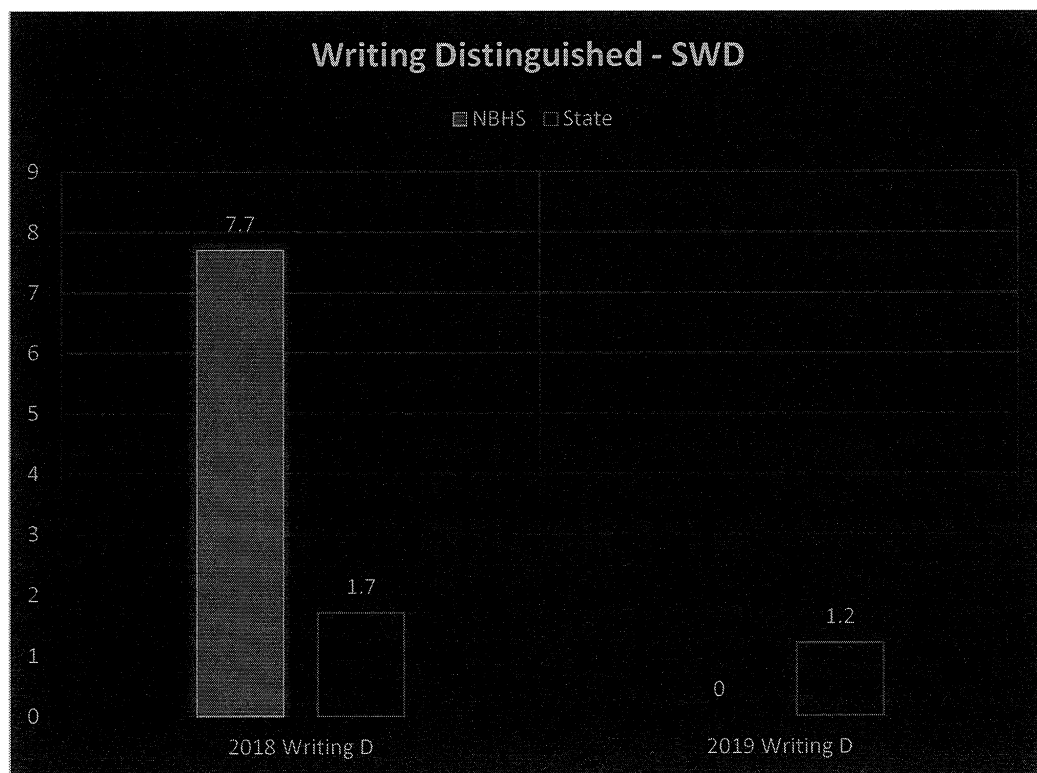
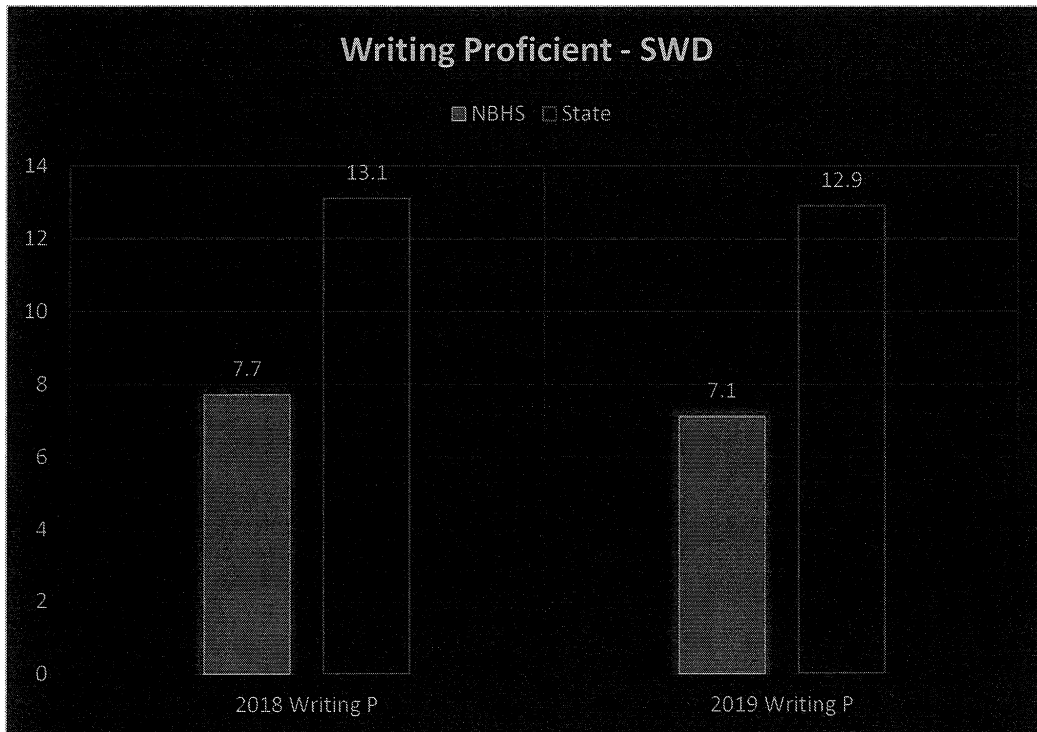
#### **Summary/General Conclusions:**

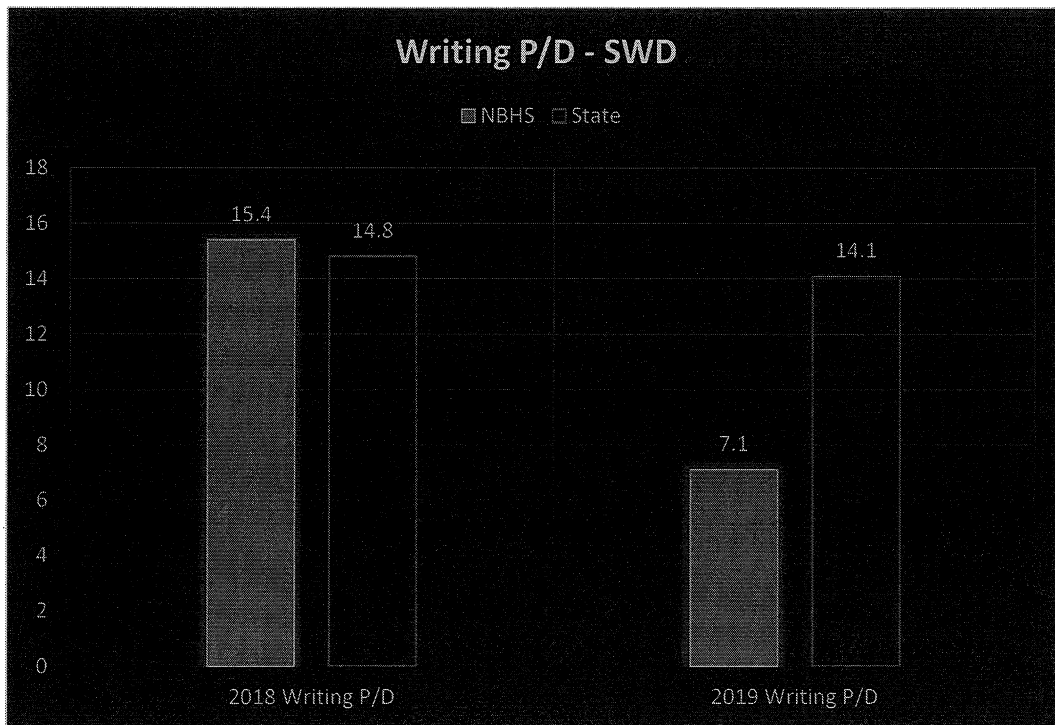
Students who participated in the NBHS free and reduced meal program have had similar success on the KPREP writing assessment. Novice and Apprentice numbers on the writing assessment have decreased by 6 and .3 respectively. The resultant condition for this population of students is growth in the Proficient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

In this case, it appears as though instruction has been equitable for this gap group.

Writing Gap Group Analysis  
Students with Disabilities (SWD)







#### **Summary/General Conclusions:**

These data show an encouraging trend over the last two years. The number of students scoring the Novice range has decreased by 10.9, while those scoring in Apprentice range has increased by nearly 20 (30.8 to 50). There was a .6 drop in students scoring Proficient and a drop of 7.7 in students scoring Distinguished. These drops in numbers have likely contributed to the sharp rise in students scoring in the Apprentice range.

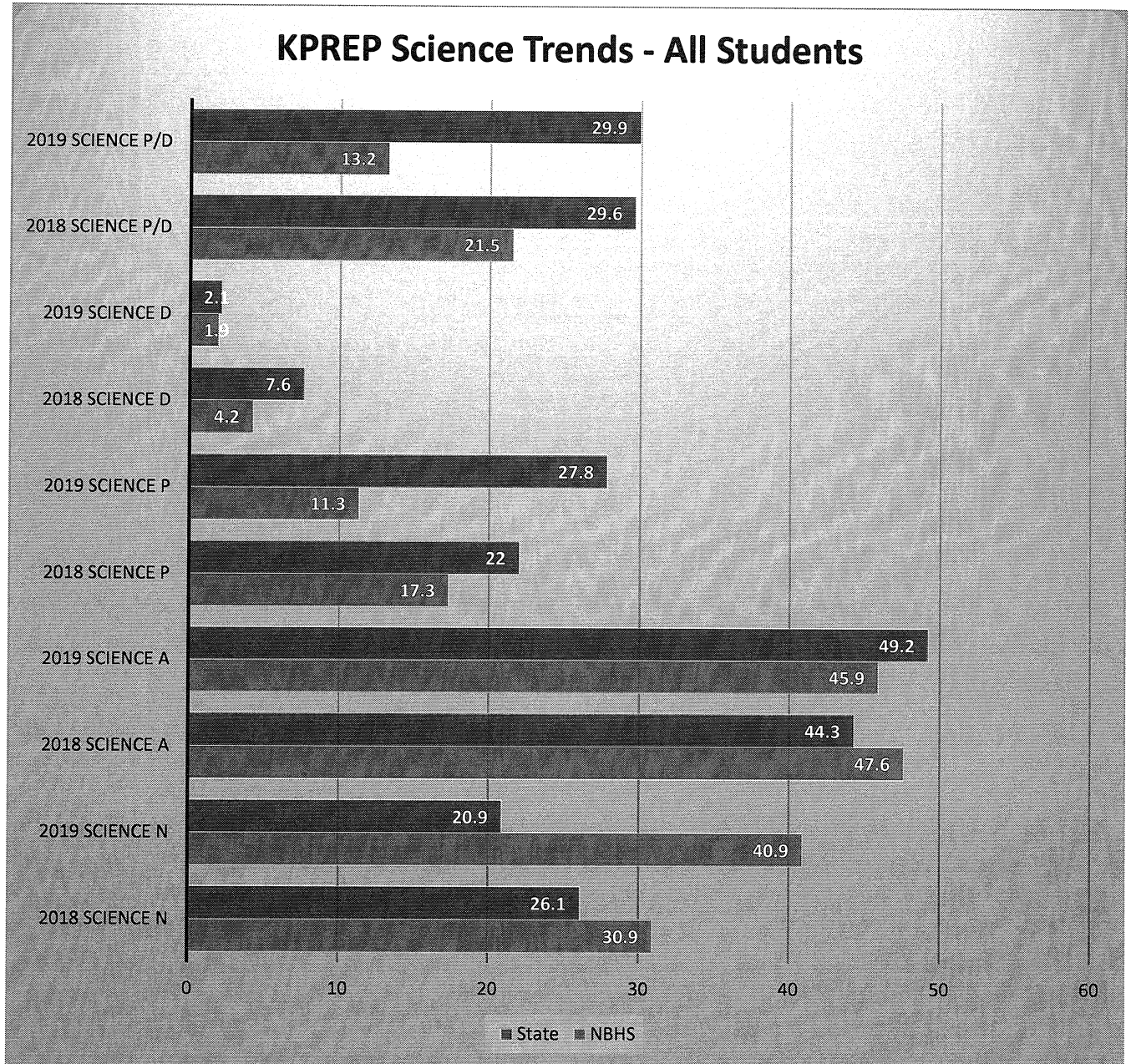
More intensive interventions for students with special needs in writing across the curriculum will need to be a priority to avoid regression.

