

JESSE BACON, SUPERINTENDENT
ADRIENNE USHER, ASSISTANT SUPERINTENDENT
BRANDY HOWARD, CHIEF ACADEMIC OFFICER
TROY WOOD, CHIEF OPERATIONS OFFICER

TO: Dr. Jesse Bacon, Superintendent
FROM: Dr. Adrienne Usher, Assistant Superintendent
RE: Comprehensive District Improvement Plan (CDIP)
DATE: January 13, 2025

A handwritten signature in black ink, appearing to be 'JU', is enclosed within a hand-drawn oval.

The attached document is the Bullitt County Public Schools 2025 CDIP that was developed based on a district needs assessment from local and state assessment data. The CDIP will continually be revised with input from district administrators, principals, teachers, and parents throughout the school year. It is reviewed and adjusted, as needed, monthly with our curriculum, instruction, and assessment team based on recent data and improvement action steps. Approval is requested for the Bullitt County Public Schools 2025 Comprehensive District Improvement Plan (CDIP).

OUR MISSION IS TO INSPIRE AND EQUIP OUR STUDENTS TO SUCCEED IN LIFE

BULLITT COUNTY PUBLIC SCHOOLS IS AN EQUAL EDUCATION AND EMPLOYMENT INSTITUTION

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2024-2025 Phase 1: Continuous Improvement Diagnostic

2024-2025 Phase One: Continuous Improvement Diagnostic for Districts

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

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2024-2025 Phase One: Continuous Improvement Diagnostic for Districts

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2024-2025 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts
- Executive Summary for Districts

Phase Two: October 1 - November 1

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan
- The Superintendent Gap Assurance

Phase Four: January 1 - December 31

-
- Non-Traditional Instruction Continuation of Learning Plan for Districts (Due May 1)
 - English Learner Plan for Districts (Lau Plan) (Due May 1)
 - Professional Development Plan for Districts (Due May 1)
 - Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of hte CDIP will be posted to the district's website pursuant to 703 KAR 5:225 Seciton 3(5)(a).

Please enter your name and date below to certify.

Dr. Jesse Bacon,

September 19, 2024



2024 Phase One: Executive Summary for Districts

2023-2024 Phase One: Executive Summary for Districts

Bullitt County
Jesse Bacon
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United States of America

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2023-2024 Phase One: Executive Summary for Districts

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?

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: District Safety Report

2024-2025 Phase Two: District Safety Report

Bullitt County
Jesse Bacon
1040 Hwy 44 E
Shepherdsville, Kentucky, 40165
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2024-2025 Phase Two: District Safety Report

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.

yes

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 prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained 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, all schools reviewed the plan on 5/1/24 through 5/17/24.

9. Did each 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 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.

Opening day - all schools reviewed the plan on this day and is documented in the sign in sheet for each school. Opening day for BCPS was on 9/2/24

10. During the first 30 instructional days of the current 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 prior 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)
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2024-2025 Phase Two: The Needs Assessment for Districts

2024-2025 Phase Two: The Needs Assessment for Districts

Bullitt County
Jesse Bacon
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2024-2025 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 aspects of teaching and learning that affect performance must guide the work. 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 they will address 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 as you conducted 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 were documented.

Answered in attachment

ATTACHMENTS

Attachment Name

 [2025 CDIP Needs Assessment](#)

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?

answered in attachment

ATTACHMENTS

Attachment Name

 2025 CDIP Needs Assessment

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 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

answered in attachment

ATTACHMENTS

Attachment Name

 2025 CDIP Needs Assessment

Current State

4. Describe in narrative form 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 of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.
answered in attachment

ATTACHMENTS

Attachment Name

 2025 CDIP Needs Assessment

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly addressed these priorities in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent 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.

answered in attachment

ATTACHMENTS

Attachment Name

 2025 CDIP 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 the district will utilize the strengths and leverages 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.
answered in attachment

ATTACHMENTS

Attachment Name

 [2025 CDIP 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 Processes
- 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

 [2025 CDIP Needs Assessment](#)



 [2025 Key Elements Table](#)

8. After analyzing the Key Elements of your teaching and learning environment, on which two or three processes, practices or conditions will the district focus its resources and efforts to produce the desired changes?

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

NOTE: The Comprehensive District Improvement Plan (CDIP) diagnostic and template must thoroughly address these elements.
Answered in attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>2025 CDIP Needs Assessment</u>		• 1 • 2 • 3 • 4 • 5 • 6 • 7
 <u>2025 Key Elements Table</u>		• 7

