2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

Bullitt Lick Middle School
Amanda Nokes
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Shepherdsville, Kentucky, 40165
United States of America

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools - 2023-2024 Phase One: Continuous Improvement Diagnostic for Schools - Generated on 01/16/2024

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2023-2024 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 2023-24 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

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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.
      Amanda Nokes 8/14/23

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2023-2024 Phase One: Executive Summary for Schools

Bullitt Lick Middle School
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2023-2024 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 Lick Middle School serves students in grades 6-8. It is located in downtown Shepherdsville, KY, an area south of Louisville along the I-65 corridor. The school was built in 1977 and completed a renovation and addition in the fall of 2017. Currently our students matriculate from Nichols Elementary, Roby Elementary and Shepherdsville Elementary. Students from Bullitt Lick continue their educational journey at Bullitt Central High School. Our student demographics are predominantly caucasian, but are changing with an increase in our diverse student population. We are a Title I school with a 71% free and reduced lunch rate. Currently, we have approximately 425 students. The mission of Bullitt Lick Middle School is to inspire all students to pursue excellence in everything they do by providing collaborative and engaging instruction. We focus on the core values of Perseverance, Progress, and Pride. Our teachers participate in professional learning communities and our staff is comprised of one principal, one assistant principal, a curriculum coach, two counselors (one provided in partnership with our educational cooperative), one MTSS coach, one 90 day counselor, 31 teachers, and various instructional assistants. We are committed to high expectations both in and out of the classroom to ensure that students learn at high levels.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

The primary stakeholders whom we serve at Bullitt Lick Middle School are our students. Every effort is made to ensure student voice and choice where possible. Classroom and school expectations are designed to ensure students are being readily prepared to be citizens of their community and to teach the skills necessary for transition. Through the design of themed mentor classes, as well as academically focused groups, students have a say in the design of their learning experiences. Parents and the community are invited to participate through SBDM, Title One events, community events and an open-door policy whereby concerns and ideas are welcomed and considered moving forward.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/ or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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Bullitt Lick Middle School

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

Notable Achievements and Areas of Improvement

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

Bullitt Lick continues to improve instructional opportunities for all students. In reading on the Kentucky State Assessment 32% of our students scored Proficient and Distinguished. In math, 26% of our students scored proficient and distinguished. We are working to increase the proficiency rate in reading and math, and focusing on literacy across all content areas. We are working to also ensure learners engage in activities that are challenging but attainable.

Additional Information

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

Bullitt Lick Middle School values the importance of literacy across subjects and the professional learning community process. Our staff meet weekly in their content teams to focus on essential standards and review data. We work daily to create a caring environment where students can grow and make meaningful connections with adults that benefit our school community. Our community and demographics are changing to reflect the diversity that is present. We value the opportunity to learn from one another and create transition-ready students.

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Bullitt Lick Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase One: School Safety Report_09252023_14:45

2023-2024 Phase One: School Safety Report

Bullitt Lick Middle School
Amanda Nokes
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2023-2024 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)?

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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

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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 <u>current</u> school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

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

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

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Bullitt Lick Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase Two: The Needs Assessment for Schools_10122023_10:18

2023-2024 Phase Two: The Needs Assessment for Schools

Bullitt Lick Middle School
Amanda Nokes
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2023-24 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.

See attached

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?

See attached

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 2021-22 to 288 in 2022-23.
• From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
    See Attached

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 2022-23 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
    See attached

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 attached

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 attached

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 Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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 directly below.**

8. 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 throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

See Attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 BLMS Key Elements		•
🔗 Narrative Questions 1, 2, 8		•
🔗 Needs Assessment 3, 4, 5, 6		•

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2023-2024 Phase Two: School Assurances

Bullitt Lick Middle School
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Bullitt Lick Middle School

2023-24 Phase Two: School Assurances
Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

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

- **Yes**
- o No
- o N/A

COMMENTS

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

- **Yes**
- o No
- o N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assisstance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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

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ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ● **Yes**
- o No
- o N/A

COMMENTS

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

- ● **Yes**
- o No
- o N/A

COMMENTS

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**
- o No
- o 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. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- ● **Yes**
- o No
- o N/A

COMMENTS

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Bullitt Lick Middle School

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
- o 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
- o No
- o 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
- o No
- o N/A

COMMENTS

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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**

o No

o N/A

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

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**

o No

o 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**

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o No

o 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**

o No

o N/A

COMMENTS

Title I Schoolwide Programs

15. In a school 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**

o No

o N/A

COMMENTS

16. In a school 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**

o No

o N/A

COMMENTS

17. In a school implementing a schoolwide program, the school developed a

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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. In a school 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. In a school 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. In a school 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

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COMMENTS

21. In a school 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**
- o No
- o 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**
- o No
- o N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In a school 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.