# Science



# Science Overall

## KPREP Science Trends - All Students



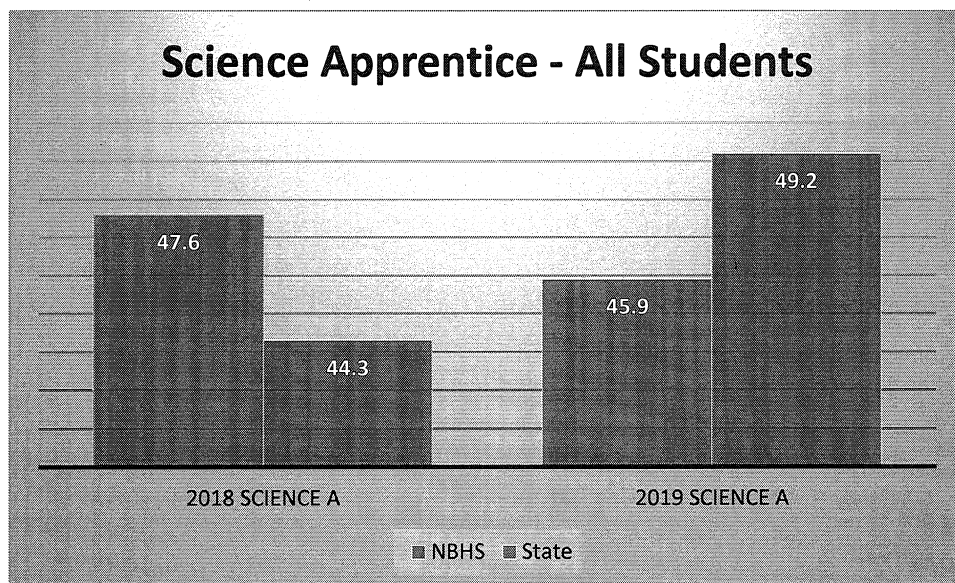
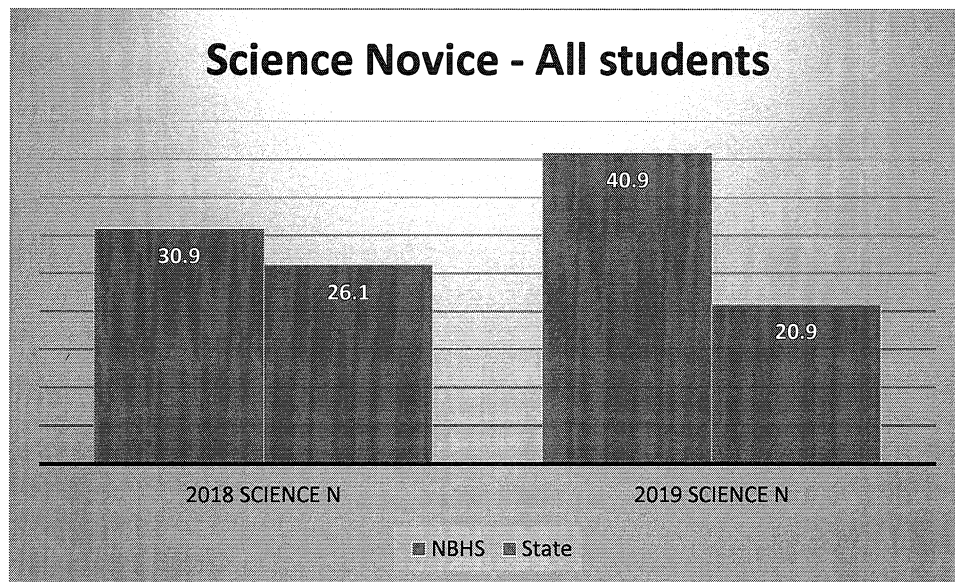
### Summary/General Conclusions:

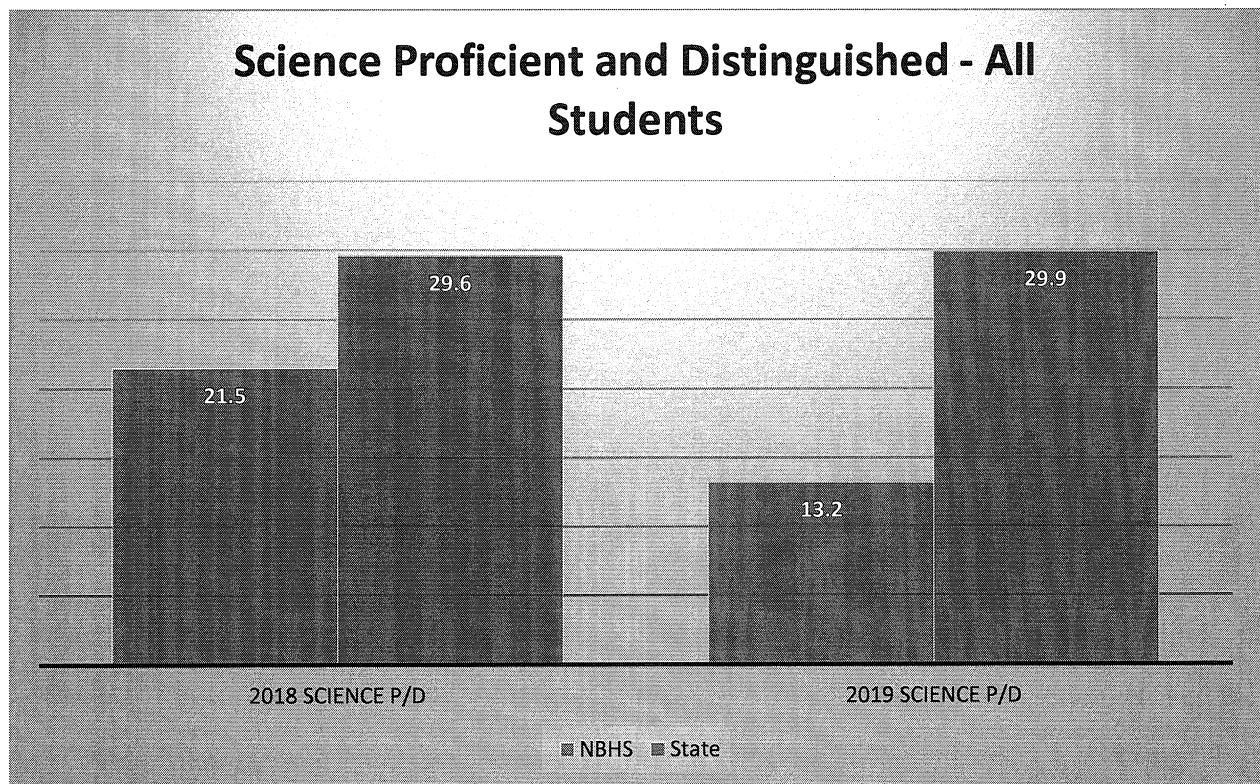
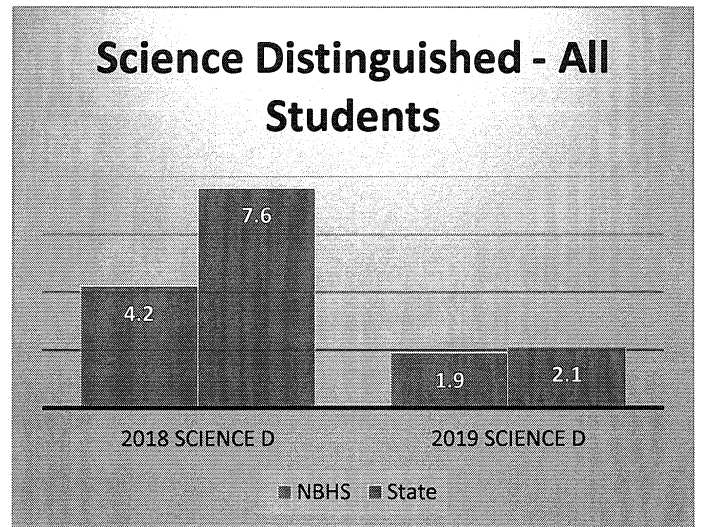
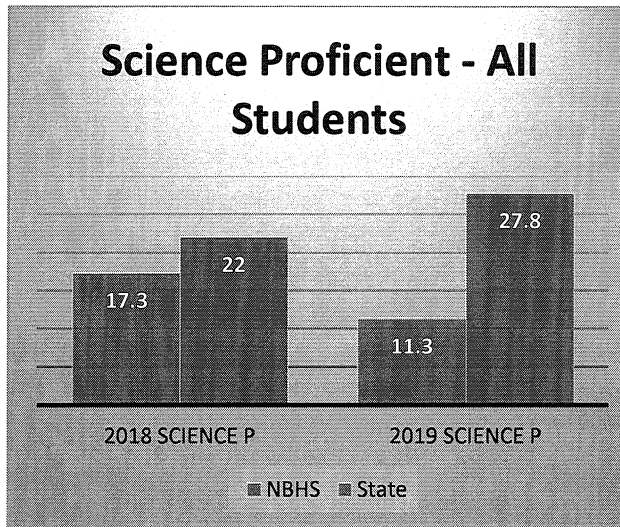
The number of students scoring in the Novice range on the science assessment increased by 10 between 2017 and 2019.

The number of students scoring in the Apprentice range dropped by 1.7. The number of students scoring Proficient dropped by 6 and those who scored Distinguished decreased by 2.3.

Overall, there has been a decrease in all scoring ranges, with the exception of the Apprentice range. It appears that those once scoring Distinguished have moved backwards into the Proficient range and those once in either Proficient or Apprentice have regressed to Novice.

Review of current data trends and instructional practices will be critical in increasing student success rates on science assessments.

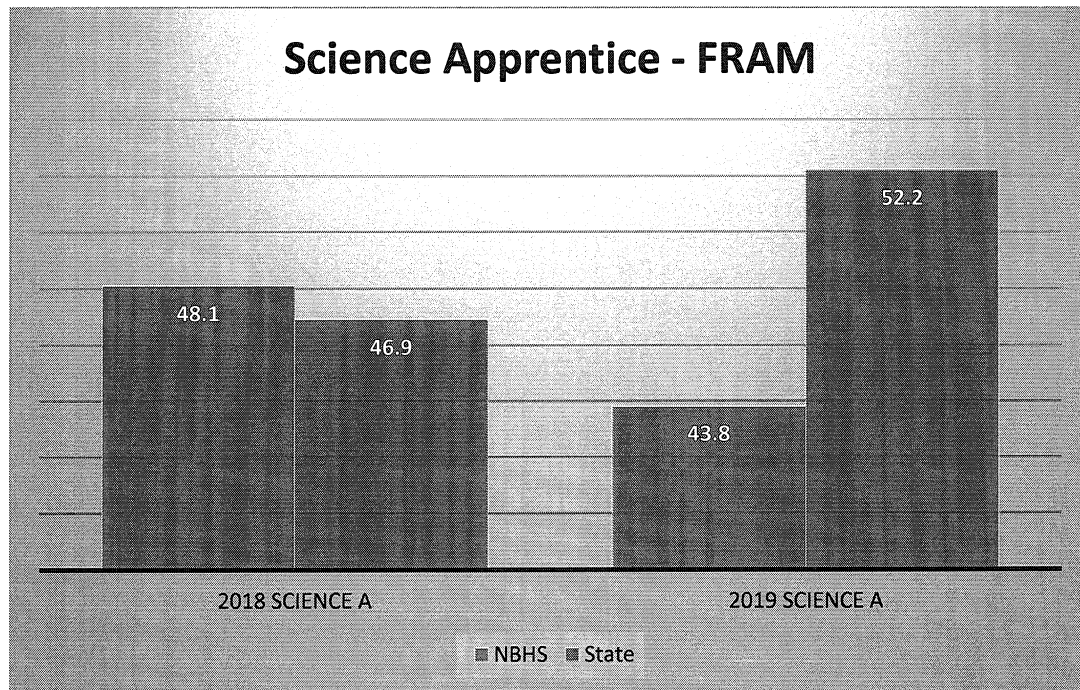
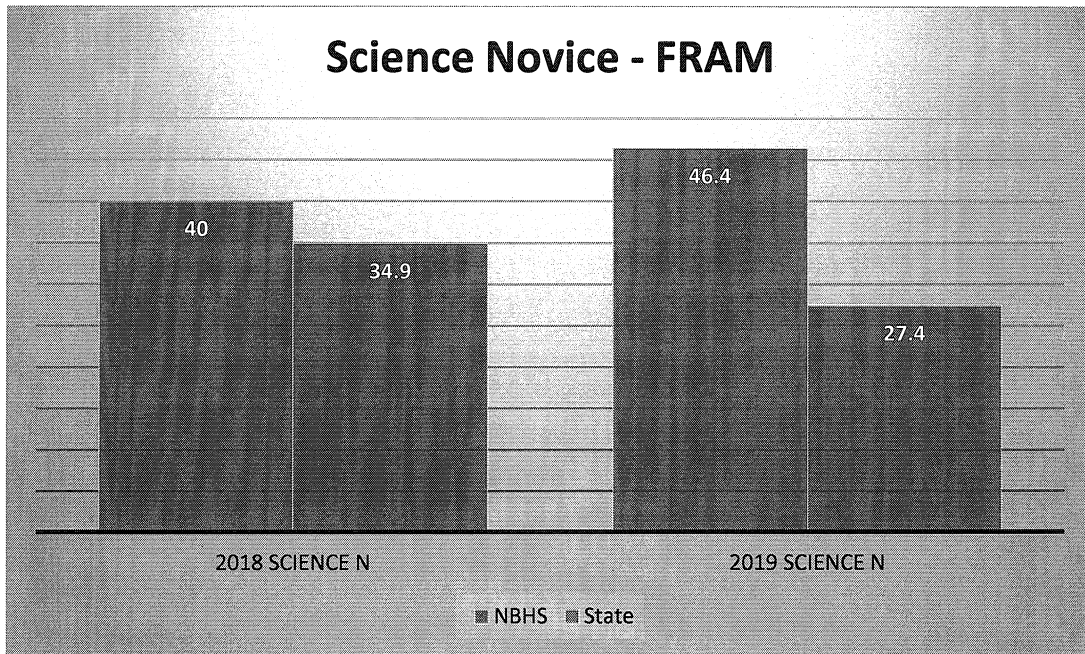




