



2023 Phase One: Continuous Improvement Diagnostic for
Schools_09222022_09:53

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

Table of Contents

2022-23 Phase One: Continuous Improvement Diagnostic for Schools	3
--	---

2022-23 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 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- 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.
Nathan S. Fulghum 9/22/22



2022-23 Phase One: Executive Summary for
Schools_09222022_10:18

2022-23 Phase One: Executive Summary for Schools

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

Table of Contents

<u>2022-23 Phase One: Executive Summary for Schools</u>	3
---	---

2022-23 Phase One: 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 East High School resides in the small town of Mt Washington, KY (pop 12,500) located just south of the major metropolitan area of Louisville, KY. It is a fast growing bedroom community and, as a result, the population has tripled in fifteen years' time. The school started as a small rural school of less than 500 but has grown into a suburban school of nearly 1500 students. We are 92.4% White (non-hispanic), 28.3% of our student body qualify for free and reduced lunch. 8% for special education services, and 14.2% for gifted and talented services. Thirty percent of our population compromise our non-duplicated gap group. While we do not have the level of ethnic diversity one might see in the Louisville area, diversity is evident when examining socio-economic status.

School's Purpose

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

College. Career. Tradition. Unrivaled. This is our motto, our mission, and defines our purpose. Teachers created this statement during an intense re-missioning, repurposing faculty retreat and synthesized these four words as the CORE of our school. We prepare students for their transition to college and/or career as part of our transition and in an unrivaled manner. It is our goal to build and foster students to be college and/or career ready while preserving our traditions and sense of community. Our course offerings are structured such that students have opportunity to become both college and career ready when graduating. Students are hand-scheduled each year, meeting with an advisor who ensures each student is passing core classes and that they are scheduled into a career pathway program that matches student interests and abilities. We offer several AP courses and dual credit courses and have career pathways in agriculture, culinary, business, engineering, family and consumer science. We also implement three big arrows that drive our decision making: Improve student achievement; Impact a positive culture, Enhance a supportive community.

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.

As we increase our enrollment, we hold tight to our community-centered school. Our athletics program holds many state and national titles. ACT scores have increased in the past year. Although On-demand writing scores have been high, other areas of the Kentucky Summative Assessment are areas of improvement.

Additional Information

CSI/TSI (including ATSI) Schools 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.

We have dropped slightly in our overall ACT composite, however, BEHS remains strong in postsecondary readiness and graduation rate. Proficiency in reading and math state assessments is higher than the state average with room for improvement. Our students scored 70% proficient and distinguished in state on-demand writing assessments.

