2024 Phase One: Executive Summary for Districts

2023-2024 Phase One: Executive Summary for Districts

Bullitt County
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Description of the District

Describe the district'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 district serves?

Bullitt County Public Schools (BCPS) is the 7th largest school district in the state of Kentucky. BCPS is located south of Louisville, KY and has both urban and suburban characteristics. Within Bullitt County, our district serves students and families across several communities: Hillview, Pioneer Village, Shepherdsville, Mt. Washington, Fox Chase, Hebron, Lebanon Junction, Hunters Hollow, Nichols and Clermont. The district serves approximately a little over 12, 700 children in PreK-12 and employs over 2,000 certified and classified staff. Our district consists of 23 schools made up of 13 elementary schools, 6 middle schools, 3 high schools and an alternative school. In addition, we provide two specialized programs for high school students which are the Bullitt Advanced Math and Science Academy and the Career Readiness Center. Our Bullitt Virtual Learning Academy provides instruction for students in Grades 4-12 with BCPS teachers. We also run a state-funded Academic Technical Center and provide instruction to children at a residential facility, Spring Meadows. BCPS offers a specialized middle school program called Discovery School for students entering 6th grade.

The community and district are beginning to experience a growth in students who are identified as English Learners in the north and central areas of the county. The community is very supportive of the school district. Our community understands our school district is a larger school district in the state, but also wants to maintain a "small town feel" within the community and schools which represents a challenge within itself. As the education landscape changes, innovation and change may be difficult with the community holding to the desire to be a "small town". Within our community, there are three distinct areas of the district (north, central and east) that present challenges to ensure equity of opportunity and access for all students.

According to student enrollment numbers, 86.9% of BCPS students are White, 5.7% Hispanic, 4.1% Two or More Races, and 3.3% represent other races. In addition, 48.9% of students are economically disadvantaged. According to the 2021 Census Data, Bullitt County community is made up of 95.5% White, 2.7% Hispanic, 1.6% African American, and 1.7% Two or More Races. Based on this information, there is a changing demographic within the school district which will reflect on the community as well.

District Stakeholders

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

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Stakeholder groups in our district are students, staff, parents, businesses, and community members. The involvement of and engagement in the improvement planning process occur through our certified and classified advisory teams, our monthly Community Contributors for Innovative Learning Team, SBDM meetings, principal meetings, district leadership meetings, advisory nights, and school level parent nights. In addition, surveys and focus groups are used to also identify priority areas for improvement.

District's Purpose

Provide the district'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 district embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Bullitt County Public Schools Mission: "Our Mission is to Inspire and Equip Our Students to Succeed in Life"

Bullitt County Public Schools Core Values: Students Matter Most, Shared Accountability, Embrace Differences, Future Focused, Proactive Innovation. Service Before Self

The district embodies our mission and core values through focusing on ensuring students are ready for life outside of high school through implementation of the Bullitt County Public Schools Graduate Profile. We have a wide array of programs offered to students K-12 to help provide support for students and meet their individual needs. BCPS expects all students to be postsecondary ready to allow a smoother transition to life after high school graduation and to develop the workforce in our county and region. Our preschool program embodies school readiness and developmentally appropriate teaching strategies to provide a solid foundation for our most at-risk students. Our district also offers an extended literacy learning program for students in K-2 on Saturdays and during the summer which targets our most at-risk early readers. Our district continues to embed our Graduate Profile competencies into student authentic learning experiences across K-12 that will grow and develop our students in skills that will prepare them for life in and outside of school. The competencies that BCPS is working to instill in our students and across the community are: Effective Communicator, Innovative Problem Solver, Productive Collaborator, Community Contributor, Self-Directed Navigator, and Mastery Learner.

Our secondary programs at the middle and high school provide support for gifted and talented and/or high achieving students through Discovery School which starts in 6th grade and the Bullitt Advanced Math and Science Academy (BAMS) which starts in 9th grade. These programs offered are housed in existing school facilities and are "schools" within a school. In addition, our district embraces the importance of careers by offering multiple pathways at all of our high schools along with a steadily growing Academic Technical Center (ATC) that provides students with hands-on learning in areas such as carpentry, welding, etc. Our district is working to provide more authentic learning experiences for our students through our graduate

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profile competencies and project-based learning opportunities. To ensure that all students have a positive and safe learning environment, we have a strong safe schools program that supports Positive Behavior Intervention Systems (PBIS).

Notable Achievements and Areas of Improvement

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

- Recipient of School Systems Innovation Grant Phase 1
- BCHS student named to Educators' Rising State Officer position
- Assistant Superintendent named KASA District Administrator of the Year 2023
-

Areas of Improvement: Improving outcomes for our students with disabilities continues to be a focus for our district. In addition, we are beginning to increase our number of EL students which is an area of great improvement for us in regards to support for our teachers and students. Equity is an area of improvement for our district related to not only opportunities for students, but also ensuring success for all students. We still have progress to make ensuring all students have equitable access to guaranteed, viable curriculum through the identification of essential standards and high quality instructional resources.

Additional Information

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

NA

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2024 Phase Two: District Safety Report

2023-2024 Phase Two: District Safety Report

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2023-24 Phase Two: District Safety Report_UAT
District 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.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) in the comment box.
YES

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further 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 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

3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

> YES

4. Has each 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 all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

> NO. Old Mill Elementary school is a new school that is working to adjust and build their evacuation maps and have them posted.

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

> YES

6. 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 for review?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

> yes

7. Are practices in place to control access to each 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 all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.
　　yes

8. Was each school's emergency plan reviewed following the end of the <u>prior</u> school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained on file for review?

Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.
　　yes

9. Did each 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 each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.
　　yes

10. During the first 30 instructional days of the <u>current</u> school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the current drill log?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.
　　yes

11. During the month of January during the <u>prior</u> school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the appropriate drill log and maintained on file?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.
    yes

12. Over the immediately preceding twelve months, did each school within the district 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 all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.
    yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024 Phase Two: District Assurances

2023-2024 Phase Two: District Assurances

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2023-24 Phase Two: District Assurances
Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225) and must contain a signed declaration by the superintendent that all schools in the district are in compliance with the necessary federal and state requirements for school improvement, including:

• KRS 158.649 (achievement gaps),

• 158.6455 (school accountability system),

• 158.782 (monitoring and review of turnaround plan),

• 160.346 (targeted and comprehensive improvement)

• 703 KAR 5:280 (school improvement procedures).

• Elementary and Secondary Education Act (ESSA)

• 20 U.S.C. 6301 et seq. (fair, equitable, and high-quality education, and close educational achievement gaps),

• 2 C.F.R. Part 200 (uniform administrative requirements) and

• 34 C.F.R. Part 200 (Title I).

Please read the assurance and indicate whether your district 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.

District Assurances_UAT
    The district hereby ensures that the FY 2023-2024 District General and Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.
- **● Yes**
- o No

o N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024 Phase Two: The Needs Assessment

2023-2024 Phase Two: The Needs Assessment for Districts

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2023-24 Phase Two: The Needs Assessment for Districts
Understanding Continuous Improvement: The Needs Assessment for Districts

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 district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district 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 districts 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 districts, each district 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 of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.
See attached

ATTACHMENTS
Attachment Name

⎆ 2024 CDIP Needs Assessment Narrative #1, #2, #8

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Review of Previous Plan

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

See attached

ATTACHMENTS

Attachment Name

🔗 2024 CDIP Needs Assessment Narrative #1, #2, #8

Trends

3. After 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 district saw an 11% increase in novice scores in reading among students with achievement gaps.