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o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

● **N/A**

COMMENTS

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

o Yes

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o No
● **N/A**
COMMENTS

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

o Yes

o No

● **N/A**
COMMENTS

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

o Yes

o No

● **N/A**
COMMENTS

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

o Yes

o No

● **N/A**
COMMENTS

Schools Identified for Targeted Support and Improvement
31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

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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**
- o No
- o 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**
- o No
- o N/A

COMMENTS

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Bullitt Lick Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase Three: Comprehensive School Improvement Plan_12012023_14:18

2023-2024 Phase Three: Comprehensive School Improvement Plan

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

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Bullitt Lick Middle School

2023-24 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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/ middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for 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, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

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

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement in

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

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 template in the attachment area directly 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.

Our school wide focus is on literacy across contents, challenging but attainable learning tasks, and purposeful planning. The collection and analysis of this data and our Plan Do Study Act on literacy (classroom observations will have evidence of literacy practices defined as reading, writing and speaking) will support our Key Core Work Processes (KCWP) 2, 4, and 6 which will support the ongoing use of incremental data in order to undergo a continuous improvement process with steps to reach our ultimate Proficient/DIstinguished goals for all groups.

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Bullitt Lick Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 BLMS CSIP		•

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

Bullitt Lick Middle School serves students in grades 6-8. It is located in downtown Shepherdsville, KY, an area south of Louisville along the I-65 corridor. The school was built in 1977 and completed a renovation and addition in the fall of 2017. Currently our students matriculate from Nichols Elementary, Roby Elementary and Shepherdsville Elementary. Students from Bullitt Lick continue their educational journey at Bullitt Central High School. Our student demographics are predominantly caucasian, but are changing with an increase in our diverse student population. We are a Title I school with a 67.8% free and reduced lunch rate. Currently, we have approximately 425 students. The mission of Bullitt Lick Middle School is to inspire all students to pursue excellence in everything they do by providing collaborative and engaging instruction. We focus on the core values of Perseverance, Progress, and Pride. Our teachers participate in professional learning communities and our staff is comprised of one principal, one assistant principal, a curriculum coach, two counselors (one provided in partnership with our educational cooperative), one MTSS coach, one 90 day counselor, 31 teachers, and various instructional assistants. We are committed to high expectations both in and out of the classroom to ensure that students learn at high levels.

Identify and describe the school stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

The primary stakeholders whom we serve at Bullitt Lick Middle School are our students. Every effort is made to ensure student voice and choice where possible. Classroom and school expectations are designed to ensure students are being readily prepared to be citizens of their community and to teach the skills necessary for transition. Through the design of themed mentor classes, as well as academically focused groups, students have a say in the design of their learning experiences. Parents and the community are invited to participate through SBDM, Title One events, community events and an open-door policy whereby concerns and ideas are welcomed and considered moving forward.

School's Purpose

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

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

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

Bullitt Lick continues to improve instructional opportunities for all students. In reading on the Kentucky State Assessment 32% of our students scored Proficient and Distinguished. In math, 26% of our students scored proficient and distinguished. We are working to increase the proficiency rate in reading and math, and focusing on literacy across all content areas. We are working to also ensure learners engage in activities that are challenging but attainable.

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.

Not applicable.

Additional Information

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

Bullitt Lick Middle School values the importance of literacy across subjects and the professional learning community process. Our staff meet weekly in their content teams to focus on essential standards and review data. We work daily to create a caring environment where students can grow and make meaningful connections with adults that benefit our school community. Our community and demographics are changing to reflect the diversity that is present. We value the opportunity to learn from one another and create transition-ready students.

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.**

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

BULLITT COUNTY PUBLIC SCHOOLS

INSTRUCTIONAL VISION

AUTHENTIC LEARNING EXPERIENCES

Academic Standards + Graduate Profile Competencies= Authentic Learning Experiences

Experiences are a balance of traditional, transitional, AND transformational

STUDENT VOICE AND AGENCY

Empowering students to have a voice in their learning and school community, involving them in decision-making processes, and co-creating opportunities for student-led initiatives and improvements.

COMMUNITY PARTNERSHIPS

Cultivating partnerships with local businesses, organizations, and community members to provide students with connections and opportunities to bridge school to life.

DEMONSTRATIONS OF LEARNING

Students showcase their learning and personal growth through student-led conferences, exhibitions, and defenses of learning.