Additional Information

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

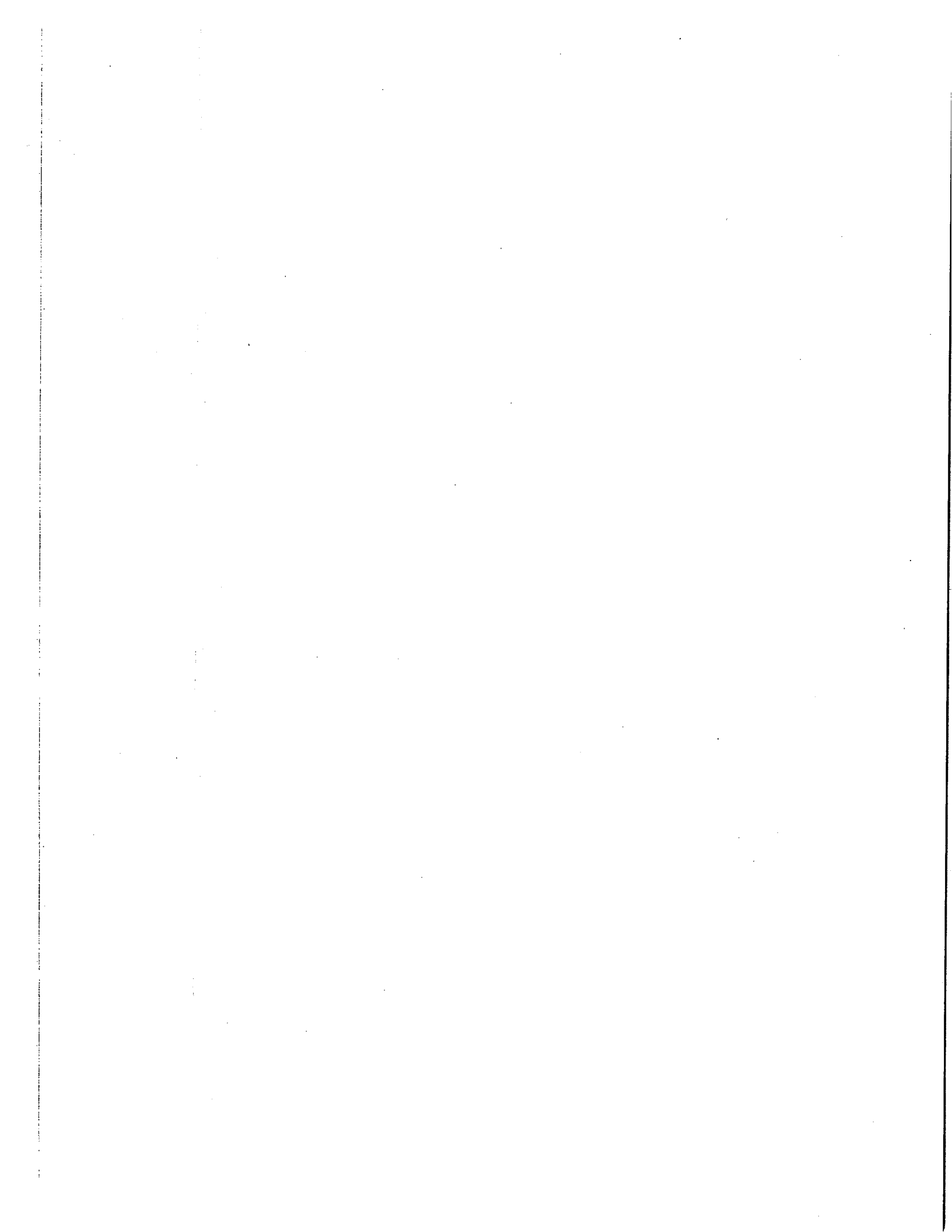
Our community continues to grow with 2 new housing developments starting that will bring 1500+ homes. Our demographic continues to change with the influx of families moving from neighboring communities, and the feel of a hometown/ community school has started to wane. Many of the social norms and community traditions that have kept us tight knit are being stretched and in many ways redefined. In short, we have experienced and continue to experience growing pains.

Generated on 01/09/2023

Bullitt East High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------





2022-23 Phase One: School Safety Report_09222022_09:56

2022-23 Phase One: School Safety Report

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

Table of Contents

<u>2022-23 Phase One: School Safety Report</u>	3
--	---

2022-23 Phase One: 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) and is a copy maintained on file in the school office?

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, shall be reported for the 2022-2023 school year and each year thereafter.

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) and is a copy maintained on file in the school office?

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

yes

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

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

yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

yes

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

yes

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

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) and is a copy maintained on file in the school office?

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)
-----------------	-------------	--------------------



2022-23 Phase Two: The Needs Assessment for
Schools_10212022_07:31

2022-23 Phase Two: The Needs Assessment for Schools

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

Table of Contents

2022-23 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	8

2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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

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

Protocol

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

The process for analyzing data at Bullitt East High School includes meeting with our leadership team which is made up of: Principal, Assistant Principal, Counselors, MTSS Coach, Postsecondary Readiness Coach, and Youth Service Center Coordinator. The leadership team meets each Monday to discuss school needs based on various sources of academic and non-academic data. PBIS team meets monthly to discuss and review behavior data. This team consists of teachers, administrator, MTSS coach, and YSC coordinator. All these committees report to administration and in turn results are shared with the Site-based decision making council when they hold their monthly meetings. BEHS uses the Plan-Do-Study-Act improvement model to identify areas of opportunity to create actionable plans based on data. Our attendance team analyzes non-academic data related to student attendance, chronic absenteeism twice a month.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Our 2021 KPREP score for reading was 33.8 and our goal for KSA 2022 testing was 56.2 We increased our score to 38%. Gains were made but the goal was not met.