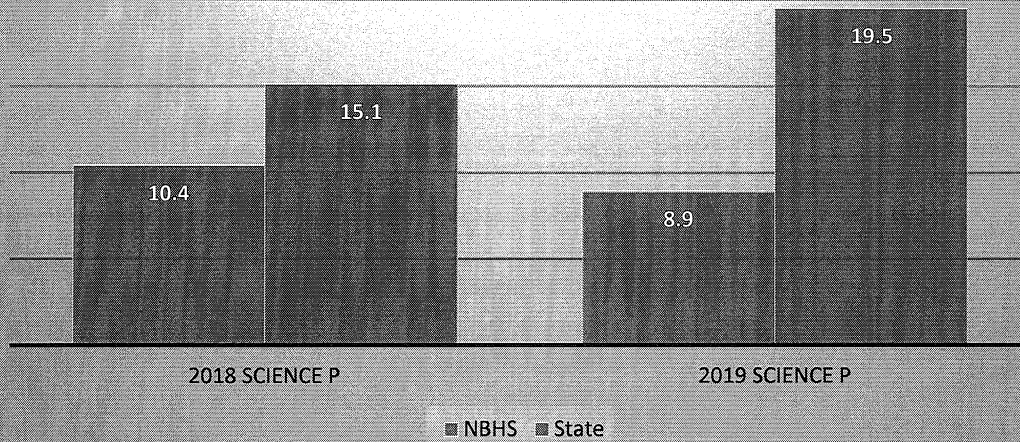


## Science Gap Group Analysis

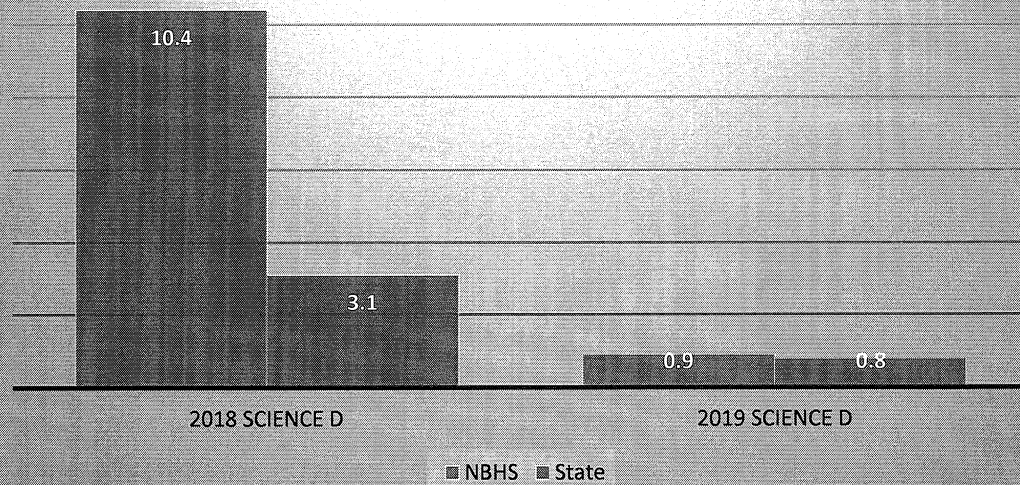
### Free and Reduced-Priced Meal Participants (FRAM)

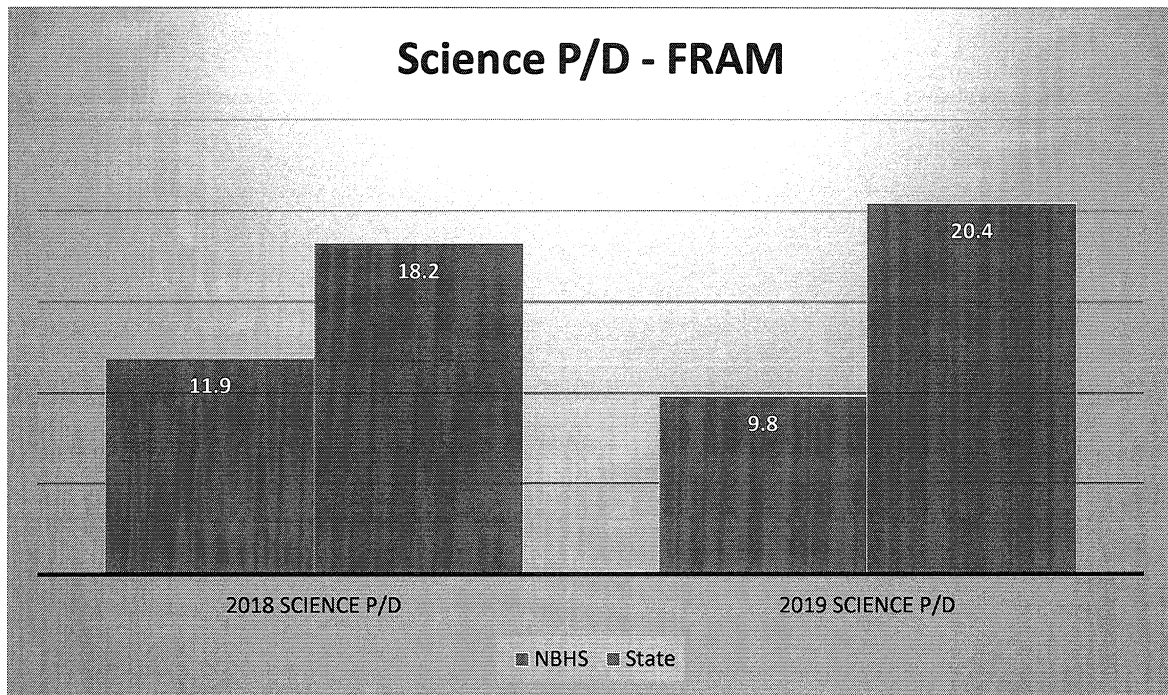


## Science Proficient - FRAM



## Science Distinguished - FRAM





#### **Summary/General Conclusions:**

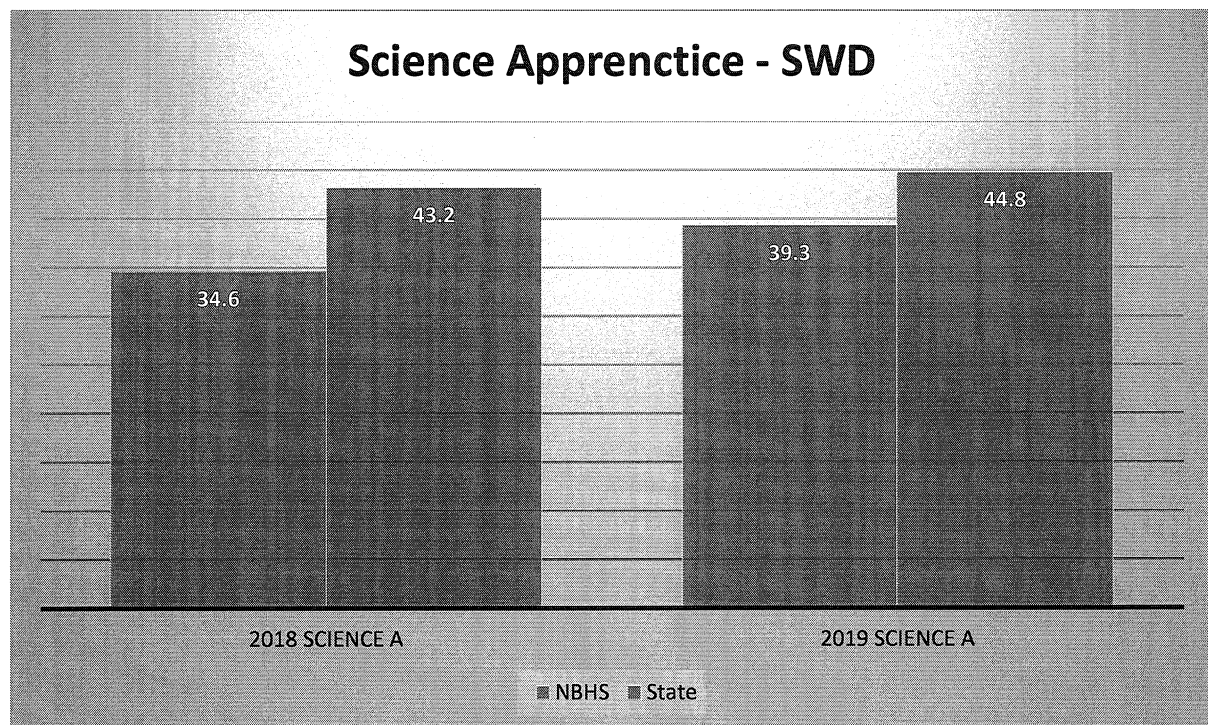
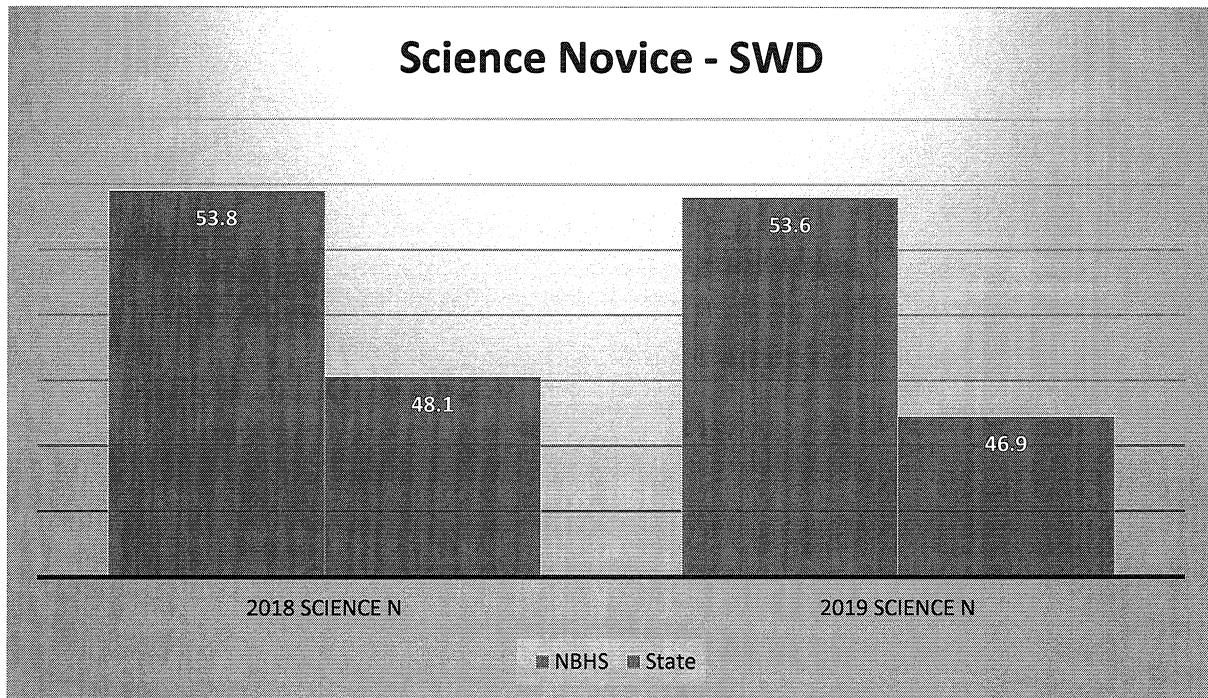
Students in this gap group have seen a significant decrease in success in the Distinguished range. There were also decreases in those scoring Proficient by 1.5.

The number of students scoring in the Apprentice category decreased by 4.3 over the two-year period. The only category showing growth was the Novice category. The number of students scoring in the lowest range increased by 6.4 over two years.

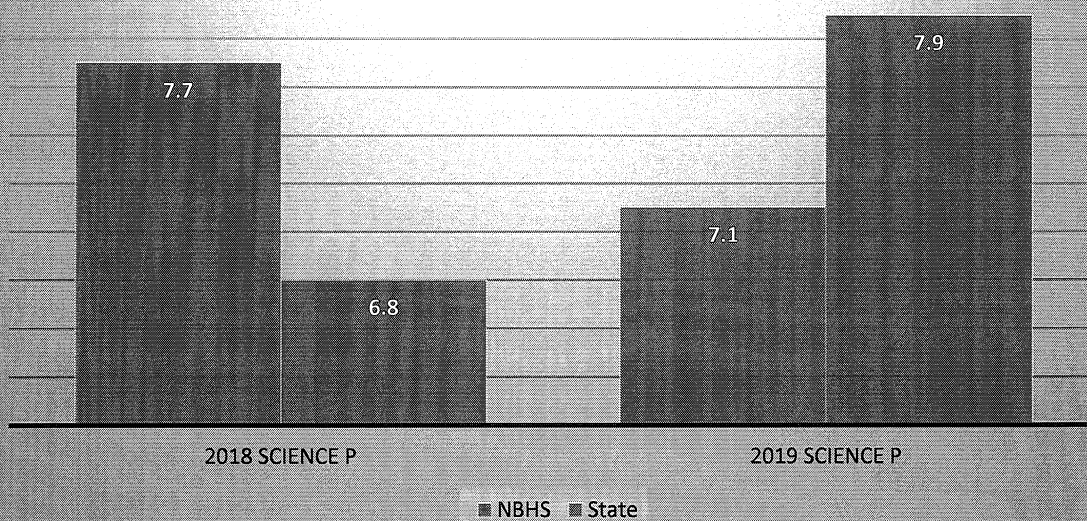
The science department will be consulted for a needs assessment to rebound from these losses.