See attached

ATTACHMENTS

Attachment Name

🔗 2024 District Needs Assessment

Current State

4. Plainly state the current condition of the district 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.

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• 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 74% of the district's teachers received adequate professional development.
        See attached

ATTACHMENTS

Attachment Name

🔗 2024 District Needs Assessment

Priorities/Concerns
        5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) 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

ATTACHMENTS

Attachment Name

🔗 2024 District Needs Assessment

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

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

ATTACHMENTS

Attachment Name

    🔗   2024 District Needs Assessment

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data 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.**
ATTACHMENTS

Attachment Name

    🔗   2024 CDIP Needs Assessment Narrative #1, #2, #8

    🔗   BCPS Key Elements

    8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district 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

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Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.
See attached

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🔗 2024 CDIP Needs Assessment Narrative #1, #2, #8		• 1 • 2 • 7
🔗 2024 District Needs Assessment		• 3 • 4 • 5 • 6
🔗 BCPS Key Elements		• 7

Academic Data	KSA 2022-2023	IREADY	Fastbridge	KSA 2021-2022	CASE Data, Spring 2022	K-PREP 2020-2021
Elementary Reading (all students)	49% P/D	28% On Grade Level	52% above Benchmark	51% P/D	46.5% P/D	43.2% P/D
Elementary Math (all students)	41% P/D	17% On Grade Level	63% above Benchmark	42% P/D	44.1% P/D	30.5% P/D
Elementary Writing (all students)	50% P/D			44% P/D		49.0% P/D
Elementary Science (all students)	34% P/D			31% P/D		25.9% P/D
Elementary Social Studies (all students)	43% P/D			35% P/D		
	KSA 2022-2023	PtP		KSA 2021-2022	CASE Data, Spring 2022	K-PREP 2020-2021
Middle School Reading (all students)	47% PD	40.4% P/D		45% PD	46.4% PD	42.7% P/D
Middle School Math (all students)	36% P/D	19.7% P/D		42% P/D	35.78 % P/D	26.6% P/D
Middle School Writing (all students)	42% PD			39% P/D		58.5% P/D
Middle School Science (all students)	24% PD			21% P/D		18.9% P/D
Middle School Social Studies (all students)	31% P/D			34% P/D		
	KSA 2022-2023	PtP		KSA 2021-2022		K-PREP 2020-2021
High School Reading (all students)	39% P/D			35% P/D		31.1% P/D
High School Math (all students)	32% P/D			33% P/D		33.1 %P/D
High School English/Writing (all students)	29% P/D			28% P/D		48.4% P/D
High School Science (all students)	7% P/D			9% P/D		16.2% P/D
High School Social Studies (all students)	25% P/D			23% P/D		
	22-23			21-22		2020-2021
Post Secondary Readiness (include all subgroups)	94.3- (White - 96.5) (Economically Disadvantaged - 81.6) (Students w/disabilities - 50.4)			93.1- Changed to Post Secondary Readiness(White - 93.9) (Economically Disadvantaged - 82.6) (Students w/disabilities - 62.2)		2020-2021 Transition Data (All-78%) (White: 71%) (African American-50%) (Hispanic-62%) (Two or More Races-75%) (Students w/Disabilities-28%) (Economically Disadvantaged-31%) (EL Students-14%)
	2023			2022		2021
Graduation Rate	93%			91.80%		4-Year Cohort: 89.2%; 5-Year Cohort: 92.2%
	KSA 2022-2023			KSA 2021-2022	CASE Data, Spring 2022	K-PREP 2020-2021
Students w/Disabilities Reading (elementary)	19% P/D			22% P/D	29.75% P/D	23.5% P/D
Students w/Disabilities Reading (middle)	16% P/D			15% P/D	20.3% P/D	17.6% P/D
Students w/Disabilities Reading (high school)	9% P/D			13% P/D		11.4% P/D
Students w/Disabilities Math (elementary)	19% P/D			16% P/D	27.2% P/D	11.5% P/D
Students w/Disabilities Math (middle)	11% P/D			13% P/D	12.6% P/D	7.4% P/D
Students w/Disabilities Math (high school)	12% P/D					10.3% P/D
Students w/Disabilities Writing (elementary)	15% P/D			11% P/D		15.7% P/D
Students w/Disabilities Writing (middle)	6% P/D					10.7% P/D
Students w/Disabilities Writing (high)	6% P/D			9% P/D		18.4% P/D
Students w/Disabilities Science (elementary)	16% P/D			10% P/D		15.6% P/D
Students w/Disabilities Science (middle)	4% P/D			6% P/D		5.7% P/D
Students w/Disabilities Science (high)	7% P/D					5.2% P/D
Students w/Disabilities Social Studies (elementary)	19% P/D			16% P/D		
Students w/Disabilities Social Studies (middle)	8% P/D			6% P/D		

Academic Data	KSA 2022-2023	IREADY	Fastbridge	KSA 2021-2022	CASE Data, Spring 2022	K-PREP 2020-2021
Students w/Disabilities Social Studies (high school)	5% P/D			11% P/D		
	KSA 2022-2023			**KSA 2021-2022**	**CASE Data, Spring 2022**	**K-PREP 2020-2021**
EL Elementary Reading	30% P/D			34% P/D	23.85% P/D	35.7% P/D
EL Middle Reading	10% P/D			45% P/D	14.7% P/D	27.0% P/D
EL High Reading	9% P/D			35% P/D		7.1% P/D
EL Elementary Math	21% P/D			42% P/D	26.6% P/D	17.5% P/D
EL Middle Math	2% P/D			42% P/D	9.1% P/D	13.5% P/D
EL High Math	0% P/D			33% P/D		0.0% P/D
	KSA 2022-2023			**KSA 2021-2022**	**CASE Data, Spring 2022**	**K-PREP 2020-2021**
Economically Disadvantaged Reading (elementary)	39% P/D			40% P/D	38.05% P/D	34.9% P/D
Economically Disadvantaged Reading (middle)	28% P/D			35% P/D	37.1% P/D	33.8% P/D
Economically Disadvantaged Reading (high)	34% P/D			23% P/D		21.6% P/D
Economically Disadvantaged Math (elementary)	30% P/D			30% P/D	33.55% P/D	19.4% P/D
Economically Disadvantaged Math (middle)	23% P/D			30% P/D	23.9% P/D	17.6% P/D
Economically Disadvantaged Math (high)	22% P/D			23% P/D		19.8% P/D
Economically Disadvantaged Writing (elementary)	36% P/D			35% P/D		43.2% P/D
Economically Disadvantaged Writing (middle)	30% P/D			28% P/D		45.9% P/D
Economically Disadvantaged Writing (high)	21% P/D			17% P/D		37.3% P/D
Economically Disadvantaged Science (elementary)	24% P/D			19% P/D		18.0% P/D
Economically Disadvantaged Science (middle)	15% P/D			12% P/D		13.6% P/D
Economically Disadvantaged Science (high)	3% P/D			6% P/D		10.7% P/D
Economically Disadvantaged Social Studies (elementary)	32% P/D			25% P/D		
Economically Disadvantaged Social Studies (middle)	21% P/D			14% P/D		
Economically Disadvantaged Social Studies (high)	16% P/D			18% P/D		
	KSA 2022-2023			**KSA 2021-2022**	**CASE Data, Spring 2022**	**K-PREP 2020-2021**
Homeless Students Reading (elementary)	30% P/D			36% P/D	28.65% P/D	25.0% P/D
Homeless Students Reading (middle)	32% P/D			28% P/D	35.7% P/D	36.1% P/D
Homeless Students Reading (high)	11% P/D			23% P/D		30.4% P/D
Homeless Students Math (elementary)	28% P/D			24% P/D	24.55% P/D	8.9% P/D
Homeless Students Math (middle)	19% P/D			20% P/D	21% P/D	18.1% P/D
Homeless Students Math (high)	11% P/D			19 % P/D		17.4% P/D
Homeless Students Writing (elementary)	67% P/D					45.8% P/D
Homeless Students Writing (middle)	20% P/D					57.1% P/D
Homeless Students Writing (high school)	14% P/D					57.1% P/D
Homeless Students Science (elementary)	19% P/D					20.0% P/D
Homeless Students Science (middle)	10% P/D					7.4% P/D
Homeless Students Science (high)	0% P/D					0.0% P/D
Homeless Students Social Studies (elem)	22% P/D					
Homeless Students Social Studies (middle)	10% P/D					
Homeless Students Social Studies (high)	14% P/D					
	KSA 2022-2023			**KSA 2021-2022**	**CASE Data, Spring 2022**	**K-PREP 2020-2021**
Gifted and Talented Reading (elementary)	98% P/D				84.85% P/D	93.5% P/D
Gifted and Talented Reading (middle)	91% P/D			95% P/D	72.9% P/D	92.0% P/D
Gifted and Talented Reading (high)	95% P/D			90% P/D		79.3% P/D