AUTHENTIC ASSESSMENTS

Students explore and utilize innovative formative and summative assessment methods which may include project-based assessments, competency-based assessments, student-curated work, or performance-based assessments that reflect authentic applications of knowledge and skills.

Indicator	Status Score	Status Color	Change Score	Change Color
State Assessment Results in reading and mathematics	37.2	Orange ▾	-3.8	Orange ▾
State Assessment Results in science, social studies and writing	32.4	Orange ▾	-1.8	Yellow ▾
English Learner Progress	N/A		N/A	
Quality of School Climate and Safety	57.2	Orange ▾	-3.2	Orange ▾
Priorities/Concerns from Needs Assessment for Schools List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template. *(this would be identified from novice/apprentice, etc)*	**Processes, Practices, or Conditions to be Addressed from Key Elements Template** *(this comes from Phase II School Key Elements Table)* List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.			
1. Reading 2. Writing	KCWP - 2 Design and Deliver Instruction KCWP - 4 Review Analyze and Apply Data KCWP - 6 Establish Learning Culture and Environment			

Subject *School Report Card – Academic Performance – Assessment Results Progress Towards State Goals*	2023 Current	2024 Objective	2026 Stretch Goal	Key Core Work Process 1-6 *(drop down menu...maximum of 3 KCWPs)*	Plan/Do *(for TSI schools these should be evidence-based practices for subgroup documented on TSI Evidence Based Practices Table below)*	Study & Act *(Select a data source, write noticings, and next steps. Document date of review) Please progress monitor a minimum of 2 times per academic year*	Funding *(Select fund and then enter amount)*
Reading	28.0%	52.8%	55.2%	2 Design and Deliver Instr... ▾	**District OFI collaboration:** Secondary Adolescent Literacy	**ELS** ▾ Noticings: P/D numbers are the same for reading and lower that KSA for math	ESS Funds (State) ▾ $12,000
Math	20.0%	40.0%	43.1%	4 Review, Analyze, Apply ... ▾	**Data Analysis:** *PDSA Walkthrough Literacy data (integration of literacy across contents)	Action: Targeted intervention via ESS and planning via the PLC. ESS was a targeted, cross curricular process-based learning experience with a multiple product outcome. Student data indicated growth during the program, which will continue to add targeted kids	Title 1 (Federal) ▾ $150,000 Staffing
Achievement Gap Reading ▾	23.0%	45.2%	48.0%	6 Establish Learning Envir... ▾	*ELS Data: Pathways to Proficiency reading and math data *ELEOT Data *Teacher-to-teacher walkthrough data (Literacy look-fors and Purposeful Planning)	Date: Ongoing	Title 1 (Federal) ▾
Econo... ▾					*Coaching cycles with IC, MTSS and SpEc IC.	**Eleot Data** ▾ Noticings: ELEOT B2: Walkthrough data indicates instructional activities are not challenging enough for engagement and retention of knowledge as delivered in lessons.	Title 1 (Federal) ▾
					PLC *Data review *Behavior review	Action: Classroom walkthroughs by admin and colleagues to refine the instructional vision of the school. Date: Ongoing	Title 1 (Federal) ▾
							Title 1 (Federal) ▾
							Title 1 (Federal) ▾
							Title 1 (Federal) ▾

				District OFI collaboration: Secondary Adolescent Literacy	Eleot Data
Science	19.0%	20.0%	24.2%	**Data Analysis:** *PDSA Walkthrough Literacy data (integration of literacy across contents) *ELEOT Data to ensure challenging but attainable tasks across classrooms and content *Teacher-to-teacher walkthrough data (Literacy look-fors and Purposeful Planning) *Coaching cycles with IC, MTSS and SpEc IC	Noticings: ELEOT B2- Walkthrough data indicates instructional activities are not challenging enough for engagement and retention of knowledge as delivered in lessons. Action: Classroom walkthroughs by admin and colleagues to refine the instructional vision of the school. Date: Ongoing
Social Studies	15.0%	45.4%	48.3%		
Writing	15.0%	22.5%	26.6%		
					ELS Noticings: Action: Date:
English Learner Progress	Suppressed			What are we doing to ensure Ss are knowledgeable EL teacher working with PLC analyzing additional forms of assessment	ELS Noticings: Action: Date: ELS Noticings: Action: Date:

Quality of School Climate and Safety	57.2%	65%	67%	PDSA on working conditions to support staff in order to support students. Working to support student understanding.	