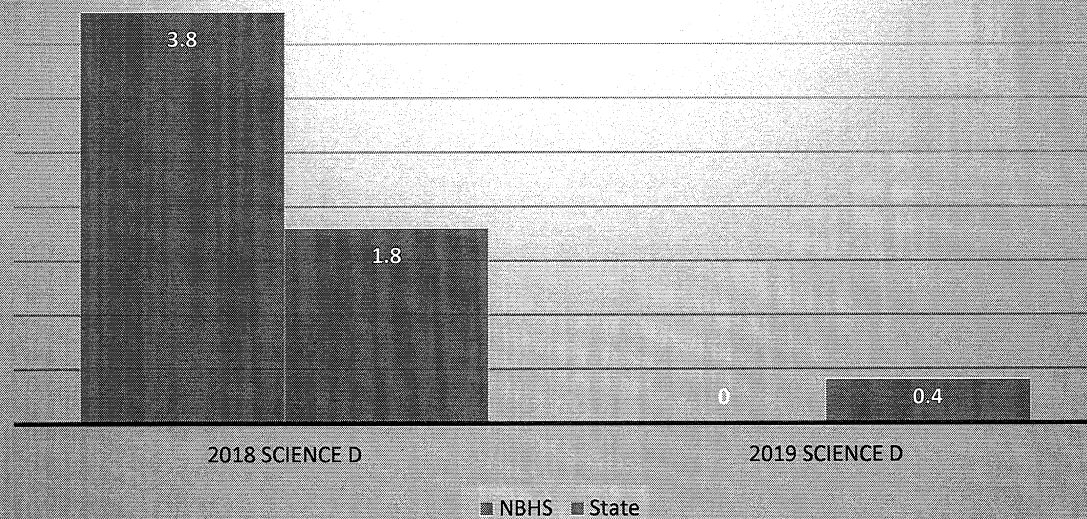
Science Gap Group Analysis  
Students with Disabilities (SWD)



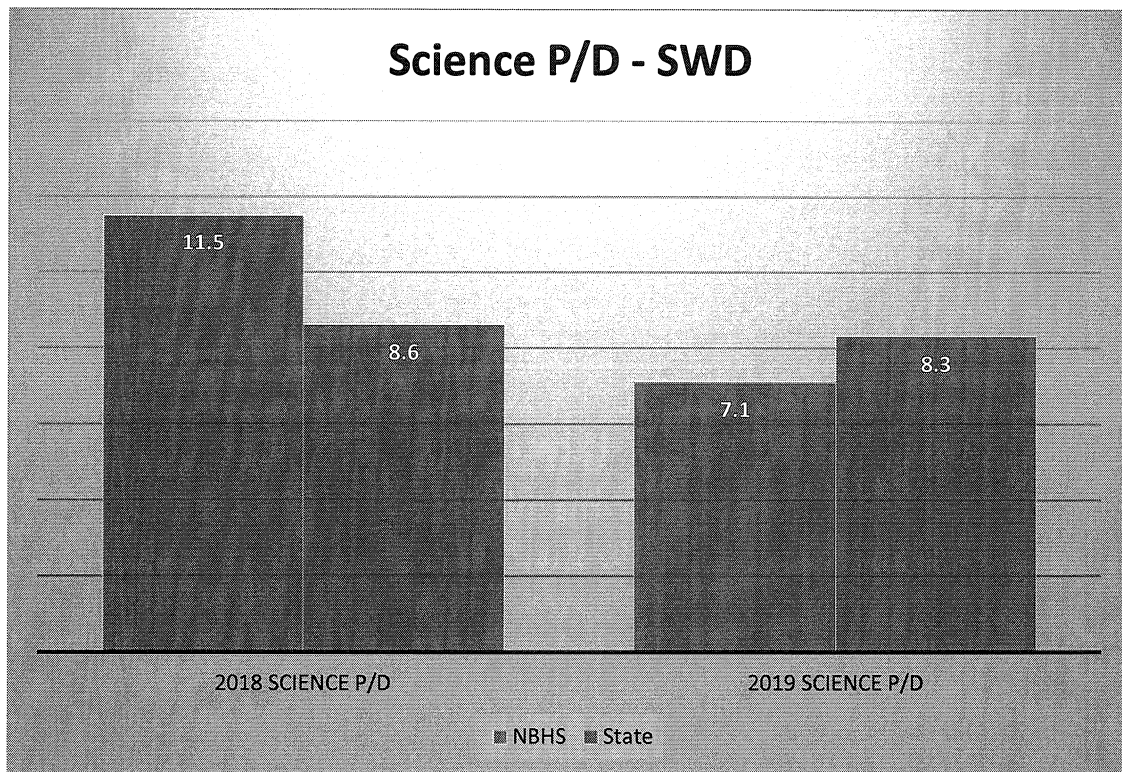
## Science Proficient - SWD



## Science Distinguished - SWD







#### **Summary/General Conclusions:**

Similar to the regular student population, students with disabilities saw losses in success on the science assessment. The number of students scoring Distinguished fell to zero. The number of students with disabilities who scored Proficient fell .6 over two years.

While there was a .2 decrease in those scoring Novice, the number of Apprentice scores increased by 5.3 among students with special needs. This number not only reflects the .2 Novice who ostensibly moved up into Apprentice, but also some of those who might have otherwise scored in the Proficient range who regressed.

**TRANSITION READINESS REPORT**  
**Building Leadership Meeting**  
**10.26.2020**

❖ **TRANSITION READINESS**

- 58% of our NBHS seniors are now transition ready.
- We are assisting 125 students on our Senior Hot List in reaching the goal of transition readiness.
- I have communicated with students, their parents, and their guardians advising transition readiness status through the use of the United States Postal Service, Technology, and personal phone calls.
- I have scheduled a make-up NOCTI assessment for our Allied Health Pathway for students who missed the NOCTI due to COVID19 last year. Barring any new COVID19 mandates the NOCTI has been scheduled for the week beginning November 16, 2020 in the Library.
- The ASVAB is scheduled for November 18, in the CCR Gym.

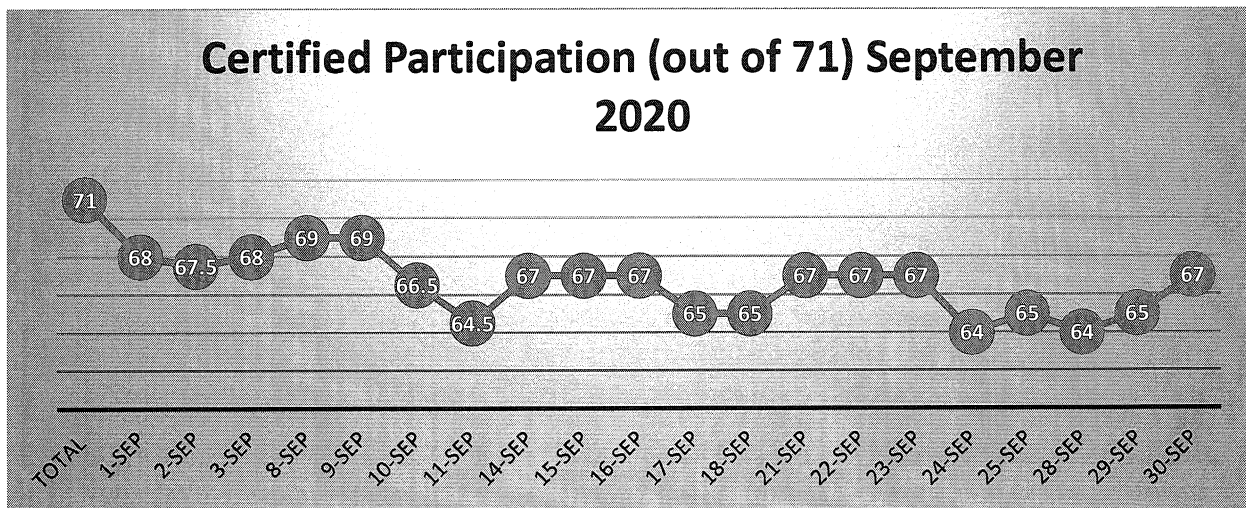
❖ **WORK BASED LEARNING**

- NBHS has twenty students involved in the Work Release program. Most students are providing the proper bi-weekly documentation to stay in the program. There are some students who have yet to turn in their documentation. I am working on that.
- The minimum work hours per week for Work Release students being dismissed one hour early is 5 hours per week. Those students being dismissed two to three hours early must work a minimum of 10-15 hours per week. I am following up with a student who has not met the minimum work hours per week for the amount of time he is being released.

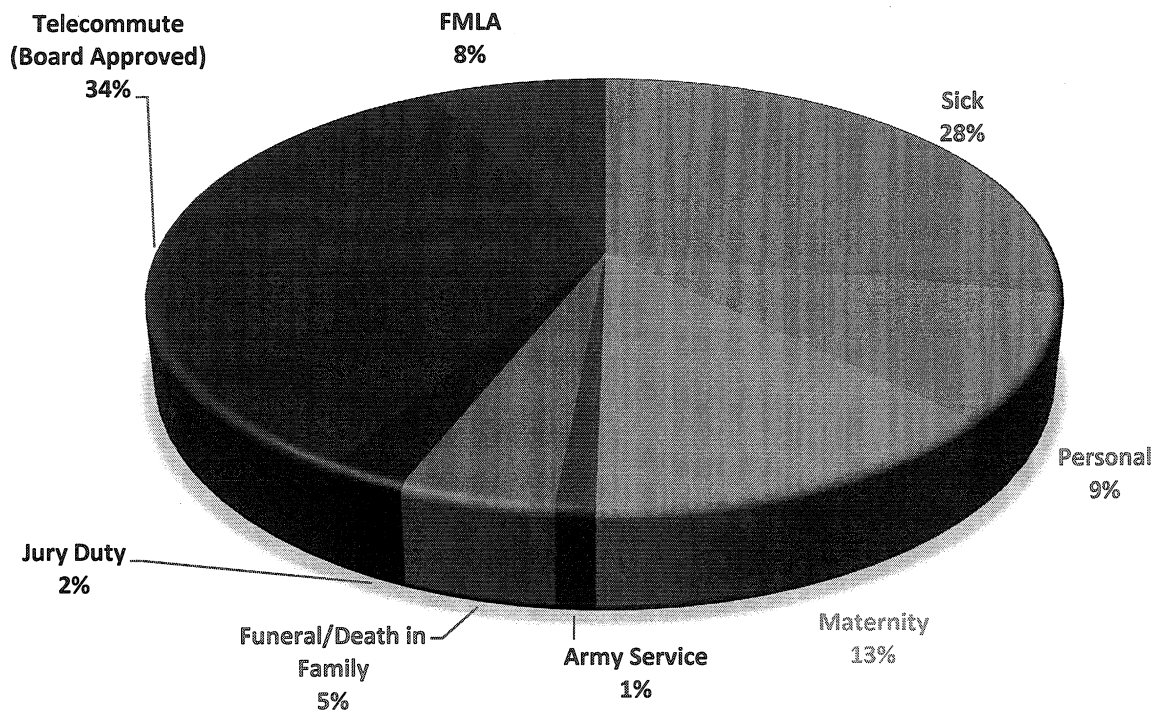
❖ **QUESTIONS**

- Room 16 is presently vacant. It was used successfully for the make-up ACT. I would like to use room 16 this year for testing. Is it possible to use room 16 for NOCTI testing? Is it possible for me to schedule the use of room 16 for KYOTE testing in December?

## September 2020 Certified Staff Participation – NBHS

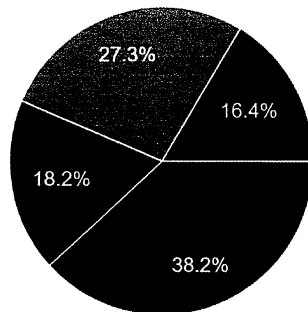


## REASONS FOR NON-PARTICIPATION



My child is in \_\_\_\_\_ grade.

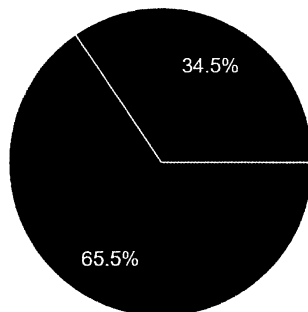
55 responses



- 9th
- 10th
- 11th
- 12th

I am aware that my child is participating in the Title I program at NBHS.

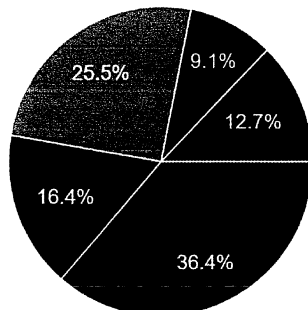
55 responses



- Yes
- No

I know what the Title I program is and know where to find information on it for NBHS.

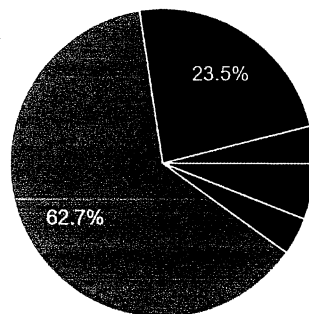
55 responses



- I know what the Title I program is
- I do not know what the Title I program is
- I know what the Title I program is and where to find more information on the NBHS site
- I know what the Title I program is, but I do not know where to find more information
- I do not know what the Title I program is and do not know where to find informa...

The Title I program improved my child's skills in reading.

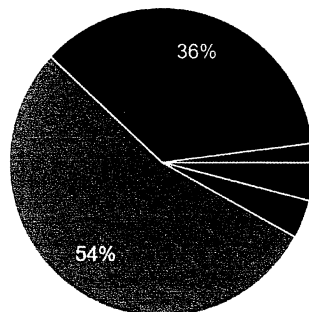
51 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The Title I program improved my child's skills in math.