Academic Data	KSA 2022-2023	IREADY	Fastbridge	KSA 2021-2022	CASE Data, Spring 2022	K-PREP 2020-2021
Gifted and Talented Math (elementary)	98% P/D				82.8% P/D	87.3% P/D
Gifted and Talented Math (middle)	84% P/D			97% P/D	67.5% P/D	80.4% P/D
Gifted and Talented Math (high)	89% P/D					93.9% P/D
Non-Academic Data	**2022-2023**			**2021-2022**		**2020-2021**
Behavior	Data indicates that 43.9 % of students in the 20-21 school year felt that bullying was a problem. Fall data indicates a 8% drop in that percentage to 36%. 87% of students do not have a behavior resolution for the 21-22 school year.					96.9% of students do not have behavior events
Student Attendance	The District's **Average Daily Attendance (ADA)** for the 2021-2022 SY was 93.74%. The District's **Federal Chronic Absenteeism %** for the 2021-2022 SY was 6.24%, which means 6.24% of our students missed 10% or more of school for the 21-22 SY. That would be 17 school days or more.					Chronic Absenteeism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data based on daily student participation can be found on the Student and Enrollment Data webpage.
Quality of Climate Student Survey (elementary)	76.5			76.5		
Quality of Climate Student Survey (middle)	65			67.4		
Quality of Climate Student Survey (high)	60.3			58.1		

Academic Data	KSA 2022-2023	IREADY	KSA 2021-2022	K-PREP 2020-2021	CASE Data, Spring 2021	K-PREP 2018-2019
Elementary Reading (all students)	23% N	24% At Risk	24% N	30.6% N	26.9% N	46.1% Novice and Apprentice
Elementary Math (all students)	29% N	23% At Risk	28% N	28.7% N	23.8% N	55.9% Novice and Apprentice
Elementary Writing (all students)	13% N		15% N	7.4% N		59.4% Novice and Apprentice
Elementary Science (all students)	14% N		14% N	17.1% N		70.6% Novice and Apprentice
Elementary Social Studies (all students)	33% N					56.1% Novice and Apprentice

	KSA 2022-2023	PtP	KSA 2021-2022	K-PREP 2020-2021	CASE Data, Spring 2021	K-PREP 2018-2019
Middle School Reading (all students)	27% N	26% N	30% N	31.3% N	23.8% N	38.1% Novice and Apprentice
Middle School Math (all students)	34% N	47% N	28% N	29.1% N	19.5% N	41.2% Novice and Apprentice
Middle School Writing (all students)	22% N		23% N	11.5% N		72.7% Novice and Apprentice
Middle School Science (all students)	26% N		38% N	34.7% N		78.2% Novice and Apprentice
Middle School Social Studies (all students)	46% N		38% N			41.7% Novice and Apprentice

	KSA 2022-2023	PtP	KSA 2021-2022	K-PREP 2020-2021		K-PREP 2018-2019
High School Reading (all students)	31% N		37% N	41.0% N		60.2% Novice and Apprentice
High School Math (all students)	37% N		37% N	34.7% N		68.4% Novice and Apprentice
High School English/Writing (all students)	30% N		33% N	16.8% N		49.9% Novice and Apprentice (writing)
High School Science (all students)	54% N		56% N	41.0% N		78.3% Novice and Apprentice
High School Social Studies (all students)	47% N		51% N			Not Assessed

	KSA 2022-2023		KSA 2021-2022	K-PREP 2020-2021	2019-2020	2018-2019
Postsecondary Ready (include all subgroups)		94.3 (White - 96.5) (Economically Disadvantaged -) (Students w/disabilities -)	93.1- Changed to Post Secondary Readiness(White - 93.9) (Economically Disadvantaged - 82.6) (Students w/disabilities - 62.2)	Students with disabilities and economically disadvantaged students are a top priority for transition readiness as they are scoring 50 percentage points below all students transition readiness rates.	Students with disabilities continue to perform significantly below all other subgroups. The circumstances in the spring of 2019 did not allow numersous students to potentially become academic or career ready. In March, 29% of students with disabilities obtained transition readiness.	Students with disabilities are significantly below all students based on a 31.4 percentage point difference as compared to all students who are transition ready; African American students are 24.1 percentage points lower as compared to all students and 25.1 percentage points below as compared to White students

	KSA 2022-2023		KSA 2021-2022	K-PREP 2020-2021	2020	2019
Graduation Rate	There was an increase from 91.5 to 93 for our 4-Year cohort; 5-Year cohort increased from 92.1 to 92.3		There was an increase from 89.2 to 91.5 for our 4-Year cohort; 5-Year cohort stayed the same at 92.2 to 92.1	There was a slight decrease from 90.9% to 89.2% for our 4-Year cohort; 5-Year cohort had a slight drop from 93.5% to 92.2%; overall considering the pandemic the drops were minimal	4-Year Cohort dropped from 92.3 to 90.9 which is a 1.4 decrease; 83.6% of Economically Disadvantaged students graduated in 4-year cohort; 77.% of Students w/Disabilities graduated in 4-year cohort; 69% of students considered homeless graduated in 4-year cohort	Our 2019 Graduation Indicator is 92.1% falls in the low indicator range; 2019 4-Year Graduation Cohort for Students with Disabilities 82.1%; 2019 5-Year Graduation Cohort for Students with Disabilities 82.0%; 2019 Graduation Indicator for Students with Disabilities 82.1%; 2019 4-Year Graduation Cohort for Hispanic Students 73.1%

	KSA 2022-2023		KSA 2021-2022	K-PREP 2020-2021	CASE Data, Spring 2021	K-PREP 2018-2019
Students w/Disabilities Reading (elementary)			46% N	48.7% N	41.4% N	41.5% Novice
Students w/Disabilities Reading (middle)			62% N	65.6% N	53.6% N	50.8% Novice

Academic Data	KSA 2022-2023	IREADY	KSA 2021-2022	K-PREP 2020-2021	CASE Data, Spring 2021	K-PREP 2018-2019
Homeless Students Writing (high)	40% N		--	25.0% N		78.9% Novice
Homeless Students Science (elementary)	13% N		--	20.0% N		25.0% Novice
Homeless Students Science (middle)	64% N		--	40.7% N		20.0% Novice
Homeless Students Science (high)	52% N		--	41.7% N		52.6% Novice
Homeless Students Social Studies (elementary)	56% N		--			
Homeless Students Social Studies (middle)	77% N		--			68.1% Novice/Apprentice
Homeless Students Social Studies (high)	65% N					

	2022-2023			K-PREP 2020-2021	CASE Data, Spring 2021	K-PREP 2018-2019
Gifted and Talented (all levels)	The elementary and high school data was supressed, at the middle school level there was 13% N		Data was suppressed in the 21-22 school year.	3.4% of high school students scored novice in reading and only 79.3 scored proficient/distinguished. 19.4% of high school students scored novice in science with only 51.6 scoring proficient/distinguished.	5.5% of elementary students scored novice and 6.7% of middle school students scored novice.	25% of elementary, 40.6% of middle and 15.8% of high school students scored Novice/Apprentice in Writing; 37.9% of high school students scored Novice/Apprentice in Science