Our 2021 KPREP score for math was 35% and our goal for KSA 2022 testing was 50.3%. We increased our score to 38%. Again, gains were made but the goal was not met. Although we have seen slight increases in reading and math there has been a slight decrease in our on-demand writing score. The data tells us that we need a horizontal and vertical plan to increase the number of students scoring proficient/distinguished in reading and math. It also tells us that we need to revisit our on-demand writing plan and check for minor adjustments that may need to be made. We also added the new academic indicators last year in social studies and science. Our scores for the 2021-22 school year were 12% P/D in science and 27% P/D in social studies. This places us in the "low" range of state accountability. We need to create a departmental horizontal and vertical plan to address these separate academic indicators in collaboration with strategic CTE courses. Our 2020-21 Postsecondary Readiness goal was to increase our score from 78% back to the pre covid score of 95%. We did not reach that goal but made a major increase to 87%. We finished at 101% with bonus points for high demand industry certifications. In addition, our Graduation Rate goal was to return our very high graduation rate to 95% for the 2021-22 school year. We were half a percentage point away from accomplishing that goal at 94.5%. It should be noted that although we did not meet that goal the percentage still qualifies for the very high indicator for academic accountability.

Trends

3. 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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

See attachment

ATTACHMENTS

Attachment Name

 [BEHS 2022-23 CSIP Needs Assessment](#)

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

See attachment

ATTACHMENTS

Attachment Name

 BEHS 2022-23 CSIP Needs Assessment

Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

See attachment

ATTACHMENTS

Attachment Name

 BEHS 2022-23 CSIP Needs Assessment

Strengths/Leverages

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

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

See attachment

ATTACHMENTS

Attachment Name

 BEHS 2022-23 CSIP Needs Assessment

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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

a. Complete the Key Elements Template.

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

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

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


See attachment

Generated on 01/09/2023



Bullitt East High School

ATTACHMENTS

Attachment Name

 BEHS Key Elements Chart

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BEHS 2022-23 CSIP Needs Assessment</u>	Needs assessment based on 2022 data.	• 3 • 4 • 5 • 6
 <u>BEHS Key Elements Chart</u>		• 7

Key Elements of the Teaching and Learning Environment

Key Elements	Evidence
<p>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?</p>	<ul style="list-style-type: none"> -Calendar events high school standard alignment process -Pacing guides in google curriculum drive -ODW K-12 vertical alignment housed in MasteryConnect -Feedback process in place through instructional coaches from teachers to revise/adjust pacing guides and submitting resources -CTE curriculum monitored by pass rates of all courses
<p>KCWP 2: Design and Deliver Instruction What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?</p>	<ul style="list-style-type: none"> -Eleot data walkthrough -Thinking Focus professional learning -PLC reviews at weekly ILTs, -Graduate Profile Teacher Cohort -THRIVE Academy thru the district at BEHS On-boarding-first year teachers support on best practice instruction -District instructional coaching program (special education, digital learning, and reg. education)
<p>KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<ul style="list-style-type: none"> - ACT 10th grade and 11th Grade -MasteryConnect-items banks -Industry Certifications, End of Program, College Placement Exams, KYOTE, ALEKS PPL, -PLC Question #2 -ODW schoolwide Assessment
<p>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.,</p>	<ul style="list-style-type: none"> Monthly ACT "OFI" Meetings with district -ODW Data Review -CSIP Work Sessions with LTM -Post-Secondary Readiness Data "Live"