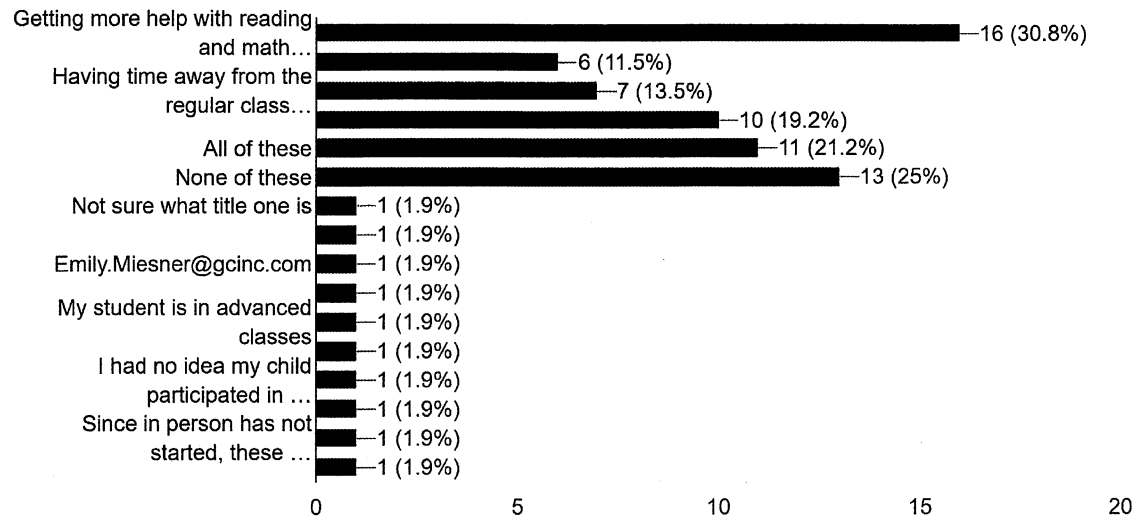
50 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

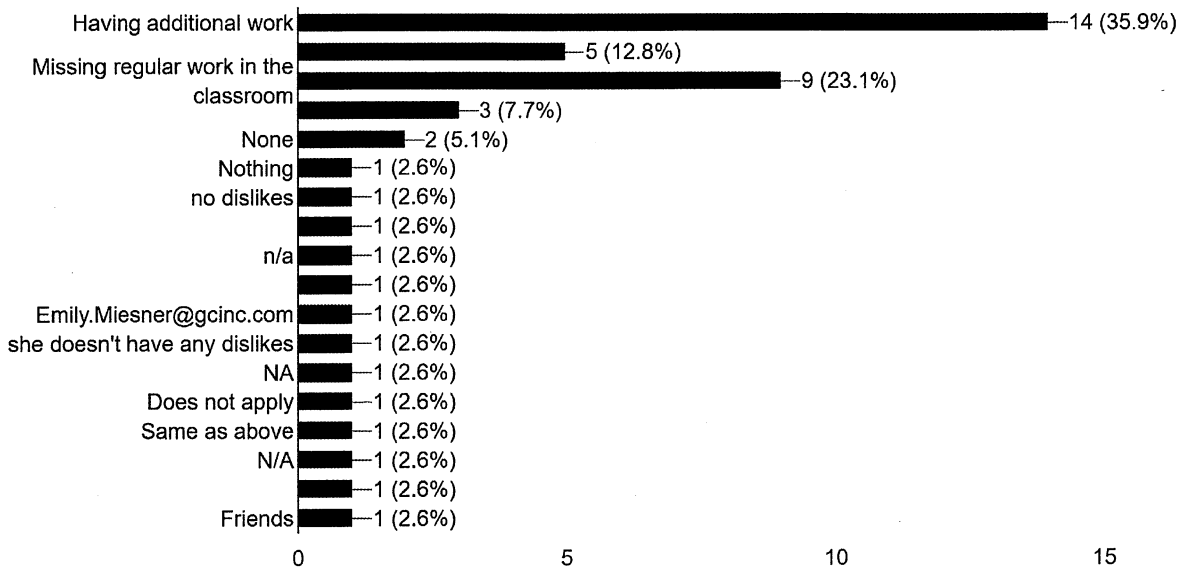
What part of the Title I program was most valuable to your child? (Check all that apply.)

52 responses



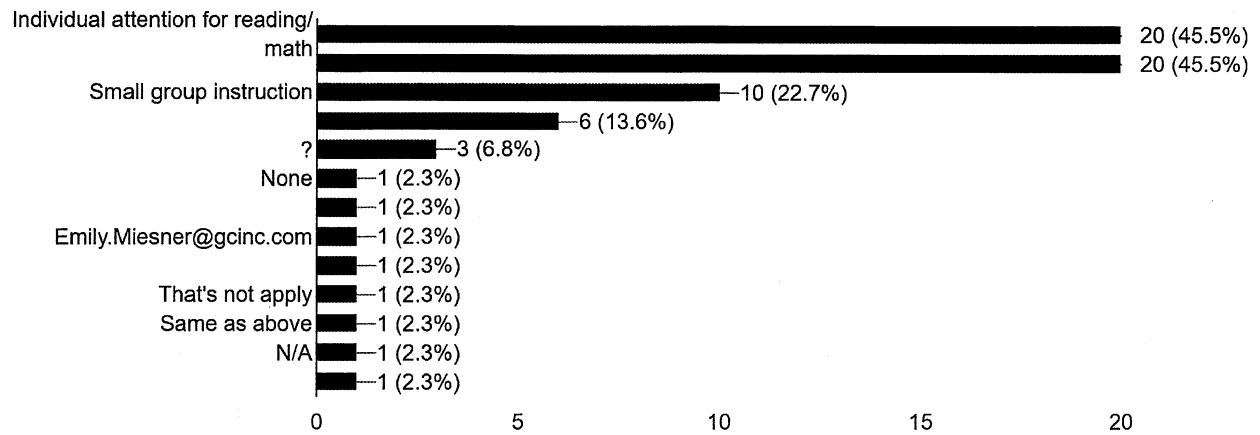
What does your child dislike about the Title I program? (Check all that apply.)

39 responses



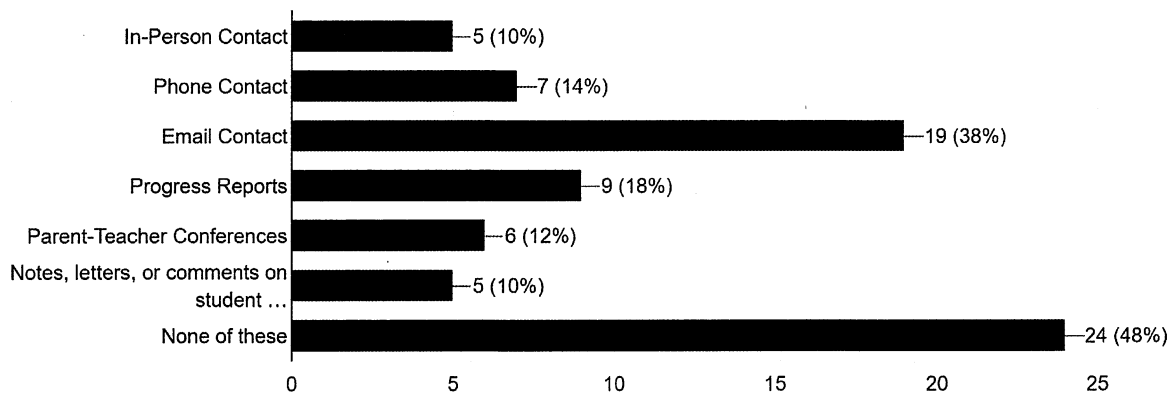
In your opinion, what is the best part of the Title I Program? (Check all that apply.)

44 responses



How did the Title I teacher keep you informed of your child's progress in the program? (Check all that apply.)

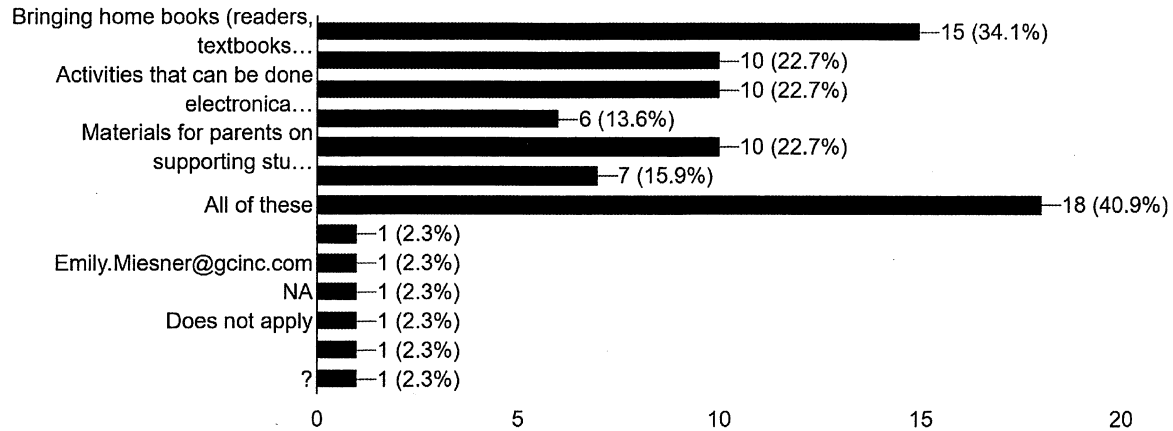
50 responses





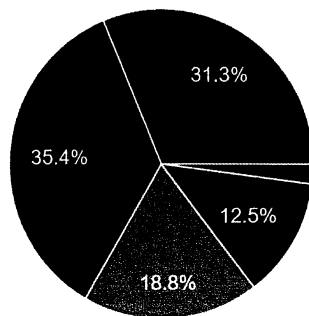
Which of these strategies do you feel would help your student improve skills in reading/math at home? (Check all that apply.)

44 responses



When would you be most likely to be able to attend a Parent-Teacher meeting?

48 responses



- Before school starts (between 6:50 am and 7:10 am)
- Midday (around lunch time)
- After school ends (between 2:10 pm and 3:00 pm)
- Early evening (between 4:00 pm and 6:00 pm)
- Evening (between 5:30 pm and 8:00 pm)

SCHOOL	Bullitt Central	%	Bullitt East	%	North Bullitt	%	ROC	%	DISTRICT	%
Total Seniors	325		370		309		49		1053	
Academic Ready	82	25%	188	51%	112	36%	27	55%	409	39%
Career Ready	76	23%	20	5%	50	16%	14	29%	160	15%
TOTAL Seniors Academic & Career	158	49%	208	56%	162	52%	41	84%	569	54%
Number of Senior Students who received Bonus Points for High Demand Industry Certifications	20		22		57		11			

<b>A student can only be counted in one category</b>	<b>If students are both academic and career ready. Count them in the academic category.</b>	Transition Ready Overall Score 17-18 / 77.4	Transition Ready Overall Score 18-19 / 88.4	Transition Ready Overall Score 19-20 / TBA	Transition Ready 19-20 Goal 88.9	Transition Ready Goal 20-21 88.9
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**North Bullitt High School**  
**5 – Year Trend Data (Charted)**  
**Gap Groups (F/R; SWD)**

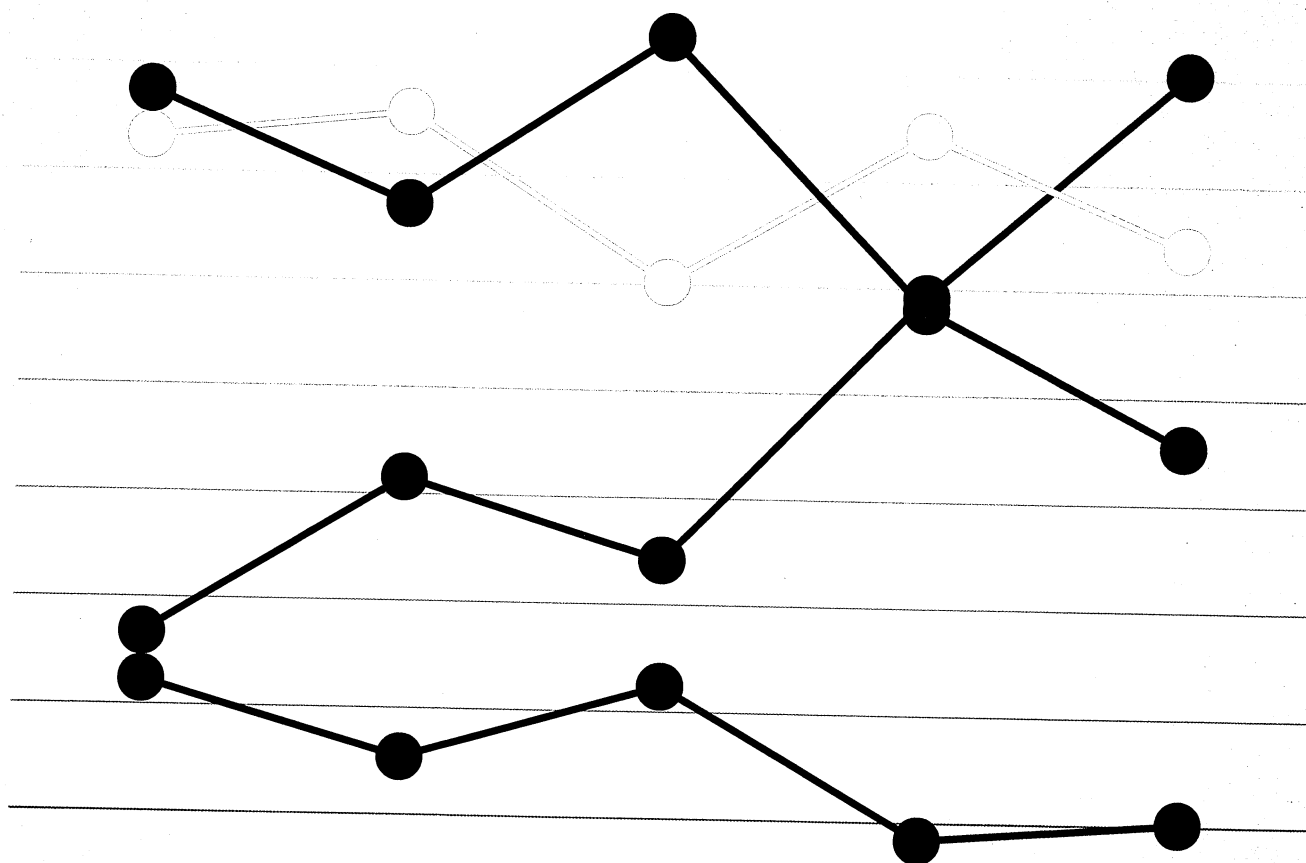
## Cut Scores for Assessments

Scale Score to Performance Level (2019) Grade 11 - KPREP				
Subject	Novice	Apprentice	Proficient	Distinguished
Science	100-189	190-209	210-230	231-300
On-Demand Writ	100-199	200-234	235-280	281-300