Non-Academic Data	2022-2023			2020-2021	2019-2020	
Behavior	The district priority for the 22-23 school year is to continue the work in restorative appraoches to behavior and consequences with an intensive alignment in mental health supports and PBIS framwork support for behavior.			The district priority for the 21-22 school year is to streamline and improve the consistency of behavior entry in the student data system, as well as providing a system of interventions for restorative practices for students and to decrease punitive resolutions that do not resolve behavior infractions.	See attached, The district priority for the 20-21 school year is consistency in entering behavior in IC so that the definition of the behaviors are understood across all schools in the district.	See attached, The district priority for the 19-20 school year is to streamline and improve the consistency of behavior entry in the student data system providing an accuate baseline measure in order to determine needs and progress.
Student Attendance	For the 2022-2023 School Year, we would like to increase our ADA to be above 94% and reduce the Federal Chronic Absenteeism % for BCPS below 6%.				While BCPS overall Non-Traditional Instruction (NTI) participation was 86.9%, the main priority/concern is addressing the percent of participation from select students.	BCPS state placement by annual attendance percentage fell from 61 of 173 KY districts in 2017-2018 to 71 of 173 KY districts in 2018-2019.

AVERAGE ACT SCORE
DISTRICT

Year	English	Mathematics	Reading	Science	Composite
2016-2017	18.4	18.8	19.8	19.3	19.2
2017-2018	18.0	18.4	19.3	18.8	18.7
2018-2019	17.4	18.0	18.6	18.3	18.2
2019-2020	18.1	18.7	18.9	18.9	18.7
2020-2021	17.4	17.8	18.5	18.1	18.1
2021-2022	17.6	18.0	19.0	18.5	18.4
2022-2023	17.4	17.6	18.4	18.3	18.0
Gain/Loss 2022 to 2023	-0.2	-0.4	-0.6	-0.2	-0.4

AVERAGE ACT SCORE
BULLITT CENTRAL

Year	English	Mathematics	Reading	Science	Composite
2016-2017	16.7	18.2	18.8	18.6	18.2
2017-2018	17.2	18.1	18.7	18.4	18.2
2018-2019	16.5	17.3	17.6	17.5	17.4
2019-2020	16.0	17.0	17.2	17.4	17.0
2020-2021	16.5	16.5	17.6	17.5	17.1
2021-2022	16.1	16.9	17.2	17.3	17.0
2022-2023	15.7	16.5	17.2	17.4	16.8
Gain/Loss 2022 to 2023	-0.4	-0.4	-	0.1	-0.2

AVERAGE ACT SCORE
BULLITT EAST

Year	English	Mathematics	Reading	Science	Composite
2016-2017	20.2	19.4	21.3	20.2	20.4
2017-2018	19.4	19.2	20.5	19.6	19.8
2018-2019	18.6	18.9	19.9	19.3	19.3
2019-2020	20.0	19.9	20.3	19.8	20.1
2020-2021	18.2	18.7	18.9	18.5	18.7
2021-2022	19.2	19.4	20.9	20.1	20.0
2022-2023	19.5	19.2	20.1	19.6	19.8
Gain/Loss 2022 to 2023	-0.3	-0.2	-0.8	-0.5	-0.2

AVERAGE ACT SCORE
NORTH BULLITT

Year	English	Mathematics	Reading	Science	Composite
2016-2017	18.3	18.9	19.4	19.1	19.8
2017-2018	17.3	18.1	18.5	18.2	19.3
2018-2019	17.1	17.5	18.2	18.1	17.9
2019-2020	17.9	18.7	18.5	19.1	18.7
2020-2021	17.2	17.5	18.5	17.8	17.9
2021-2022	17.1	17.5	18.7	18.0	17.9
2022-2023	16.8	16.8	17.7	17.6	17.3
Gain/Loss 2022 to 2023	-0.3	-0.7	-1	-0.4	-0.6

Academic Data	KSA 2022-2023	IREADY	KSA 2021-2022	K-PREP 2020-2021	CASE Data, Spring 2021	K-PREP 2018-2019
Students w/Disabilities Reading (high)	54% N		69% N	74.7% N		63.3% Novice
Students w/Disabilities Math (elementary)	52% N		56% N	46.9% N	43.1% N	44.2% Novice
Students w/Disabilities Math (middle)	66% N		54% N	52.8% N	46.0% N	42.4% Novice
Students w/Disabilities Math (high)	50% N		68% N	61.5% N		67.0% Novice
Students w/Disabilities Writing (elementary)	53% N		46% N	31.4% N		58.1% Novice
Students w/Disabilities Writing (middle)	64% N		67% N	53.4% N		57.4 Novice
Students w/Disabilities Writing (high)	59% N		59% N	46.1% N		52.1% Novice
Students w/Disabilities Science (elementary)	27% N		36% N	20.7% N		
Students w/Disabilities Science (middle)	73% N		67% N	59.3% N		
Students w/Disabilities Science (high)	37% N		81% N	68.8% N		
Students w/Disabilities Social Studies (elementary)	63% N		43% N			
Students w/Disabilities Social Studies (middle)	77% N		48% N			
Students w/Disabilities Social Studies (high)	77% N		61% N			37.3% Novice
	KSA 2022-2023		KSA 2021-2022	K-PREP 2020-2021	CASE Data, Spring 2021	K-PREP 2018-2019
EL Elementary Reading	35% N		39%N	42.9% N	54.8% N	68.4% Novice and Apprentice
EL Middle Reading	64% N		--	45.9% N	65.4% N	100% Novice and Apprentice
EL High Reading	65% N		--	76.9% N		100% Novice and Apprentice
EL Elementary Math	44% N		49%N	40.4% N	44.2% N	71.1% Novice and Apprentice
EL Middle Math	64% N		--	56.8% N	50.0% N	100% Novice and Apprentice
EL High Math	75% N		--	46.2% N		100% Novice and Apprentice
	KSA 2022-2023		KSA 2021-2022	K-PREP 2020-2021	CASE Data, Spring 2021	K-PREP 2018-2019
Economically Disadvantaged Reading (elementary)	32% N		31% N	39.4% N	34.4% N	55.4% Novice/Apprentice
Economically Disadvantaged Reading (middle)	40% N		39% N	39.3% N	31.2% N	50.4% Novice/Apprentice
Economically Disadvantaged Reading (high)	37% N		47% N	52.1% N		74.9% Novice/Apprentice
Economically Disadvantaged Math (elementary)	38% N		39% N	38.1% N	30.9% N	66.3% Novice/Apprentice
Economically Disadvantaged Math (middle)	49% N		37% N	38.0% N	27.2% N	63.5% Novice/Apprentice
Economically Disadvantaged Math (high)	44% N		47%N	45.2% N		82.0% Novice/Apprentice
Economically Disadvantaged Writing (elementary)	19% N		20% N	10.1% N		68.0% Novice/Apprentice
Economically Disadvantaged Writing (middle)	38% N		33% N	18.2% N		82.8% Novice/Apprentice
Economically Disadvantaged Writing (high)	30% N		46%N	26.0% N		62.9% Novice/Apprentice
Economically Disadvantaged Science (elementary)	19% N		18% N	22.1% N		81.4% Novice/Apprentice
Economically Disadvantaged Science (middle)	61% N		42% N	42.2% N		87.3% Novice/Apprentice
Economically Disadvantaged Science (high)	35% N		66%N	49.6% N		86.1% Novice/Apprentice
Economically Disadvantaged Social Studies (elementary)	44% N		61%N			
Economically Disadvantaged Social Studies (middle)	60% N		48%N			60.6% Novice/Apprentice
Economically Disadvantaged Social Studies (high)	56% N					
	KSA 2022-2023		KSA 2021-2022	K-PREP 2020-2021	CASE Data, Spring 2021	K-PREP 2018-2019
Homeless Students Reading (elementary)	45% N		40%N	55.4% N	46.7% N	37.7% Novice
Homeless Students Reading (middle)	63% N		48%N	40.3% N	35.5% N	23.4% Novice
Homeless Students Reading (high)	39% N		46%N	43.5% N		63.2% Novice
Homeless Students Math (elementary)	43% N		36%N	44.6% N	48.3% N	40.3% Novice
Homeless Students Math (middle)	68% N		33%N	38.9% N	24.6% N	21.9% Novice
Homeless Students Math (high)	53% N		54%N	43.5% N		75.0% Novice
Homeless Students Writing (elementary)	0% N		--	16.7% N		58.6% Novice
Homeless Students Writing (middle)	59% N		--	14.3% N		25.0% Novice