Key Elements of the Teaching and Learning Environment

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

Academic Data	Bullet Points - Priorities and Concerns
High School Reading	Increase in reading scores from a 33% to a 38%
High School Math	Increase in math scores from a 35% to 38%.
High School Writing	Writing scores decreased drastically from a 60.7% proficiency to a 38%.
High School Science	Overall low proficiency rate of 12% . 48% of students scored novice on the science KSA
High School Social Studies	Low proficiency at 27% . First year of administering this test with KSA
Transition Ready (include all subgroups)	Increased from 78% to 87%
Graduation Rate	Fell short of 95% goal but very close at 94.5%
Students w/Disabilities Reading (all levels)	n/a for KSA
Students w/Disabilities Math (all levels)	n/a for KSA
Students w/Disabilities Writing (all levels)	n/a for KSA
Students w/Disabilities Science (all levels)	n/a for KSA
Students w/Disabilities Social Studies (elem/middle-only)	n/a for KSA
n/a	n/a
Economically Disadvantaged Reading (all levels)	Our FRL students did not match the proficiency of peer group, scoring 22% proficiency
Economically Disadvantaged Math (all levels)	Our ED students did not match the proficiency of peer group scoring at 29% proficiency
Economically Disadvantaged Writing (all levels)	Our ED students did not match the proficiency of peer group scoring at 25% proficiency
Economically Disadvantaged Science (all levels)	Our ED students did not match the proficiency of peer group scoring at 11% proficiency
Economically Disadvantaged Social Studies (elem & middle)	Our ED students scored higher in the proficiency of peer group at 29%
Homeless Students Reading (all levels)	Not enough Data
Homeless Students Math (all levels)	Not enough Data
Homeless Students Writing (all levels)	n/a
Homeless Students Science (all levels)	Not enough Data
Homeless Students Social Studies (elem & middle)	Not enough Data
Non-Academic Data	
Behavior	Top behavior occurrence is student tardies to class. We've seen a decrease in drug violations from October 2022 compared to October 2021
Student Attendance	We are excited to have our students in person again and ut our attendance rate and are shooting for a 94% this year!

Comp 2022	Comp 2021	Comp 2020	Comp 2019	Math 2022	Math 2021	Math 2020	Math 2019	Science 2022	Science 2021	Science 2020	Science 2019	English 2022	English 2021	English 2020	English 2019	Reading 2022	Reading 2021	Reading 2020	Reading 2019
17.8	18.3	17.2	17.4	15.7	17.2	17.2	17.5	16.3	17.1	17.3	17.5	16.7	14.2	15.3	15.6	18.4	17.8	18.3	18.7
20	18.7	20.1		18.2	18.1	18.6		20	18.8	18.6		18.2	16.9	17.2		18.4	18.7	18.5	
				19.4	19.9	19.8		19	19.5	19.8		18.2	20	20		19	18.9	20.3	
Sales from 10th grade cohort to 11th grade																			
0.5																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			
-1.2																			
-1.3																			
-1.8																			
0.4																			
-1.4																			
-0.1																			
1																			
-1.8																			
-1.4																			

Academic Data	Bullet Points - Trends 2-3 years
High School Reading (all students)	Increase in ACT cohort increase of 0.6. From 2021-22 increase 0.1. KSA slight increase from 33% to 38%.
High School Math (all students)	Increase in ACT cohort increase of 2.2. From 2021-22 increase of 1.3. Increase in KSA from 35% to 38%.
High School Writing (all students)	Drastic decline in ODW proficiency from 60% to 38%.
High School Science (all students)	Increase in ACT cohort of 1.7. From 2021-22 increase of 1.5. KSA decreased to 12% proficiency.
High School Social Studies	1st score is relatively low in KSA at 23% proficiency
Transition Ready (include all subgroups)	Very high at 96.6% with bonus of high demand certifications we are at 101%
Graduation Rate	Continues to be high at 94.5%
Students w/Disabilities Reading (all levels)	
Students w/Disabilities Math (all levels)	
Students w/Disabilities Writing (all levels)	
Students w/Disabilities Science (all levels)	
Students w/Disabilities Social Studies (elem/middle only)	
Economically Disadvantaged Reading (all levels)	A slight up tick in Reading scores for KSA. Large gains in ACT scores.
Economically Disadvantaged Math (all levels)	A slight up tick in math KSA scores. Large gains in ACT scores.
Economically Disadvantaged Writing (all levels)	Writing scores are lower across the sub group and peer group.
Economically Disadvantaged Science (all levels)	Science KSA scores similar to peer group but both rather low at 11% and 12 % proficient
Economically Disadvantaged Social Studies (elem & middle)	1st year of test.
Homeless Students Reading (all levels)	
Homeless Students Math (all levels)	
Homeless Students Writing (all levels)	
Homeless Students Science (all levels)	
Homeless Students Social Studies (elem & middle)	
Non-Academic Data	Bullet Points
Behavior	The focus for the 2020-2021 school year is to use trauma-responsive strategies and skills trained by our AWARE staff, PBIS classroom and school-wide expectations to have a clear multi-tiered system of supports for students to reduce the number of behavior incidents of students. The number one behavior incident
Student Attendance	Attendance rate of 94% for the 2021-22 school year. BEHS school's attendance improvement plan includes twice monthly Attendance meetings with district social worker, counselors, MTSS coach, administrators and counselors meet twice a week to focus on chronic absenteeism and truancy. Interventions are being implemented and monitored for chronically absent and truant students.