ACT Cut Scores				
Subject	Novice	Apprentice	Proficient	Distinguished
Reading	0-15	16-19	20-26	27-36
Math	0-15	16-18	19-26	27-36

## All Students

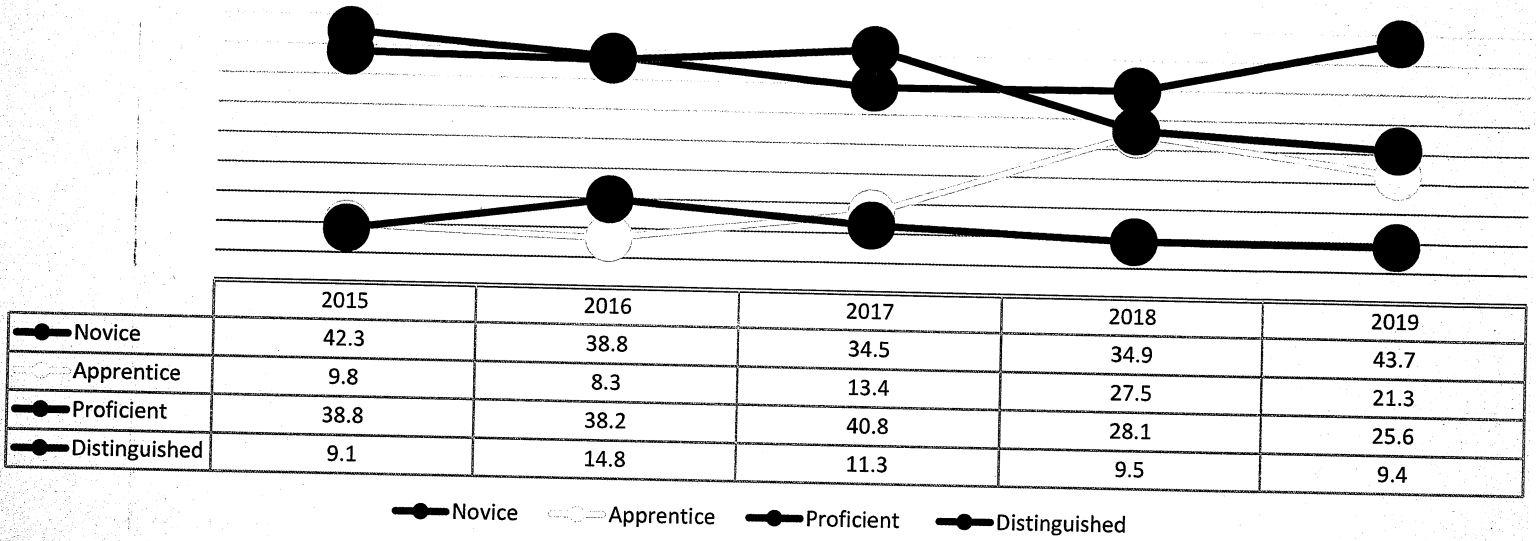
### 5 - year Trends - Math All Students



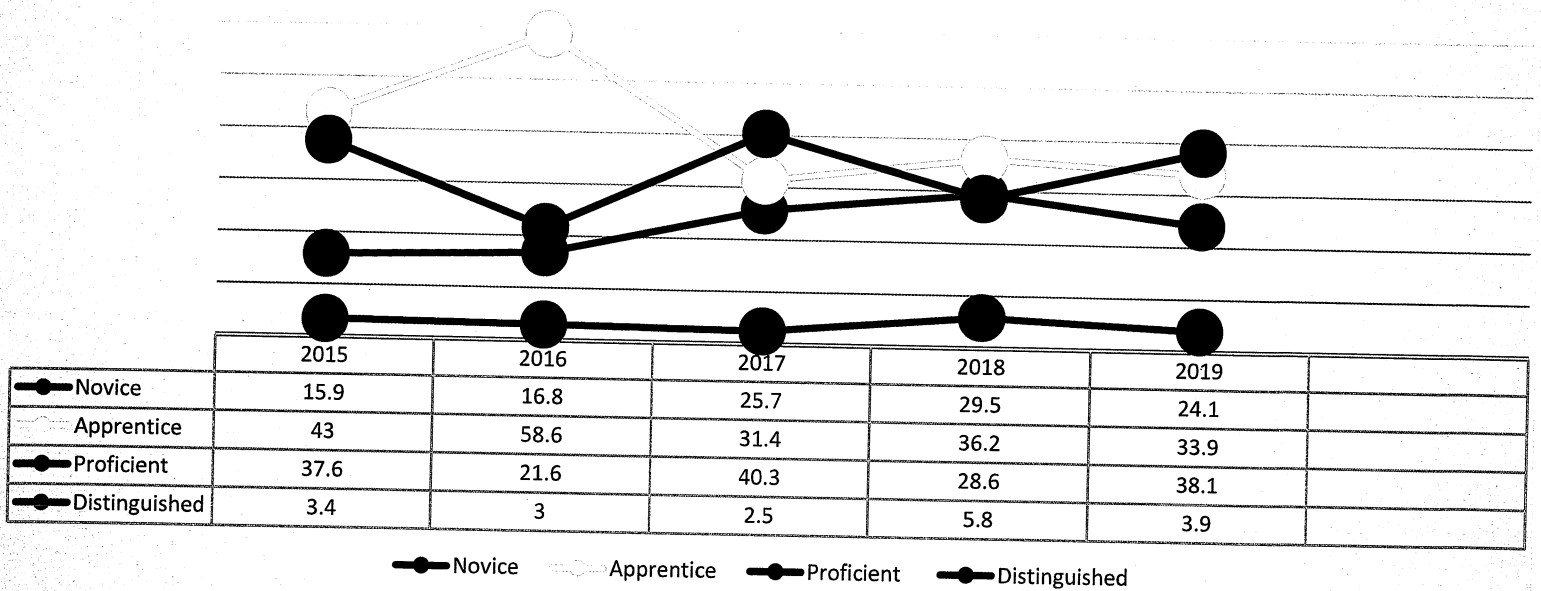
	2015	2016	2017	2018	2019
Novice	13.4	20.8	17.1	29.6	40.2
Apprentice	36.6	37.9	30.1	37.2	32
Proficient	38.8	33.6	41.6	29	22.7
Distinguished	11.2	7.7	11.2	4.2	5.1

