



2023-2024 Phase One: Executive Summary for
Schools_10122023_10:27

2023-2024 Phase One: Executive Summary for Schools

Riverview Opportunity Center
Dominic McCamish
383 High School Drive
Shepherdsville, Kentucky, 40165
United States of America

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 County Specialized Programs is comprised of Riverview Opportunity Center (ROC), Bullitt Alternative Center (BAC), Bullitt Virtual Learning Academy (BVLA), Bullitt Advanced Math and Science (BAMS), the Career Readiness Center (CRC), and Spring Meadows. The Specialized Programs currently serves 357 students, grades 4th - 12th grade. These students are from all across the county. The staff is made up of 25 certified employees including the principal, assistant principal and counselor, while there are 19 classified staff across the programs. The Specialized Programs covers multiple facilities in Shepherdsville and Mount Washington, while the BVLA teachers operate out of the Bullitt County campus of Jefferson Community and Technical College.

ROC:

Across the programs that run out of ROC (BAMS, BVLA, and CRC), 51% of students are male and 49% female. 83% of our students qualify for either free or reduced lunch prices. Students that are actively receiving special education services are 11% of the student body.

ROC has 17 certified staff members, and 11 classified staff members (4 of which are instructional support positions). Of our certified teachers, 4 do not have tenure.

BAC:

The Bullitt Alternative Center has a very transient student population. Currently, 82% of our students are male, while 18% are female. Nearly every student enrolled at BAC at any given time qualifies for free or reduced lunch prices. 18% of our current population is actively receiving special education services. 79% of the student population is White, while 15% are African American and 6% are Hispanic.

BAC has 7 certified staff members, 3 social workers, and 8 classified staff members (5 of which are instructional support positions).

School Stakeholders

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

Notable Achievements:

- Started BVLA in the 2021 - 2022 school year
- Started the Campbellsville Criminal Justice Program held in ROC in the 2021 - 2022 school year
- Started the Bullitt Virtual Night School in the 2022 - 2023 school year
- Started PLCs across the Specialized Programs
- Presented to the Kentucky Board of Education and Commissioner Glass on BVLA and virtual learn
- 9 students accepted into Craft and Gatton Academies for the 2023 - 2024 school year - more than

Areas of Improvement:

There are two primary areas for improvement within the Specialized Programs. With the exception of BAMS, ACT scores are in need of improvement, especially in the area of math. Additionally, equity in tier 1 instruction across the Programs is an area for focused improvement. These two areas are the subjects of PDSAs and therefore a focus of our entire staff.

Additional Information

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

N/A



2023-2024 Phase One: School Safety Report_10122023_10:31

2023-2024 Phase One: School Safety Report

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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)?

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. August 7, 2023 (Opening Day).

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.



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

2023-2024 Phase Two: The Needs Assessment for Schools

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383 High School Drive
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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.

ROC does not have a school council. Instead, we have an Instructional Leadership Team (ILT). The members of this team are as follows:

- Dominic McCamish (Principal)
- Chadwick Golladay (Assistant Principal)
- Valarie Moore (Counselor)
- Michael Paul (Instructional Coach)

We have an ILT meeting every month where we review data from ELS, iReady, On Demand Writing, and KSAs.

- 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.
I do not have access to this data.

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.

Area 1: Math

Area 2: English

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.

I do not have access to this data.

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:

Attachment Summary

Attachment Name	Description	Associated Item(s)
 ROC School Key Elements		• 7



2023-2024 Phase Two: School Assurances_10122023_10:32

2023-2024 Phase Two: School Assurances

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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

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 in a targeted assistance 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

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

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. 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

No

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

No

N/A

COMMENTS

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

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

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. 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.

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.

Yes

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.

Yes

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.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Three: Comprehensive School Improvement
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2023-2024 Phase Three: Comprehensive School Improvement Plan

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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, 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

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

ATTACHMENTS

Attachment Name



ROC CSIP

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 uploaded document.

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 11.14 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

<p>The required goals for elementary/middle schools include the following:</p> <ul style="list-style-type: none"> ● 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 	<p>The required goals for high schools include the following:</p> <ul style="list-style-type: none"> ● 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
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**BULLITT COUNTY
PUBLIC SCHOOLS
INSTRUCTIONAL VISION**

Our mission is to inspire and equip our students to succeed in life.



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.

Updated June 2023

Subject	2023 Current	2024 Objective	2026 Stretch Goal	Key Core Work Process 1-6 <i>(drop down menu...maximum of 3 KCWPs)</i>	Plan/Do <i>(for TSI schools these should be evidence-based practices for subgroup documented on TSI Evidence Based Practices Table below)</i>	Study & Act <i>(select a data source, write noticings, and next steps; Document date of review)</i>	Funding <i>(select fund and then enter amount)</i>
<p><i>School Report Card → Academic Performance → Assessment Results → Progress Towards State Goals</i></p>							
Reading % P/D	61.7%	70%	75%	<ul style="list-style-type: none"> 1 Design and Deploy Stan... ▾ 2 Design and Deliver Instr... ▾ 4 Review, Analyze, Apply ... ▾ 	<ul style="list-style-type: none"> Develop instructional vision and train teachers Hire a math teacher Send CRC teachers to PBL or Adolescent Literacy Training Use data in PLCs to identify areas of need 	<p>ELS ▾</p> <p>Noticings: English scores are significantly lower in one program compared to the others.</p> <p>Action: Data analysis followed by focused work in PLCs and coaching cycles. Building towards more authentic learning experiences.</p> <p>Date: Started in December 2023 and will continue until the end of the school year.</p>	<ul style="list-style-type: none"> Perkins (Federal) ▾ LAVEC: \$18,000 Title 1 (Federal) ▾ Title 1 (Federal) ▾ Title 1 (Federal) ▾ Title 1 (Federal) ▾ Title 1 (Federal) ▾ Title 1 (Federal) ▾ Title 1 (Federal) ▾
Math % P/D	48.94%	55%	65%				
Achievement Gap	Unavailable	Unavailable	Unavailable				
Reading ▾							
Econo... ▾							

Updated June 2023

Quality of School Climate and Safety	N/A	N/A	N/A	N/A	N/A	<ul style="list-style-type: none"> ELS - Notings: N/A Action: Date: ELS - Notings: Action: Date:
Graduation Rate	100%	100%	100%	Continue our current system.	<ul style="list-style-type: none"> Graduation Rates - Notings: We are at 100% Action: Continue our current systems Date: 23-24 School Year 	
Post Secondary	100%	100%	100%		<ul style="list-style-type: none"> Industry Certs - Notings: We are at 100% Action: Continue our current systems Date: 23-24 School Year 	
<p>Title 1 Schoolwide Evidence (documentation of Title 1 events, surveys, etc. with dates, etc.)</p> <ul style="list-style-type: none"> • N/A 						