Academic Data	2022-2023	2021-2022		
Elementary Reading (all students)	Elementary Reading P/D rates maintained it's prior score at 49% P/D	Elementary Reading P/D rates are nearly back to pre-pandemic levels. (53% in 18-19; 51% in 21-22).		
Elementary Math (all students)	Elementary Math P/D rates maintained it's prior score at 41% P/D	Elementary Math P/D rates have returned to near pre-pandemic levels. 2018-19 P/D rate was 44.1%; 2021-22 Elem Math P/D rates are 42%.		
Elementary Writing (all students)	Trend data indicates Elementary Writing P/D has grown from 44% to 50% P/D	Trend data indicates Elementary Writing P/D has grown from 40% in 2018-19 to 44% in 2021-2022.		
Elementary Science (all students)	Trend data indicates Elementary Science has grown from 31% to 34% P/D	Trend data indicates Elementary Science P/D has grown from 29.4% in 2018-19 to 31% in 2021-2022.		
Elementary Social Studies (all students)	Trend data indicates Elementary Social Studies rates have returned to pre-pandemic levels at 43% P/D	This year is a baseline since it has not been assessed since the new standards have been in place. P/D went from 43.9% in 2018-19 to 35% P/D in 2021-22.		
	2022-2023	**2021-2022**		
Middle School Reading (all students)	Middle school reading has shown a steady increase from 42.7 in 2021 to 46% P/D in 2023.	Trends from the 18-19 school year to 21-22 show a decrease from 51% P/D to 35% P/D.		
Middle School Math (all students)	Trends indicate a decrease in math to 36% P/D.	Trends from the 18-19 school year to 21-22 show a decrease from 42% P/D to 33% P/D.		
Middle School Writing (all students)	Trends indicate a decrease from 20-21, but an increase from 21/22 in writing to 43% P/D.	Trends from the 18-19 school year to 21-22 show a slight decrease from 46% P/D to 42% P/D.		
Middle School Science (all students)	Trends indicate an increase from 18.9% P/D in 20-21 to 22.7% P/D in 22-23.	Trends from the 18-19 school year to 21-22 show that we have remained the same with a slight decrease in the 20-21 year.		
Middle School Social Studies (all students)	Trends indicate a decrease from 34% P/D in 20-21 to 29% P/D in 22-23.	This year is a baseline since it has not been assessed since the new standards have been in place.		
	2022-2023	**2021-2022**		
High School Reading (all students)	High School Reading trends indicate an increase from 31.1% P/D to 38% P/D.	Trends from the 18-19 school year to 21-22 indicate that proficiency is staying in between 30-39th percentile.		
High School Math (all students)	High School Reading P/D rates maintained it's prior score at 32% P/D	Trends from the 18-19 school year to 21-22 show a decrease from 32% P/D to 29% P/D.		
High School English/Writing (all students)	Trends from the 20-21 school year to 22-23 show a significant decrease from 48.4% to 29%, however a maintained trend from 21-22 to 22-23.	Trends from the 18-19 school year to 21-22 show a significant decrease from 50% to 28%.		███████
High School Science (all students)	Trends from the 20-21 school year to 22-23 show a significant decrease from 16.2% P/D to 6% P/D.	Trends from the 18-19 school year to 21-22 show a significant decrease from 21.7% to 9%.		
High School Social Studies (all students)	Trends indicate a slight increase from 23% P/D in 21-22 to 24.7% P/D in 22-23.	This year is a baseline since it has not been assessed.		
	2022-2023	**2021-2022**		
Transition Ready (include all subgroups)	Overall our score is a 93.7. Our students with disabilities continue to score below our overall population. Students with disabilities scored a 56.3. Hispanic students also scored below all students at 76.	This is the first year of the new requirements for postsecondary readiness. Overall our score is a 93.1. Our students with disabilities continue to score below our overall population. Students with disabilities scored a 62.2. African American Students also scored lower, (56.8)		███████
Graduation Rate	Our graduation rate is the highest it has been at 93.7.	Our graduation rate has rebooted back to where we were in 2019.		███████
	2022-2023	**2021-2022**		
Students w/Disabilities Reading (all levels)	Trends from the 20-21 school year to 22-23 show that we have maintained.	███████		

Students w/Disabilities Reading (elementary)	Trends from the 20-21 school year to 22-23 show a slight decrease from 22% P/D to 19% P/D.	███████████████
Students w/Disabilities Reading (middle)	Trends from the 20-21 school year to 22-23 show a decrease from 15% P/D to 9% P/D.	
Students w/Disabilities Reading (high)	Trends from the 20-21 school year to 22-23 show a slight increase from 13% P/D to 16% P/D.	
Students w/Disabilities Math (all levels)	Trends from the 20-21 school year to 22-23 show that we have maintained.	
Students w/Disabilities Math (elementary)	Trends from the 20-21 school year to 22-23 show a slight increase from 16% P/D to 19% P/D.	
Students w/Disabilities Math (middle)	Trends from the 20-21 school year to 22-23 show a slight decrease from 13% P/D to 11% P/D.	
Students w/Disabilities Writing (all levels)	Trends from the 20-21 school year to 22-23 show that we have maintained.	
Students w/Disabilities Science (all levels)	Trends indicate that we have increased in Elementary, maintained in Middle School, and decreased in High School	
Students w/Disabilities Social Studies (all levels)	Trends indicated that we have increased in Elementary and Middle School, but decreased in High School.	

2022-2023

EL Elementary Reading	Trends from the 20-21 school year to 22-23 show a slight decrease from 34% P/D to 30% P/D.	Trend data from 18-19 to 21-22 shows a decrease in P/D from 42.3% P/D to 39% P/D. Trend data shows an increase in novice.
EL Middle Reading	Trends from the 20-21 school year to 22-23 show a significant decrease from 45% P/D to 10% P/D.	Trend data from 18-19 to 21-22 shows a decrease in P/D from 12% P/D to 6.3% P/D. Trend data shows an increase in novice.
EL High Reading	Trends from the 20-21 school year to 22-23 show a significant decrease from 35% P/D to 9% P/D.	███████████████
EL Elementary Math	Trends from the 20-21 school year to 22-23 show a significant decrease from 42% P/D to 21% P/D.	Trend data from 18-19 to 21-22 shows an increase in P/D from 36.5% P/D to 49% P/D. Trend data shows an increase in novice.
EL Middle Math	Trends from the 20-21 school year to 22-23 show a significant decrease from 42% P/D to 2% P/D.	Trend data from 18-19 to 21-22 shows an increase in P/D from 0% P/D to 2.2% P/D. Trend data shows a decrease in novice.
EL Middle High	Trends from the 20-21 school year to 22-23 show a significant decrease from 33% P/D to 0% P/D.	███████████████

2022-2023

Economically Disadvantaged Reading (all levels)	Trends indicate that we have maintained.	Trenda data from 18-19 to 21-22 shows a decrease in P/D. Trend data shows a decrease in novice.
Economically Disadvantaged Reading (elementary)	Trends from the 20-21 school year to 22-23 show that scores were maintained from 40% P/D to 39% P/D.	Trend data from 18-19 to 21-22 shows a decrease in P/D from 44.6% P/D to 40% P/D. Trend data shows a decrease in novice.
Economically Disadvantaged Reading (middle)	Trends from the 20-21 school year to 22-23 show a slight decrease from 35% P/D to 28% P/D.	Trend data from 18-19 to 21-22 shows a decrease in P/D from 49.6% P/D to 35% P/D. Trend data shows a decrease in novice.
Economically Disadvantaged Reading (high)	Trends from the 20-21 school year to 22-23 show an increase from 23% P/D to 34% P/D.	███████████████
Economically Disadvantaged Math (all levels)	Trends indicate that Elementary and High School maintained while Middle School demonstrated a decrease.	Trenda data from 18-19 to 21-22 shows a decrease in P/D. Trend data shows a decrease in novice.