Academic Data	Bullet Points - Strengths and Leverages
High School Reading (all students)	Cohort data indicates growth on ACT from 10th grade 18.5 to 11th grade 18.9
High School Math (all students)	Cohort data indicates growth on ACT from 10th grade 18.1 to 11th grade 18.7
High School Writing (all students)	Our ODW scores are strong 61.4% of all students scored P/D.
Economically Disadvantaged Reading (all levels)	A slight up tick in Reading scores for KSA. Large gains in ACT scores.
Economically Disadvantaged Math (all levels)	A slight up tick in math KSA scores. Large gains in ACT scores.
Economically Disadvantaged Writing (all levels)	Writing scores are lower across the sub group and peer group.
Economically Disadvantaged Science (all levels)	Science KSA scores similar to peer group but both rather low at 11% and 12 % proficient.
Economically Disadvantaged Social Studies (elementary/middle)	1st year of test.
Non-Academic Data	Bullet Points
Behavior	PBIS committee meets monthly and conducts TFI process to audit schoolwide systems for student behavior. MTSS coach regularly meets with the at risk students as identified by leadership team or teachers. Administrators/staff frequently supervise restrooms to deter vaping.
Student Attendance	Our student attendance has improved slightly for the last few years. We have very high attendance – and keep seeking to improve! Starting with the 2019-2020 school year, BEHS school's attendance improvement plan includes twice monthly Attendance meetings with district social worker, counselors, MTSS coach, administrators and counselors meet twice a week to focus on chronic absenteeism and truancy. Interventions are being implemented and monitored for chronically absent and truant students.
Graduation Rate	Staff attendance has increased now that we are post-covid shut down measures but not back to pre-covid numbers due to 5 day minimum COVID-19 leave, maternity leave, and bereavement leave. In 2021, we had an 80% transition rate. In 2022, it was increased to 88.7% High grad rate. We work hard to keep students from dropping out. Develop relationships to bring kids in 5th year to finish diploma.



2022-23 Phase Two: School Assurances_10212022_07:23

2022-23 Phase Two: School Assurances

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

Table of Contents

2022-23 Phase Two: School Assurances	3
--------------------------------------	---

2022-23 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 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

4. 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

5. 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

6. 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

7. 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

8. 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

9. 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

10. 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

11. 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

12. 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

13. 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

14. 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

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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