Attendance Data ▾
Noticings: Overall attendance is up from the 22-23 school year, indicating students want to be here.
Action: Continue to focus on PBIS, and relationship building at school to support student social-emotional needs.
Date: Ongoing

ELS ▾
Noticings:
Action:
Date:

Title 1 Schoolwide Evidence (documentation of Title 1 events, surveys, etc. with dates, etc.)
- Literacy Night
- Math Night
- Parent Feedback Survey for each event
- Cross Content December PBL Showcase Night, BAT Club

Addendum for Schools Identified for Targeted or Comprehensive Support
In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to 703 KAR 160:346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160:346(8)(e) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools
TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPS. TSI schools, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups provide narrative information regarding the additional requirements for TSI schools in the following chart.

Components of Turnaround Leadership Development and Support:	Identification of Critical Resources Inequities:	Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students	Targeted Subgroups and Evidence-Based Interventions:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?	**Consider:** Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified in the comprehensive school improvement plan.	**Consider:** Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.	**Consider:** Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the

Response:	Response:
that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:**	school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? **Response:**

Evidence-based Activity (Evidence-based Practices website)	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
Work to implement High Leverage Practices across contents, specifically opportunities to respond.	Council for Exceptional Children & CEEDAR Center. (2015). High Leverage Practices in Special Education.	☐
		☐

Resources:
- What Works Clearinghouse (WWC) User Guide
- Elevating Evidence Resources: Clearinghouses and Databases
- Open Access Journals in Education

Academic Data	KSA 2022-23 P/D	PA Spring 2023 P/D	PA Fall 2022 P/D	KSA 2021-22 P/D	CASE Spring 2022 P/D	CASE Fall 2021 P/D
Reading (all students)	28%, 31%, 24%	32.03%, 23.91%, 28.15%	30.4%, 30.3%, 31%	31.0%	35.00%	33%
Math (all students)	14%, 26%, 20%	17.4%, 22%, 15.7%	23%, 26.2%, 15.3%	26.0%	22%	24%
Writing (all students)	**			21.0%		
Editing and Mechanics (all students)						
Science (all students)	19%			*		
Social Studies (all students)	15%			20%		
(Academic Data)	**KSA 2022-23 P/D**	**PA Spring 2023 P/D**	**PA Fall 2022 P/D**	**KSA 2021-22 P/D**	**CASE Spring 2022 P/D**	**CASE Fall 2021 P/D**
Students w/Disabilities Reading	**	4.35%, 0%, 0%	32.1%, 10.1%, 6.7%	12.0%	14%	20%
Students w/Disabilities Math	**	0%, 5.3%, 0%	21.5%, 9.1%, 0%	*	5.30%	8%
Students w/Disabilities Writing	**			*		
Students w/Disabilities Editing and Mechanics	**					
Students w/Disabilities Science	**			*		
Students w/Disabilities Social Studies	**			*		
(Academic Data)	**KSA 2022-23 P/D**	**PA Data, Spring 2023 P/D**	**PA Data, Fall 2022 P/D**	**KSA 2021-22 P/D**	**CASE Spring 2022 P/D**	**CASE Fall 2021 P/D**
Economically Disadvantaged Reading	23%	31.47%, 20.18%, 23.21%	28%, 28.1%, 26.2%	27%	34%	27%
Economically Disadvantaged Math	16%	18.5%, 16.8%, 12.5%	24%, 24.1%, 12.9%	20.0%	16.00%	19%
Economically Disadvantaged Writing	**			*		
Economically Disadvantaged Editing and Mechanics						
Economically Disadvantaged Science	14%			*		
Economically Disadvantaged Social Studies	10%			13%		
(Academic Data)	**KSA 2022-23 P/D**	**PA Spring 2023 P/D**	**PA Fall 2022 P/D**	**KSA 2021-22 P/D**	**CASE Spring 2022 P/D**	**CASE Fall 2021 P/D**
Homeless Students Reading	**	20%, 16.67%, 33.33%	0%, 0%, 25%	*	40%	12%
Homeless Students Math	**	0%, 0%, 0%	0%, 0%, 0%	17%	27%	25%
Homeless Students Writing	**			*		
Homeless Student Editing and Mechanics	**					
Homeless Students Science	**			*		
Homeless Students Social Studies	**			*		

Academic Data	KSA 2022-23 P/D	PA Spring 2023 P/D	PA Fall 2022 P/D	KSA 2021-22 P/D	CASE Spring 2022 P/D	CASE Fall 2021 P/D
Gifted and Talented Reading		100%, 80%, 62.5%	42.9%, 63.9%, 60%	*	56%	64%
Gifted and Talented Math		100%, 54.6%, 55.6%	64.2%, 50%, 31%	*	48%	47%

Non-Academic Data	2022-2023	2021-22
Behavior		540
Student Attendance		N/A
Teacher Attendance		
Quality of Climate Student Survey		2/5