Category	Trend (20-21 to 22-23)	Trend (18-19 to 21-22)		
Economically Disadvantaged Math (elementary)	Trends from the 20-21 school year to 22-23 showed a maintained score of 30% P/D.	Trend data from 18-19 to 21-22 shows a decrease in P/D from 33.7% P/D to 30% P/D. Trend data shows a decrease in novice.		
Economically Disadvantaged Math (middle)	Trends from the 20-21 school year to 22-23 show a decrease from 30% P/D to 23% P/D.	Trend data from 18-19 to 21-22 shows a decrease in P/D from 36.6% P/D to 30% P/D. Trend data shows a decrease in novice.		
Economically Disadvantaged Writing (all levels)	Trends indicate that all levels maintained.	Trenda data from 18-19 to 21-22 shows a decrease in P/D. Trend data shows an increase in novice.		
Economically Disadvantaged Science (all levels)	Trends indicate that Elementary and Middle School maintained and High School demonstrated a slight decrease.	Trenda data from 18-19 to 21-22 shows a decrease in P/D. Trend data shows an increase in novice.		
Economically Disadvantaged Social Studies (elem. & middle)	Trends indicate that Elementary and Middle School increased and High School demonstrated a slight decrease.	Trend data from 18-19 to 21-22 shows a decrease in P/D. Trend data shows an increase in novice.		
2022-2023				
Homeless Students Reading (all levels)	Trends indicate a decrease in all levels.	Trenda data from 18-19 to 21-22 shows a decrease in P/D. Trend data shows an increase in novice.		
Homeless Students Reading (elementary)	Trends from the 20-21 school year to 22-23 show a decrease from 36% P/D to 14% P/D.	Trend data from 18-19 to 21-22 shows a decrease in P/D from 21.2% P/D to 23% P/D. Trend data shows an increase in novice.		
Homeless Students Reading (middle)	Trends from the 20-21 school year to 22-23 show a decrease from 28% P/D to 10% P/D.	Trend data from 18-19 to 21-22 shows an increase in P/D from 33.8% P/D to 36% P/D. Trend data shows an increase in novice.		
Homeless Students Math (all levels)	Trends indicate an increase in Elementary, Middle School maintained and High School declined.	Trenda data from 18-19 to 21-22 shows an increase in P/D. Trend data shows an increase in novice.		
Homeless Students Math (elementary)	Trends from the 20-21 school year to 22-23 show an increase from 24% P/D to 28% P/D.	Trend data from 18-19 to 21-22 shows an increase in P/D from 22.1% P/D to 24% P/D. Trend data shows a decrease in novice.		
Homeless Students Math (middle)	Trends from the 20-21 school year to 22-23 show maintained from 20% P/D to 19% P/D.	Trend data from 18-19 to 21-22 shows an increase in P/D from 35.9% P/D to 20% P/D. Trend data shows an increase in novice.		
Homeless Students Math (high)	Trends from the 20-21 school year to 22-23 show a decline from 19% P/D to 11% P/D.	███████████████		
Homeless Students Writing (all levels)	Trends demonstrate an increase in Elementary P/D and a decrease in Middle and High School P/d. Trends show a decrease in novice at all levels.	Trenda data from 18-19 to 21-22 shows a decrease in P/D. Trend data shows an increase in novice.		
Homeless Students Science (all levels)	Trends show that all levels maintained P/D. Trends indicate that Elementary and High decrease in novice and Middle School an increase in novice.	Trenda data from 18-19 to 21-22 shows a decrease in P/D. Trend data shows an increase in novice.		
Homeless Students Social Studies (all levels)	███████████████	Trenda data from 18-19 to 21-22 shows a decrease in P/D. Trend data shows an increase in novice.		
2022-2023				
Gifted and Talented (all levels)	Reading- Trends indicate an increase in Elementary and High and maintain in Middle School. Math- Trends indicate an increase in Elementary and Middle with a decrease in High School.	Trenda data from 18-19 to 21-22 shows a slight decrease in P/D.	███████████	
Gifted and Talented Reading (elementary)	Trends from the 20-21 school year to 22-23 show an increase from 93.5% P/D to 98% P/D.	N/A due to supressed data in 21-22.	███████████	
Gifted and Talented Reading (middle)	Trends from the 20-21 school year to 22-23 show maintain from 92% P/D to 91% P/D.	Trend data from 20-21 to 21-22 shows that P/D remained at 95% P/D.	███████████	
Gifted and Talented Reading (high)	Trends from the 20-21 school year to 22-23 show an increase from 79.3% P/D to 95% P/D.	Trend data from 18-19 to 21-22 shows a decrease in P/D from 100% P/D to 90% P/D.	███████████	

Gifted and Talented Math (elementary)	Trends from the 20-21 school year to 22-23 show an increase from 87.3% P/D to 98% P/D.	N/A due to supressed data in 21-22.		
Gifted and Talented Math (middle)	Trends from the 20-21 school year to 22-23 show an increase from 80.4% P/D to 84% P/D.	Trend data from 18-19 to 21-22 shows a decrease in P/D from 99.1% P/D to 97% P/D.		
Gifted and Talented Math (high)	Trends from the 20-21 school year to 22-23 show a decrease from 93.9% P/D to 89% P/D.	N/A due to supressed data in 21-22.		
Non-Academic Data				
Behavior		There is a increase in behavior when comparing to multi-year trends. Trend Data indicates an increase in behavior post-COVID. When comparing multi-year trends, improvement are in areas such as fighting, while physical aggression increased. Bullying reports remained consistent, however harassment reporting and instances have increased drastically.		
Student Attendance		COVID-19 has had a huge impact on our school attendance which has decreased our ADA % and increased the % of students who meet the definition for being Chronically Absent from school. Conitnuing to use our School Nurses and educating our families on healthy habits will be key to help BCPS bounce back to our pre-COVID attendnace percentages.		
Teacher Attendance				