22. 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

23. 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

24. 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

25. 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

26. 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

27. 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

28. 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

29. 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

30. 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

31. 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

32. 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

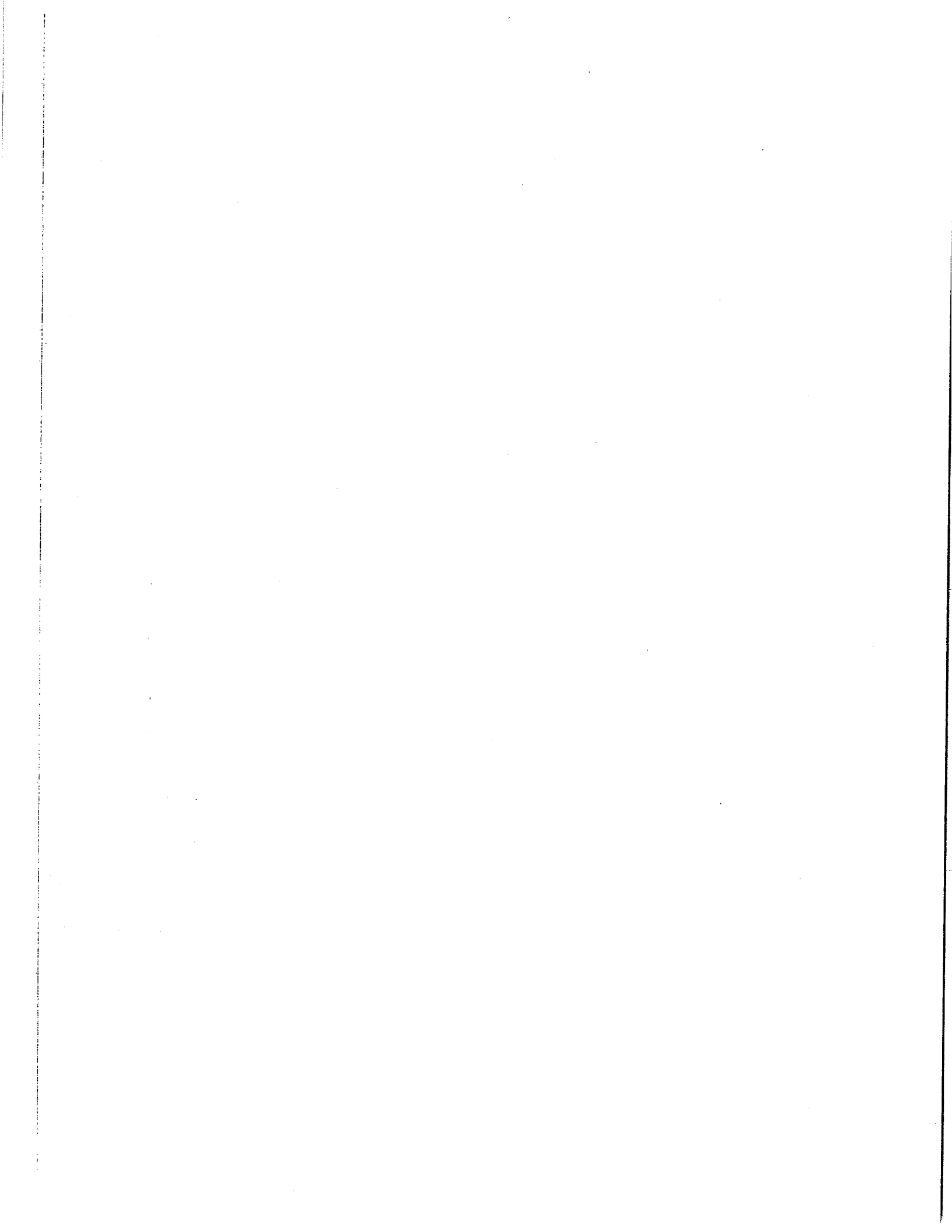
No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------





2022-23 Phase Three: Comprehensive School Improvement
Plan_11212022_10:14

2022-23 Phase Three: Comprehensive School Improvement Plan

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

Table of Contents

2022-23 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	6

2022-23 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Using the Comprehensive School Improvement Plan Template

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

- a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

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

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

See attachment

ATTACHMENTS

Attachment Name

-  BEHS 2022-23 Comprehensive School Improvement Plan

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 goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BEHS 2022-23 Comprehensive School Improvement Plan</u>		

Bullitt East High School

Comprehensive School Improvement Plan 2023-2024

School Name: Bullitt East High School	Date: December 12, 2002
The School Based Decision-Making Council has reviewed and approved the attached Consolidated School Improvement Plan for the 2023-202 school year.	
Principal Signature:	
Signature:	
Signature:	
Signature:	
Signature:	
Signature:	

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, 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. 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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy. Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

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.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

1A. Reading Goal:

- By Spring 2026, Bullitt East High School will increase the percentage of all students scoring proficient and distinguished in reading to 60.8%.