Novice
  Apprentice
  Proficient
  Distinguished

## 5 - year Trends - Reading All Students

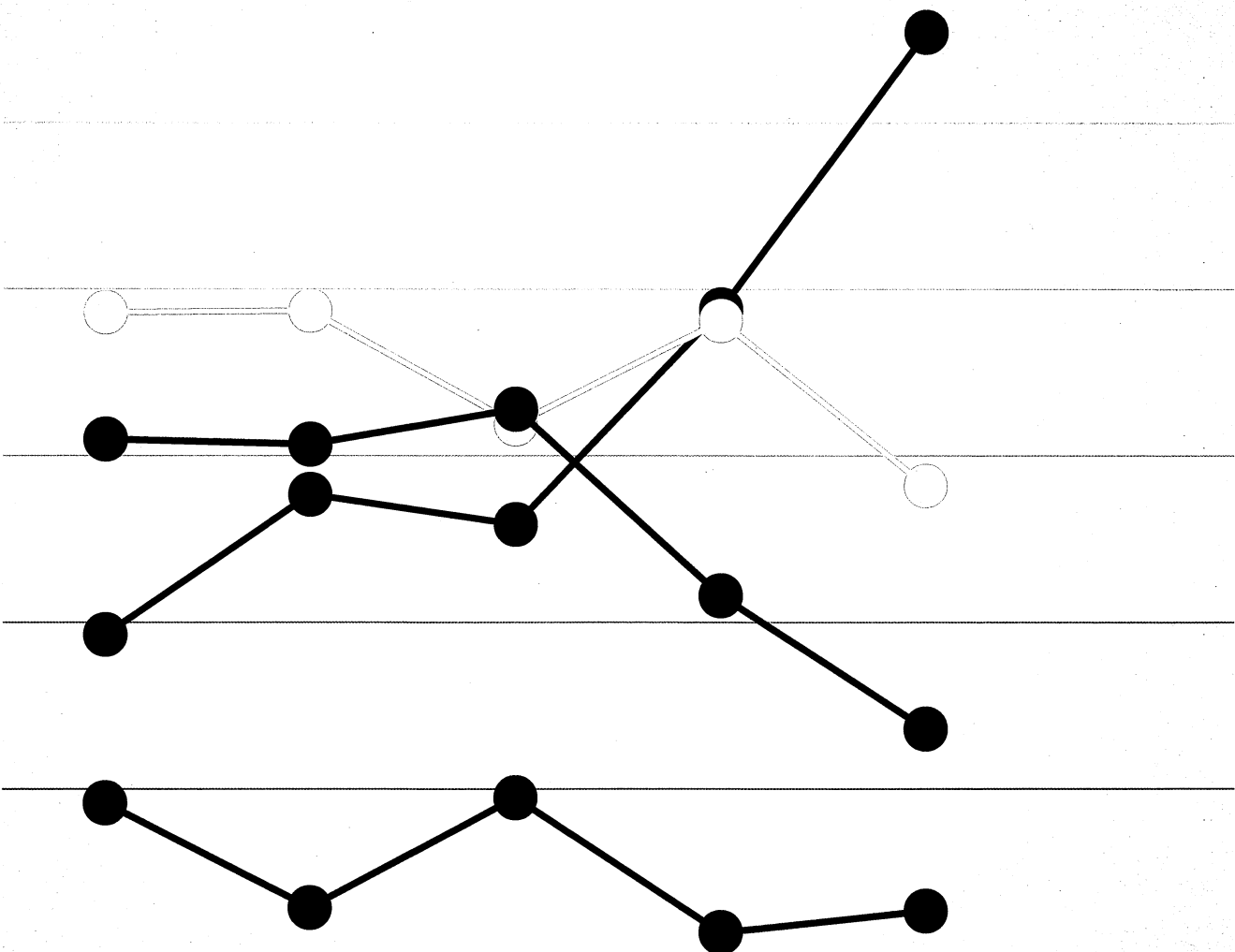


## 5 - year Trends - Writing All Students



# Students with Free and Reduced-Price Meals (F/R)

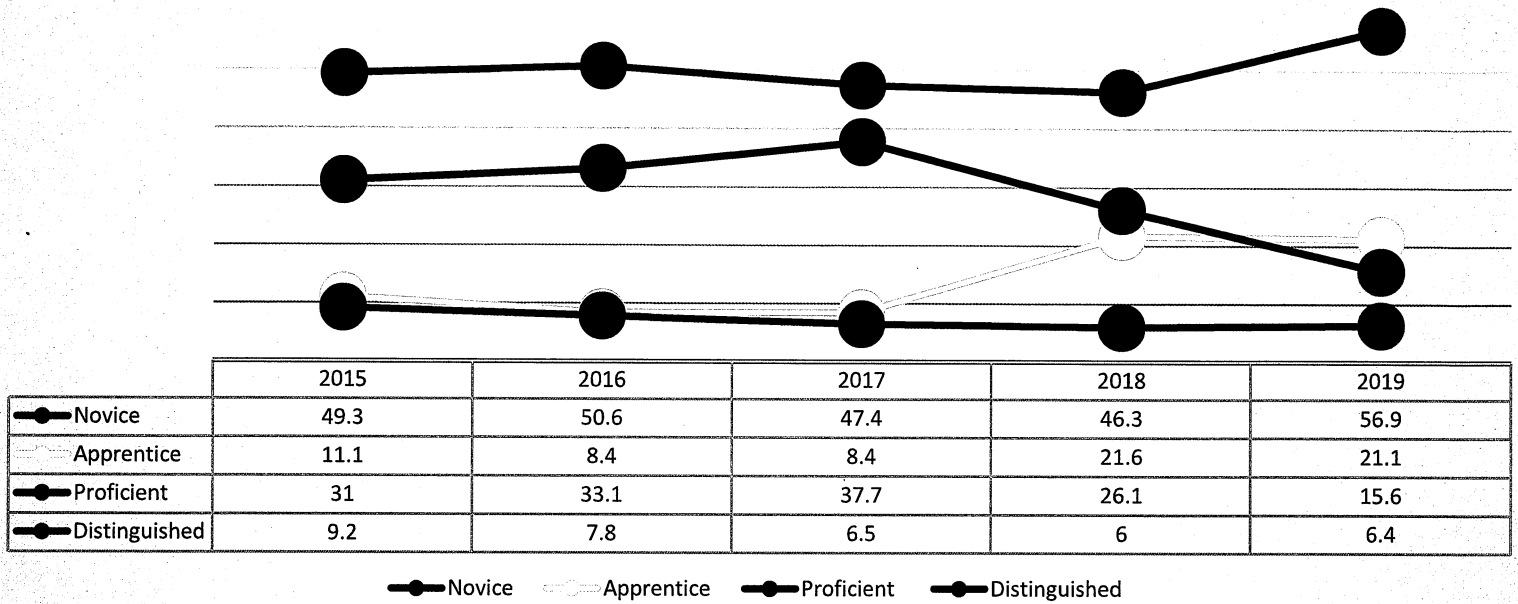
## 5 - year Trends - Math F/R



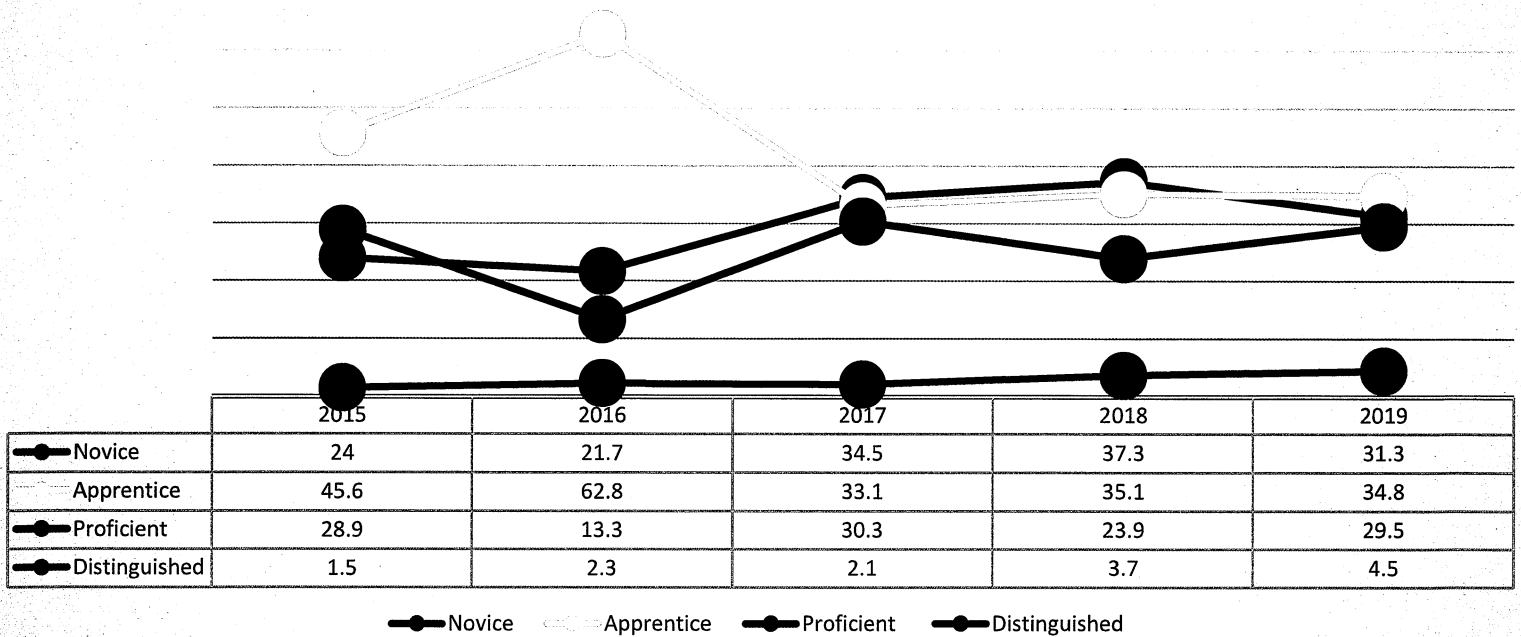
	2015	2016	2017	2018	2019	
Novice	19.3	27.7	25.9	38.8	55.5	
Apprentice	38.6	38.7	31.9	38.1	28.2	
Proficient	31	30.7	32.8	21.6	13.6	
Distinguished	9.2	2.9	9.5	1.4	2.7	

Novice
  Apprentice
  Proficient
  Distinguished

## 5 - year Trends - Reading F/R



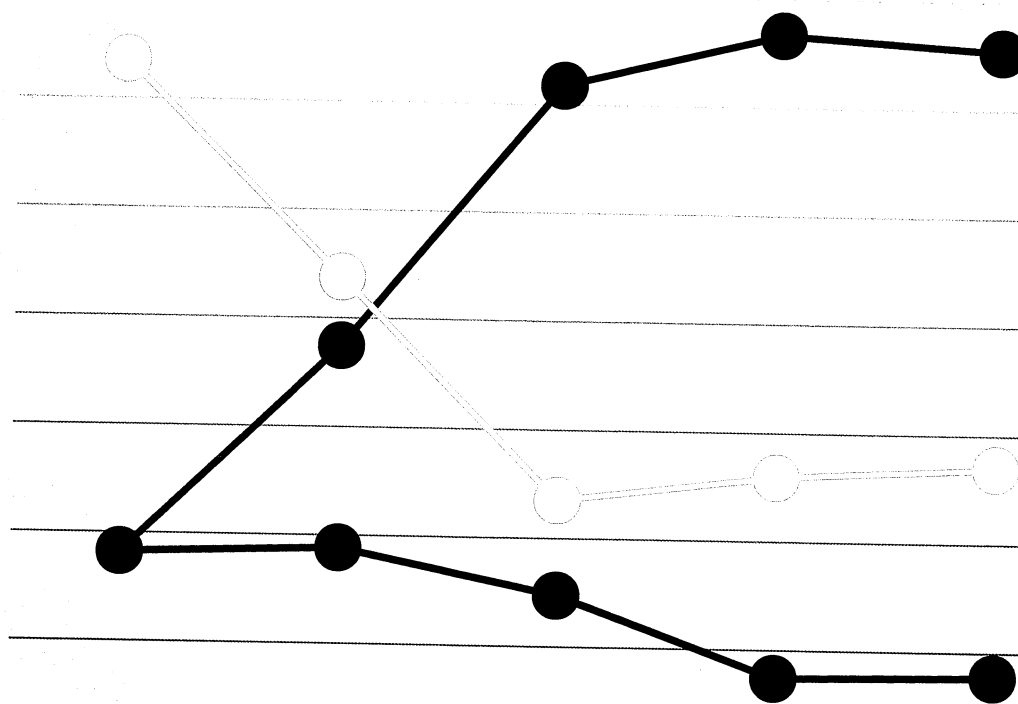
## 5 - year Trends - Writing F/R





## Students with Disabilities (SWD)

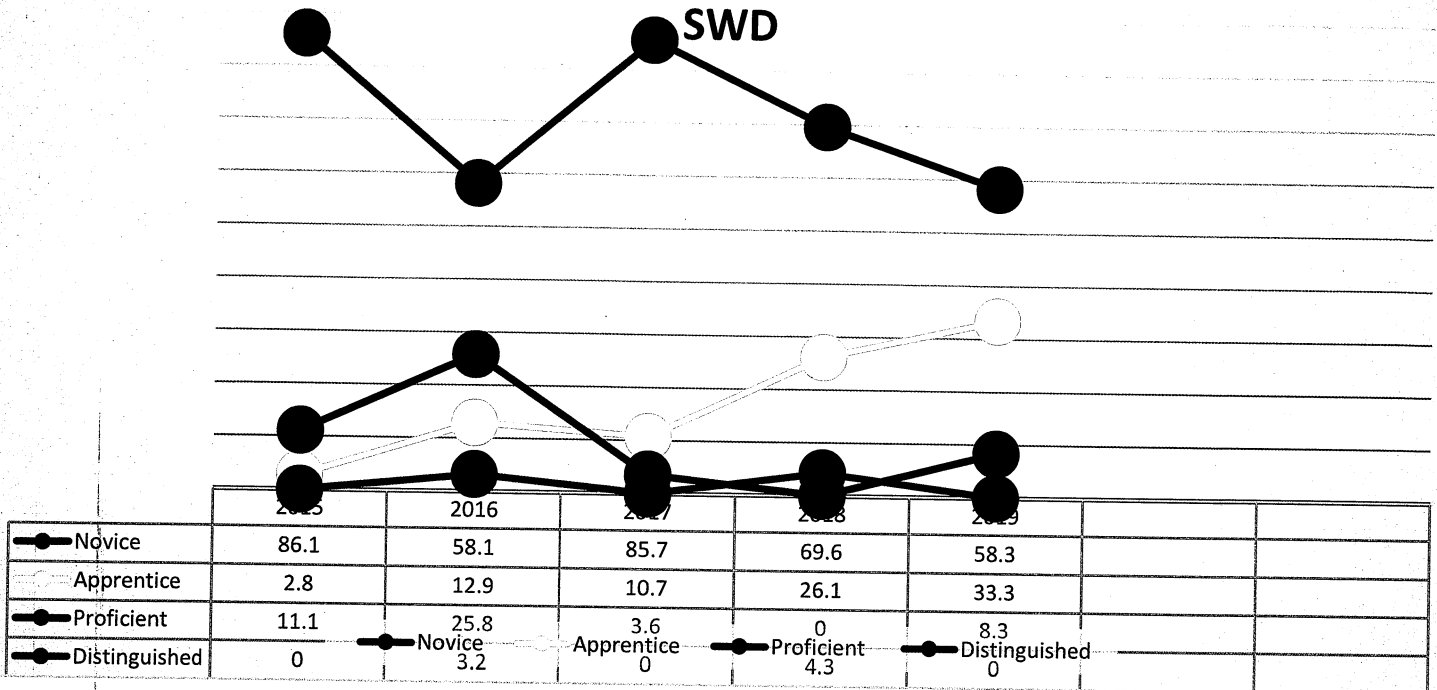
### 5 - year Trends - Math SWD



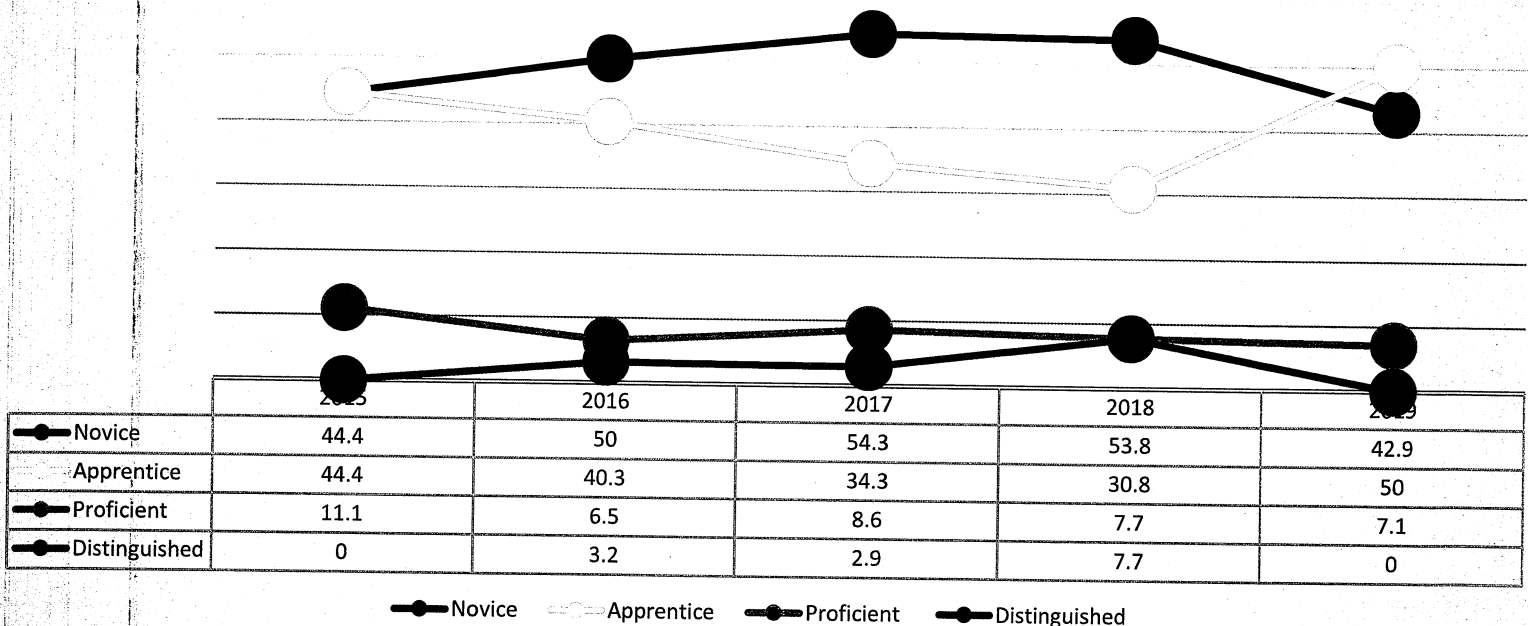
	2015	2016	2017	2018	2019	
Novice	18.2	37.5	61.8	66.7	65.4	
Apprentice	63.6	43.8	23.5	25.9	26.9	
Proficient	18.2	18.8	14.7	7.4	7.7	
Distinguished	0	0	0	0	0	

Novice
  Apprentice
  Proficient
  Distinguished

## 5 - year Trends - Reading SWD



## 5 - year Trends - Writing SWD





2021-22 Phase Two: School Assurances\_10152021\_07:10

2021-22 Phase Two: School Assurances

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

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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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2021-22 Phase Two: School Safety Report\_10152021\_07:12

2021-22 Phase Two: School Safety Report

**North Bullitt High School**  
**J Lail**  
3200 East Hebron Lane  
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. There are plans in place for rekeying to occur in rooms where doors automatically unlock when students exit the room for any reason and must be manually relocked afterwards.