Academic Data	2020-2021	2021-2022	2022-2023				
Elementary Level	Writing P/D increased across all elementary and novice decreased	Increases in P/D in Reading,Math and Science on KSA. Instruction in Social Studies must meet how it is assessed through critical thinking. Teachers are working to evolve instruction to focus on critical thinking	Increases in P/D in Science, Social Studies, and Writing and English Learners Progress				
Middle Level	Writing P/D increased across all middle and novice decreased	Reading, Math, and Science have increased since the 20-21 school year.	2022-2023 Increases in P/D in Science, Social Studies, and Writing and Quality of School Climate				
Transition Ready	improved from 19-20 school due to students having more in-person learning as compared to the 19-20 school year; ACT scores reamined steady which is a positive considering the pandemic	2022-2023 Schools have focused on increasing dual credit opportunities. Compared to 19-20, this year BCPS has 406 additional dual credit courses taken during the fall semester. 19-20 (1066) 22-23 (1472) (Fall Semester) In 18-19 our transition readiness score was a 88.4. This current year our students earned a 93.1	Increases in Graduation Rate and Post-Secondary Readiness				
Students w/Disabilities	None noted	2022-2023 While there are noticeable deficits regarding proficiency, with a couple of slight gains to recognize with regard to Math at all levels and middle school specifically, we are continuing our focus to improve co-teaching practices as well as increasing student readiness and access to the co-teach setting. Additionally, reducing our number of TSI schools to 9 from 12 TSI/CSI (18-19) is an encouraging step forward.	In all indicator areas, there was an increase demonstrated. There was also a decrease from 9 TSI schools to 5.				
Gifted and Talented	None noted	Data increased in each indicator.	2022-2023 Students are showing an increase in Reading in Elementary and High. Students are showing an increase in Math in Elementary and Middle.				
Non-Academic Data	2020-2021	2021-2022	2022-2023				
Behavior	Due to the pandemic, behavior data was very minimal	The 21-22 Climate of Schools data has been a great improvement when comparing to several years data. There was a 8% drop in the percentage of students that think bullying is a problem at their school. There were gains in all areas except students feel that rules are applied differently to different students. Although this is the case for students, which leads to the removal of zero-tolerance policies, this does indicate a need to explain the context as to why students are treated or given consequences differently than others.					

Student Attendance

Teacher Attendance

For the 2021-2022 school year, BCPS will continue to provide Virtual Options such as BVLA to allow families wishing to receive instruction virtually through a rigorous remote learning instructional model. This model also includes virtual face-to-face time with school staff to promote social community connections. BCPS has also developed a remote learning participation process to identify students not meeting the remote learning participation expectations and implement interventions to increase engagement.

For the 2022-2023 school year, BCPS continued to provide Virtual Options to students and families that preferred to receive remote instruction through the Bullitt Virtual Learning Academy (BVLA). We also updated our School Attendance Plans that focused on a mult-tiered approach to approve school wide and individual student attendnace percentages. The Social Workers are meeting with the school based attendance teams once a month to review our attendance plan and to monitor student attendance in order to improve attendance at each school. The DPP is sending out monthly attendance updates to Principals and Attendance Clerks to ensure we have the latest data on our school and district attendance.

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.	The process for analyzing data at the district level includes our curriculum, instruction and assessment (CIA) team which is made up of: Superintendent, Assistant Superintendent, Chief Academic Officer, Director of Elementary Education, Director of Secondary Education, Director of Special Education, and Director of College & Career Readiness/Innovative Programs. The CIA team meets weekly to assess district needs based on various sources of academic and non-academic data. In addition, the CIA team meets at regularly scheduled times throughout each month (both collectively and individual level groups) with team meets at regularly scheduled times throughout each month (both collectively and individual level groups) with school leadership at all 25 schools including principals, assistant principals, school counselors, instructional coaches, college/career coaches, special education instructional coaches, etc. The district and principals use the Plan-Do-Study-Act improvement model to identify areas of opportunity to create actionable plans based on data. In addition, all principals have a bi-weekly meeting to review PDSA plans to monitor action steps and data. There has been an increased focus of analyzing current and trend data specific to the gap groups of: economically disadvantaged, homeless, special education, and EL. Our EL students are a specific area of focus as the district is experiencing a large enrollment over time. Sessions are offered for school level teams and SBDM members to analyze current and trend data and provide input on district improvement priorities. Meetings are documented on calendars with indivdiual calendar invites for specific groups.
2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?	All goals, objectives, strategies, and activities were aligned to identifying essential standards along with completing this work for content areas. In addition, a focus on literacy continued in elementary along with adolescent literacy as well to begin awareness of understanding connected to literacy loss impact in middle and high school from the pandemic. Authentic learning experiences was also a focus to continue training on our Graduate Profile competencies and more rigorous learning. Another area of focus was special education students connected to working with our TSI schools to ensure access and teaching with grade level standards. Increasing climate and culture for students has been a focus on student leadership groups at the school and district level. A continued focus on graduation rates and postsecondary readiness for students was an important part of district improvement. The plan is a living, breathing document that will be updated and revised with a focus on math and a continuation of overall strategic district leadership action steps aligned to consistent principal support.
8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes?	The district will focus on KCWP 2 and 4 focused on delivering high quality instruction connected to use data to provide insight into next steps and adjustments. The practices and conditions work will be focused on ensuring a system of assessment for essential standards connected to the new platforms we are using in the district K-12. Professional learning connected to PBL, authentic learning, and simple shifts will continue.

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your district continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	-Implementation of ELS, IReady, and FastBridge -CTE curriculum monitored by pass rates of all courses/certification tests -Curriculum approval request form -HQIR Review -Pacing guides for elementary, middle, and high in google curriculum drive -MasteryConnect utilized for essential standards at ES level
KCWP 2: Design and Deliver Instruction What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?	-Eleot data walkthrough -PPSA bi-weekly meetings to review PDSA work -Teachers participation in: Transformation Learning Cohort, Graduate Profile Teacher Cohorts, and PBL Work -District instructional coaching program (special education, digital learning, and reg. education) -Co-teaching emphasis/training -IReady data
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	-IReady, K-5; FastBridge, K-3 and ELS, Grades 6-12 -Industry Certifications, End of Program, College Placement Exams, KYOTE, ALEKS PPL, ACCUPLACER, etc. -PLC Question #2 -ODW District Assessment
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	-OFI meetings focused on Literacy -ODW Trimester Data Review -CSIP Work Sessions for principals -Post-Secondary Readiness Data "Live" -SWD Post-Secondary Data Review Meetings -PLC Check-Ins -Benefits Based Training -CIA weekly meeting

	-CCR Monthly Data Meetings -SWD School Improvement Visits
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	-Needs assessment related to CDIP for federal funding -PBIS is in all schools-tiered fidelity report -PBIS meetings quarterly -Classified and Certified Superintendent Advisory Team -CTE Advisory Nights -PIP, Drug Prevention, -Work Ethic -Perkins 5 Stakeholder meeting -MTSS Guiding Coalition (district) --SWD School Improvement Visits -CIA Weekly meetings
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	-Vision/mission and Core Values at the district level -Counselor meetings to align programs to ASCA -EL Parent Night -Transition Fair -Work-based learning at all high schools -Graduate Profile competencies -Scottish Rites Ceremony -VIP Program -Community based instruction -Bullitt County Youth Coalition -Quality of School Climate Survey

2024 Phase Three: The Superintendent Gap Assurance

2023-2024 Phase Three: The Superintendent Gap Assurance

Bullitt County
Jesse Bacon
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Shepherdsville, Kentucky, 40165
United States of America

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2023-2024 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

Gap Target Assurance

As superintendent of the district, I hereby certify either:

o No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.

● **Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.**

Submission for this question is a survey form to KDE that cannot be printed after submission (TM)

2024 Phase Three: Comprehensive District Improvement Plan

2023-2024 Phase Three: Comprehensive District Improvement Plan

Bullitt County
Jesse Bacon
1040 Hwy 44 E
Shepherdsville, Kentucky, 40165
United States of America

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2023-24 Phase Three: Comprehensive District Improvement Plan

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) 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).

Operational Definitions

Goal: Long-term three- to five-year targets based on the seven (7) required district goals: 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 Districts.

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 district will focus its efforts upon, as identified in the Needs Assessment for Districts, 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 the district will take to deploy the chosen strategy. There can be

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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 initiative.

Requirements for Building an Improvement Plan

There are seven (7) required district goals:

- 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
- Graduation Rate
- Achievement Gap

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. 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 District Improvement Plan (CDIP)

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

ATTACHMENTS

Attachment Name

🔗 2024 BCPS CDIP Goal Builder

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.

Objectives and strategies were maintained in the areas of Graduation Rate and Post-Secondary with a few minor tweaks connected to more intentional monitoring of EL students. Reading and math areas of focus are connected the implementation of new assessments systems connected to Senate Bill 9 and math improvements.