1B. Math Goal

- By Spring 2026, Bullitt East High School will increase the percentage of all students scoring proficient and distinguished in math to 55.6%.

2A. Achievement Gap: Reading

- By Spring 2026, Bullitt East High School will increase the percentage of students who are economically disadvantaged scoring proficient and distinguished in Reading to 46.7%.

2B. Achievement Gap: Math

- By Spring 2026, Bullitt East High School will increase the percentage of students who are economically disadvantaged scoring proficient and distinguished in Math to 37.8%.

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Ending	Title I Plan (NA if not applicable)
In 2022, 38% of students scored proficient in reading on the KY state assessment.	BEHS will increase student reading proficiency as measured by the state assessment to 53.9% in Spring of 2023.	KCWP 1 KCWP 2 KCWP 3	-PD with focus on student engagement, High expectations, progress monitoring -Departmental Planning on Bullitt Days - Increase student P/D scores -Active Engagement PD within Bullitt Days -SCR and EROs incorporated into classroom practice - ESS - Peer Tutoring	ELEOT Data CFAs PLC minutes MTSS Coach Student Achievement Data	\$0 - ESS and ESSER Funds - ESS Funds	

<p>In 2022, 39% of students scored proficient in math on the KY state assessment.</p>	<p>BEHS will increase student math proficiency as measured by the state assessment to 47.7% in Spring of 2023.</p>	<p>KCWP 1 KCWP 2 KCWP 3</p>	<p>-PD with focus on student engagement, High expectations, progress monitoring -Active Engagement PD within Bullitt Days -SCR and EROs incorporated into classroom practice -ESS -Peer Tutoring</p>	<p>ELEOT Data CFAs PLC minutes MTSS Coach Student Achievement Data</p>	<p>\$0 - ESS and ESSR Funds - ESS Funds</p>
<p>In 2022, 22% of GAP students scored proficient in reading on the KY state assessment.</p>	<p>BEHS will increase student reading proficiency as measured by the state assessment to 37.3% in Spring of 2023.</p>	<p>KCWP 1 KCWP 2 KCWP 3</p>	<p>-PD with focus on student engagement, High expectations, progress monitoring -Thinking Focus Cadre PD -Student Engagement PD within Bullitt Days -SCR and EROs incorporated into classroom practice -READ 180 -ESS -Peer Tutoring</p>	<p>ELEOT Data CFAs PLC minutes Student Achievement Data</p>	<p>ESSR Funds - ESS and ESSR Funds - ESS Funds</p>
<p>In 2022, 22% of GAP students scored proficient in math on the KY state assessment.</p>	<p>BEHS will increase student math proficiency as measured by the state assessment to 26.8% in Spring of 2023.</p>	<p>KCWP 1 KCWP 2 KCWP 3</p>	<p>-PD with focus on student engagement, High expectations, progress monitoring -Thinking Focus Cadre PD -Student Engagement PD within Bullitt Days -SCR and EROs incorporated into classroom practice -READ 180 -ESS</p>	<p>ELEOT Data CFAs PLC minutes Student Achievement Data</p>	<p>ESS and ESSR Funds - ESS Funds</p>

			- Peer Tutoring		
--	--	--	-----------------	--	--

Objective (Plan-Validate need w/ data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Data)	Funding	Title I Plan (NA if not applicable)
<p>3A. Writing Goal</p> <ul style="list-style-type: none"> By Spring 2026, Bullitt East High School will increase the percentage of all students scoring proficient and distinguished in writing to 76.8%. <p>3B. Science Goal</p> <ul style="list-style-type: none"> By Spring 2026, Bullitt East High School will increase the percentage of all students scoring proficient and distinguished in science to 43.2%. <p>3C: Social Studies Goal</p> <ul style="list-style-type: none"> By Spring 2026, Bullitt East High School will increase the percentage of all students scoring proficient and distinguished in social studies to 38.2%. 		KCWP 2 KCWP 3	-schoolwide ODW assessments will be administered each semester - ESS - Peer Tutoring	PLC Minutes Bullitt Day PL Student Achievement Data	\$0 - ESS and ESSR Funds - ESS Funds	