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.*

Plan was reviewed by the Principal and SBDM on August 20, 2021. The Emergency Management Plan Policy was revised and reviewed and adopted by SBDM on October 12, 2021.

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. The emergency plan was reviewed on opening day, August 9, 2021.

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. Fire drills are conducted one time per month, minimally.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-22 Phase Three: Professional Development Plan for Schools\_11242021\_06:15

2021-22 Phase Three: Professional Development Plan for Schools

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



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## 2021-22 Phase Three: Professional Development Plan for Schools

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

### Annual Professional Development Plan:

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

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

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

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

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

To prepare all students for post-secondary achievement through equitable, rigorous, and engaging instruction.

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

---

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

Engaging, standards-aligned instruction for all students. Equitable access to rigorous instruction for all students.

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

Universal design for learning will provide opportunities for teachers to design instruction that will provide multiple means of engagement for students. This training will also provide opportunities for students to show mastery of standards in multiple representations, thereby, making instruction equitable for all student groups.

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.

Short term - staff will be introduced to basic concepts and be provided with rudimentary knowledge of UDL instructional design. Long term - teachers will receive ongoing professional learning to help redesign lessons that are highly engaging, equitable and rigorous.

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

The intended result is to engage students in instruction that will allow them to master the standards and demonstrate that mastery in a manner that is consistent with their strengths and abilities, while still challenging them.

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

Indicators of success will include, but not be limited to: increased student achievement on standards-based assessments, higher student engagement (as measured by ELEOT walkthroughs and evaluative observations), student collaboration in lesson design as evidenced by the products created (e.g. capstone projects, individual projects, etc.). The final indicator will be a drop in behavior referrals for off-task behaviors in the classroom.

---

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

All staff members will eventually be introduced to the training. For now, there will be a core group of 15 teachers and administrators who will engage in a PL opportunity through Harvard University's Graduate School of Education.

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

Students and teachers

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

Funding sources will come from ESSER III federal funds. All materials for the cohort are provided by Harvard. Cohort members will be able to work with one another in an asynchronous environment to complete coursework and engage in collaborative design efforts.

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

The cohort administrators will aid in leading asynchronous discussions and work. Information from meetings will be shared in PLC meetings, administratively and departmentally. This cohort is the first of three various sessions for UDL. This is the "Explore," or introductory, portion of the UDL process. There will follow 2 other scaffolded components: "Apply" and "Implement."

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.

Student work samples and classroom observations will be the main sources of successful implementation.

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.

---

Short term - staff will be introduced to basic concepts and be provided with rudimentary knowledge of UDL instructional design, engaging students in critical thinking processes to design their demonstrations of mastery. Long term - teachers will receive ongoing professional learning to help redesign lessons that are highly engaging, equitable and rigorous.

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

The intended result is to make students collaborative partners in showing mastery of the standards in a manner that is consistent with their strengths and abilities, while still challenging them.

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.

Indicators of success will include, but not be limited to: increased student achievement on standards-based assessments, higher student engagement (as measured by ELEOT walkthroughs and evaluative observations), student collaboration in lesson design as evidenced by the products created (e.g. capstone projects, individual projects, etc.). The final indicator will be a drop in behavior referrals for off-task behaviors in the classroom.

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

Staff training will be the focus, but this training for staff will target students and their engagement with content.

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

Students will be impacted heavily by successful implementation.

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

ESSER III funds will be used to purchase necessary resources for students to create products that reflect their understanding and mastery of standards-based concepts. Those funds will also be used to purchase instructional resources that will allow students to engage with content on a deeper level in various ways.

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

The cohort administrators will aid in leading asynchronous discussions and work. Information from meetings will be shared in PLC meetings, administratively and departmentally. This cohort is the first of three various sessions for UDL. This is the "Explore," or introductory, portion of the UDL process. There will follow 2 other scaffolded components: "Apply" and "Implement."

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

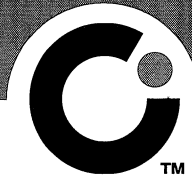
6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in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

We will continue to offer PL in content-specific areas to increase the efficacy of the teaching staff.

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-2022 Phase Three: Comprehensive School Improvement Plan\_11242021\_06:40

2021-2022 Phase Three: Comprehensive School Improvement Plan

**North Bullitt High School**  
**J Lail**  
3200 East Hebron Lane  
Shepherdsville, Kentucky, 40165  
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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 linked document

### **ATTACHMENTS**

#### **Attachment Name**



CSIP 2022

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)
 CSIP 2022	NBHS CSIP	.

## North Bullitt High School Comprehensive School Improvement Plan (CSIP)

APPROVED BY SBDM December 7, 2021

Chairperson Signature 

### Rationale

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

### Operational Definitions

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

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

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, 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

- Proficiency Goal

- By spring 2025, 47.4% of North Bullitt High School students will score proficient on the ACT in math.

By spring 2025, 52.7% of North Bullitt High School students will score proficient on the ACT in reading.

- Gap Goal

- By spring 2025, 33.3% of students with disabilities at NBHS will score proficient/distinguished on the reading section of the ACT and 32.9% of students with disabilities at NBHS will score proficient/distinguished on the math section of the ACT.

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
1. <b>Proficiency</b> 31% of NBHS students met ACT proficiency benchmark in <b>math</b> (19) for the 20-21 school year. Student success in this area will increase to 37.6% by 2022.	NBHS students' scores will rebound beyond the previous 31% proficiency and increase to 37.6% on the 2022 ACT.	KCWP 1 – Work within PLCs to deconstruct the standards assessed and apply backward design concepts to ensure mastery	Continued data analysis, training in Universal Design for Learning (UDL)	Growth data will be tracked from 9th - 10th grade on the math portion of the ACT assessment; data will be utilized to target specific interventions to increase student success on the math portion of the ACT for accountable year (i.e. 11th grade)	Section 6, ESSER III ESSER III funds will be utilized to maintain subscriptions to electronic intervention plans (IXL and Delta Math).  ESSER III funds will be utilized to provide PL to teachers in Universal Design for Learning concepts to engage students in the learning process more deeply.	N/A
		KCWP 3 – Work within PLCs to ensure formative assessment best practices are in place and data is utilized to promote student growth.	Training on UDL concepts to engage more students deeply in rigorous instruction through ILT, PLCs and Harvard Cohort.	Formative assessment data will be used to target interventions for students struggling with math concepts		
		KCWP 4 – Consistently analyze formative data to	Working within PLCs to create rigorous math	Formative assessment will be created		

		respond to student misconceptions and increase instructional efficacy.	questions that mirror the rigor of the ACT	collaboratively with instructional coaches in PLC meetings		
2. <b>Proficiency</b> 41.1% of NBHS students met ACT proficiency benchmark reading in the 20-21 school year. Student success in this area will increase to 43.9% by 2022.	NBHS students scores will rebound beyond the previous 47% proficiency and increase to 43.9% on the 2022 ACT.	KCWP 1 - Work within PLCs to deconstruct the standard, assessed and apply backward design concepts to ensure mastery.	Continued data analysis, training in UDL standards alignment, vertical instruction alignment.	Growth data will be tracked from 9th - 10th grade on the reading portion of the ACT assessment; data will be utilized in target specific interventions to increase student success on the reading portion of the ACT for accountable year (9-10th grade).	Section 6 ESSER III ESSER II funds will be utilized to maintain subscriptions to electronic intervention plans (Xt and Delta Math).  ESSER III funds will be utilized to provide PL to teachers in Universal Design for Learning concepts to engage students in the learning process more deeply.	N/A
		KCWP 3 - Work within PLCs to ensure formative assessment best practices are in place and data is utilized to measure student growth.	Training on UDL concepts to engage more students deeply in rigorous instruction.  Administrative PLCs (AEP) will be utilized for data analysis and tracking.	Formative assessment data will be tracked in English and Social Studies PLC meetings.  Common Assessment data collected and analyzed in English and Social Studies PLC meetings.		
3. <b>Can</b> 14.2% of students with disabilities met benchmark on	By 2022, students with disabilities will improve to 33.3% on the reading portion of the ACT and	KCWP 4 - Consistently analyze formative data to respond to student misconceptions and	Walkthrough data will reveal needs in tier I instruction and those needs will be addressed	ECE teachers will have a shared responsibility in monitoring and discussing goals, putting	Special Education Funds (section 6) \$2000	N/A



reading on the ACT; 14.6% of students with disabilities met benchmark in math.	32.9% on the math portion of the ACT.	increase instructional efficacy.	through PLC meetings and Administrative PLC meetings (ILT)	new interventions in place, tracking data, etc. through reviewing individual students' probes/data will show improvements in reading and math for SWD		
	ARC meetings will focus on specifically analyzing and tracking student success in reading and math on ACT, classroom, and IEP data.		IXL and Delta Math will be used for intervention support in helping SWD access concepts needed to be successful on the ACT assessment			
			When necessary, peer tutors and instructional tutor will be employed to aid in the RtI process (tier) 2.		ESS Funds (Daytime waiver)	

**Separate Academic Indicator**

- By spring 2025, 57.8% of students at North Bullitt High School will score proficient/distinguished on the KPREP On-Demand Writing Assessment.

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
1. 42% of students scored proficient/distinguished on KPREP On-Demand Writing in 2019.	49.9% of students at NBHS will score proficient or better on the KPREP On-Demand Writing assessment	KCWP 1 – Work within PLCs to deconstruct the standards assessed and apply backward design concepts to ensure mastery	Participating in UDL professional learning to design writing instruction to engage more students in deeper learning	Classroom observations will be used to determine if UDL concepts are being employed with fidelity	Section 6 \$25000  ESSER III funds will be utilized to provide PL to teachers in Universal Design for Learning concepts to engage students in the learning process more deeply.	N/A
		KCWP 3 – Work within PLCs to ensure formative assessment best practices are in place and data is utilized to promote student growth.	Bullitt Days and PLCs will be utilized writing calibration utilizing schoolwide practice assessment	Data analysis will determine next steps for employing UDL concepts to foster engagement in a variety of writing prompts		

**Transition Readiness/Graduation Rate Goal**

- By spring 2025, 88% of North Bullitt High School seniors will be transition ready (i.e. college ready, career ready, or both).

~~By spring 2025, the graduation rate of NBHS will increase to 91.2%~~

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)
1. Currently 55% of NBHS seniors are transition ready as evidenced by success on the ACT assessment or other transition readiness measure tools (e.g. KYOTE, ICEV, NOCTI, ASK).	Transition readiness numbers will increase to 88% as indicated by successfully passing an academic or career readiness measurement tool (e.g. ACT, KYOTE, ICEV, NOCTI, ASK)	KWCP 4 - Systems of data collection and tracking will be developed and maintained to ensure students succeed.	CCR Coach will assess students on dates determined by assessment windows to track college and career readiness	CCR coach will monitor and track students' success on assessments and make recommendations for additional assessment dates based on data	Section 6 \$20,000 (College/Career Readiness Coach)	
			CCR Coach will meet with Building Leadership Team twice per month and provide updated information of transition readiness	CCR Coach will offer assessment opportunities for students to take and retake assessments to become college/career ready		
1. The current graduation rate for NBHS (2021) is 85.9%.	Increased graduation rate in the 4-year cohort to 90.3% by 2022.	KWCP 5 - All structures and need to be put in place, analyzed and adapted to ensure student success.	Begin monitoring the Persistence to Graduation tool in Infinite Campus to find and proactively support at-risk students as they enter freshman year.  Continue utilizing FLEX class to offer	FLEX teacher and tutor will continue to reach out to students, monitor and monitor progress. FLEX teacher and tutor will report progress to CCR coach, counselors and administrators on a monthly basis and obtain required support for	Section 6 \$25,000 (Edgenuity/Flex Tutor)	N/A

			opportunities for students to recover credits.	students (where needed).	
			Utilize classified staff members to contact students who have not been regularly attending school and monitor data through attendance PTC.	Attendance PTC will send truancy letters, set up truancy meetings with families and make home visits where appropriate.	
		KCWP 5. All structures will need to be put in place, analyzed and adapted to ensure student success.	Utilize Performance-Based Learning (PBL)	PBL teacher and tutor will continue to reach out to students, mentor and monitor progress. PBL teacher and tutor will report progress to CCP coach, counselors and administrators on a monthly basis and obtain required support for students (where needed).	