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The goal builder was refined to provide more focus for schools to promote achievement and improvement by doing more with less.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 2024 BCPS CDIP Goal Builder		•

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	ES- 62.8 MS- 57.1 HS- 55.2	Yellow ▾ Yellow ▾ Orange ▾	ES- -0.8 MS- -1.8 HS- 2.3	Yellow ▾ Yellow ▾ Green ▾
State Assessment Results in Science, Social Studies and Writing	ES- 63.8 MS- 52.3 HS- 39.8	Yellow ▾ Yellow ▾ Orange ▾	ES- 4 MS- 1.4 HS- 1.9	Green ▾ Green ▾ Green ▾
English Learner Progress	ES- 71.8 MS- 18.2 HS- 24.8	Blue ▾ Orange ▾ Yellow ▾	ES- 21.6	Green ▾
Quality of School Climate and Safety	ES- 76.5 MS- 62.6 HS- 62.5	Yellow ▾ Orange ▾ Green ▾	ES- 0 MS- -2.4 HS- 2.2	Yellow ▾ Orange ▾ Green ▾
Postsecondary Readiness	HS- 94.3	Green ▾	HS- 1.2	Green ▾
Graduation Rate	HS- 93.7	Green ▾	HS- 2.0	Green ▾

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. Math K-12 2. Middle School all around 3. Science K-12 4. Students with Disabilities 5. High School Reading	**KCWP 2 - Design and Deliver Instruction** **KCWP 4 - Review, Analyze, and Apply Data** **KCWP 6 - Establishing Learning Culture and Environment**

Subject	2023 Current P/D	2024 Objective P/D	2026 Stretch Goal P/D	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)
School Report Card→ Academic Performance→ Assessment Results → Progress Towards State Goals							

Subject	2023 Current P/D	2024 Objective P/D	2026 Stretch Goal P/D
Reading	ES = 49.0% MS = 46.0% HS = 39%	ES = 60.2% MS = 67.1% HS = 48	ES = 64.4% MS = 70.6% HS = 53.5%
Math	ES = 41.0% MS = 36% HS = 32%	ES = 51.7% MS = 56% HS = 41.4%	ES = 56.8% MS = 60.7% HS = 47.5%
Achievement Gap Reading ▾ Studen… ▾	MS = 16%	MS = 32.4%	MS = 39.5%

Key Core Work Process 1-6:

2 Design and Deliver Instruction ▾

4 Review, Analyze, Apply Dat… ▾

6 Establish Learning Environ… ▾

Plan/Do:

-OFI Meetings
- Early Literacy
  - Develop an instructional framework for delivery of early reading
- Secondary Adolescent Literacy Awareness & Implementation

Data Analysis:
- ELS (Secondary) - Education Learning Systems: Reading and Math Assessment & Instructional Resources
- iReady K-5 (Reading and Math)
- FastBridge K-3 (Reading and Math)
- PBL/GP Teachers Trained
- ISSG Data
- Develop a state of math instruction through math classrooms observations creating noticings and next steps

Academic Standards + Graduate Profile Competencies
- Graduate Profile Cohort
- Project Based-Learning
  - PBL 101
  - PBL CTE
- Transformational Learning Cohort
- Experiential Learning

TSI School (BMS, HMS, SES, MWMS, BCHS)
- Implement and focus quality standards-based IEPs and progress monitoring
- Evaluate high school resource setting connected to IEP/standards

Study & Act:

ELS ▾
Noticings:
Action:
Date:

Eleot Data ▾
Noticings:
Action:
Date:

Funding:

Title 1 (Federal) ▾
District Instructional Coaches

Title II (Federal Funds) ▾
District Instructional Coaches
Professional Development
Leadership and Content

Perkins (Federal) ▾
CTE Equipment, Technology, and Educational Resources - $113,933

ESS Funds (State) ▾
Reading At-Risk Program, $100,000

LAVEC (State Funding) ▾
CTE Equipment, Technology, and Educational Resources-
-BEHS - $375,027.00
-NBHS- $190,612.00 $190,612.00
-BCHS - $384,561.00.00
-ROC - $18,126.00

ESSER Funds (Federal) ▾
-IReady & MyPath, $300,000
-Educational Learning Solutions, $123,000
-FastBridge Program, $46,000
-BLIP Teacher, $75,000

Title III ▾
Programming, $16,000
Professional Development, $15,000

Subject	2023 Current P/D	2024 Objective P/D	2026 Stretch Goal P/D	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)
	School Report Card→ Academic Performance→ Assessment Results → Progress Towards State Goals						
Science	4th = 34% 7th = 24% 11th = 7%	4th = 39% 7th = 32.5% 11th = 32.4%	4th = 45.4% 7th = 39.6% 11th = 39.5%		Academic Standards + Graduate Profile Competencies • Graduate Profile Cohort • Project Based-Learning ○ PBL 101 ○ PBL CTE • Transformational Learning Cohort • Experiential Learning	ELS ▾ Noticings: Action: Date: ELS ▾ Noticings: Action: Date:	Parent Engagement, $5,000 Grant Funds (List Gra... ▾ -CRPE Funding $136,000 -OVEC Deeper Learning Funds $167,000 -L3 Funding, $50,000
Social Studies	5th = 43% 8th = 31% 11th = 25%	5th = 51.6% 8th = 64% 11th = 28.9%	5th = 56.7% 8th = 67.8% 11th = 34.8%				Student Learning Bu... ▾ -Mastery Connect, $65,000
Writing	5th = 45% 8th = 44% 11th = 30%	5th = 48.7% 8th = 37.2% 11th = 56.9%	5th = 54.1% 8th = 43.8% 11th = 61.4%		Identify and revise learning sequence of social studies and science • Focus on DCIs and CCCs in science as the primary driver to the standards • Focus on the inquiry practices and disciplinary strands as the primary driver to the standards Refine and review writing protocols for district and schools. • Focus on writing throughout all contents. • Strategic approach to developing writing skills in developmental increments.		Title IV ▾ -Naviance Platform, $50,000 -CollegePrep, $90,000 -Safe & Health Schools, $32,000 -Technology, $34,000
English Learner Progress	ES=51.9% MS= 27.3% HS= 30.6%	ES= 35.2% MS= 28.8% HS= 20.3%	ES=38.6% MS= 36.3% HS= 28.7%		• Tracking work-based learning experience- when students get to 300 hours, they would be postsecondary ready • Provide Rosetta Stone for secondary students as a tool for parent engagement in language learning • Implement ELLevation platform to monitor data of all EL students	ELS ▾ Noticings: Action: Date: ELS ▾ Noticings: Action: Date:	

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Quality of School Climate and Safety	ES= 76.5% MS= 62.6% HS= 62.5%	ES= 78% MS= 64% HS= 64%	ES= 85% MS= 70% HS= 70%		• Develop recommended vocabulary connected to school climate and safety • Collaborate with school counselors during SEL time to provide learning connected to school climate and safety	ELS ▾ Noticings: Action: Date: ELS ▾ Noticings: Action: Date:	
Graduation Rate	4 year= 93% 5 year= 92.3%	4 year= 92.2% 5 year= 92.3%	4 year= 92.5% 5 year= 92.7%		-Review of SWD and postsecondary readiness status per semester • BEHS 9/13/23, TBD • BCHS 9/18/23, TBD • NBHS 9/19/23, 2/5/24	ELS ▾ Noticings: Action: Date:	
Post Secondary Readiness	87.1%	90%	95%		-Review EL student status with EL Coordinator and CCR Coach meeting once a semester - Graduation: HS reflect on their progression towards graduation using BCPS Credits Towards Graduation. -CCR Coach Meetings to review and update data and next steps	ELS ▾ Noticings: Action: Date:	