<p>In 2022, 12% of students scored proficient in science on the KY state assessment.</p>	<p><i>BEHS will increase student science proficiency as measured by the state assessment to 33.2% in Spring of 2023.</i></p>	<p>KCWP 2 KCWP 3</p>	<p>- ESS - Peer Tutoring</p>	<p>Student Achievement Data</p>	<p>- ESS and ESSR Funds - ESS Funds</p>
<p>In 2022, 27% of students scored proficient in social studies on the KY state assessment.</p>	<p><i>BEHS will increase student social studies proficiency as measured by the state assessment to 29.8% in Spring of 2023.</i></p>	<p>KCWP 2 KCWP 3</p>	<p>- ESS - Peer Tutoring</p>	<p>Student Achievement Data</p>	<p>- ESS and ESSR Funds - ESS Funds</p>

4A . English Learner Progress Goal

- By 2026, Bullitt East High School will increase the proficiency of English Learners on average to a 3.8 on the ACCESS exam.

Objective (Plain/Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and/DO)	Activities (Do)	Progress Monitoring (Study and/Act)	Funding	Title I Plan (NA if not applicable)
In 2021, English Learners on average scored 3.16 proficiency on the ACCESS tests.	Bullitt East High School will increase the percentage of all students scoring proficient on the ACCESS test to 3.5 by January 2024.	KCWP 1 KCWP 2 KCWP 3	-ESS & Peer Tutoring -EL tutoring with BCPS EL Teacher -PL with EL Strategies targeted for EL support	-grade checks		

5. Postsecondary Readiness Goal

- Transition Readiness Goal-By Spring 2025, the transition readiness goal will increase to 90%.

6. Graduation Goal

- Graduation Goal-By Spring 2025, the graduation rate will increase to 92.8% (4- and 5-year combined).

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title I Plan (NA if not applicable)
In 2022, 88.7% of our students were postsecondary ready.	By May of 2023, 95% of our students will be postsecondary ready as measured by ACT, EOP, and industry certifications.	KCWP 3 KCWP 6	-Enroll students in high demand pathways, instruct with rigor necessary to pass certification exams. - ESS - Peer Tutoring	-Number of students passing industry certs -On-going. Updated weekly by CCR Coach -Publish % transition ready weekly in Enews (celebrations!) Student Achievement Data	Perkins Funds SEEK funds ESSR Funds LAVEC Funds - ESS and ESSER Funds - ESS Funds	
In 2022, 94.5% of students graduated in 4 years.	In 2023, 95% of students will graduate in 4 years.	KCWP 6	-Attendance PLC - meets every 2 weeks to monitor absenteeism, meet with students, make home visits as necessary - YSC Coordinator works to provide nonacademic resources to student and family to get child to school -PBIS Rewards program - catches students meeting behavioral expectations. Creates a positive, not punitive	-Bi-weekly attendance meeting -Reduction in absenteeism, truancy -Decrease in behavior referrals -Infinite Campus attendance data, behavioral data Student Achievement Data	\$0 - ESS and ESSER Funds - ESS Funds	

			environment. - ESS - Peer Tutoring			
--	--	--	--	--	--	--

7. Quality of School Climate and Safety Goal (3-5 year goal)

- By 2026, BEHS students will complete the quality of school climate and safety survey with a 70% rating.

Objective (Plan-Validate need w/ data)	Measure of Success (outcome)	Strategy (KWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title I Plan (NA if not applicable)
In 2022 , 45% of students taking the Quality of School Climate and Safety Survey agree that students from this school respect each other's differences.	In 2024, 70% of students completing the quality of school climate and safety survey will agree that students from this school respect each other's differences.	KCWP 5	<ul style="list-style-type: none"> -Advisory time with Charger Connect -positive behavioral interventions and supports using PBIS Rewards -MTSS program where teachers refer students for support. -Need to Talk program-students have access to counselors and coaches to discuss -School student clubs create an education campaign on student differences. 	Tableau Visualization Data in Infinite Campus	\$0	