<p><i>Protocol: Clearly detail the process used for reviewing, analyzing and applying data results as you conducted 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 were documented.</i></p>	<p>The district's Curriculum, Instruction, and Assessment (CIA) team, composed of the 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, leads a comprehensive process for data analysis at the district level. This team meets weekly to evaluate district needs based on a range of academic and non-academic data. Once a month the team tracks progress toward essential standards. Additionally, on a monthly basis, the CIA team meets with school leadership teams across all 25 schools, including principals, assistant principals, school counselors, instructional coaches, college/career coaches, and special education coaches. These meetings occur in both large-group and smaller team sessions, offering a focused review of each school's progress. The district and school principals implement the Plan-Do-Study-Act (PDSA) improvement model to identify areas of opportunity and create data-driven action plans. Principals also participate in bi-weekly meetings dedicated to reviewing PDSA plans and monitoring action steps. A heightened emphasis is placed on analyzing current and trend data related to gap groups, including economically disadvantaged students, homeless students, students in special education, and English Learners (EL), with a specific focus on EL students due to increased enrollment over time. Sessions for school-level teams and SBDM members provide opportunities to review data and contribute to district improvement priorities. All meetings are documented in calendars, with individual invites sent to specific groups.</p>
<p><i>Review of Previous Plan: Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?</i></p>	<p>All goals, objectives, strategies, and activities were aligned with identifying essential standards across content areas. Emphasis was placed on strengthening literacy at the elementary level with the implementation of senate bill 9 (universal screener, diagnostic, and reading improvement plans), with a focus on adolescent literacy at the secondary level to address learning loss in middle and high schools. Another priority was fostering authentic learning experiences, enhancing training around Graduate Profile competencies, and promoting more rigorous instruction. Special education was prioritized through targeted support in TSI schools, ensuring all students access and engage with grade-level standards. Efforts to improve climate and culture included expanding student leadership opportunities at both school and district levels. Additionally, a sustained focus on graduation rates and postsecondary readiness remained central to our improvement plan resulting in the highest graduate rate to date. The improvement plan serves as a dynamic, evolving document, updated regularly with an intensified focus on math. It guides strategic district leadership actions and is tightly aligned with consistent support for principals.</p>
<p><i>8. After analyzing the Key Elements of your teaching and learning environment, on which two or three processes, practices or conditions will the district focus its resources and efforts to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes. NOTE: The Comprehensive District Improvement Plan (CDIP) diagnostic and template must thoroughly address these elements.</i></p>	<p>The district will prioritize KCWP 1, 2, and 4, focusing on delivering high-quality instruction aligned with rigorous standards and expectations. This includes the strategic use of data to guide next steps and making informed data-based decisions and adjustments. Our efforts around instructional practices and conditions will work toward an assessment system for essential standards and graduate profile performance outcomes. Professional learning will continue to emphasize authentic learning experiences and manageable instructional shifts that align with these high standards and expectations.</p>

	Winter I-Ready Target	Fall I-Ready	Change	KSA 2023-2024	KSA 2022-2023	KSA Trends 2-3 years	Priorities/Concerns	Strengths/Leverages			
Elementary Reading (all students)	35% P/D	10% P/D	-9	40% P/D	49% P/D	Elementary has experienced a decline overall in all content areas and subgroups with the exception of homeless students in Reading which had an increase of 7 percent.	Elementary is demonstrating a decline in all content areas and subgroups with the exception of homeless.	Homeless students increased in Reading.			
Elementary Math (all students)	35% P/D	5% P/D	-3	38% P/D	41% P/D						
Elementary Writing (all students)			-8	42% P/D	50% P/D						
Elementary Science (all students)			-5	29% P/D	34% P/D						
Elementary Social Studies (all students)			-10	33% P/D	43% P/D						
	Winter I-Ready Target	Fall I-Ready	Change	KSA 2023-2024	KSA 2022-2023						
Students w/Disabilities Reading (elementary)	35% P/D		-2	17% P/D	19% P/D						
Students w/Disabilities Math (elementary)	35% P/D		-2	17% P/D	19% P/D						
Students w/Disabilities Writing (elementary)			-3	12% P/D	15% P/D						
Students w/Disabilities Science (elementary)			-3		16% P/D						
Students w/Disabilities Social Studies (elementary)			-2	17% P/D	19% P/D						
	Winter I-Ready Target	Fall I-Ready	Change	KSA 2023-2024	KSA 2022-2023						
EL Elementary Reading	35% P/D		-14	16% P/D	30% P/D						
EL Elementary Math	35% P/D		-1	20% P/D	21% P/D						
	Winter I-Ready Target	Fall I-Ready	Change	KSA 2023-2024	KSA 2022-2023						
Economically Disadvantaged Reading (elementary)	35% P/D		-6%	33% P/D	39% P/D						
Economically Disadvantaged Math (elementary)	35% P/D		-4%	26% P/D	30% P/D						
Economically Disadvantaged Writing (elementary)			-6%	30% P/D	36% P/D						
Economically Disadvantaged Science (elementary)			-2%	22% P/D	24% P/D						
Economically Disadvantaged Social Studies (elementary)			-9%	23% P/D	32% P/D						
	Winter I-Ready Target	Fall I-Ready	Change	KSA 2023-2024	KSA 2022-2023						
Homeless Students Reading (elementary)	45% P/D		7	37% P/D	30% P/D						
Homeless Students Math (elementary)	35% P/D		-4	24% P/D	28% P/D						
Homeless Students Writing (elementary)					67% P/D						
Homeless Students Science (elementary)					19% P/D						
Homeless Students Social Studies (elem)			-3	19% P/D	22% P/D						
	Winter I-Ready Target	Fall I-Ready	Change	KSA 2023-2024	KSA 2022-2023						
Gifted and Talented Reading (elementary)					98% P/D						
Gifted and Talented Math (elementary)					98% P/D						
Gifted and Talented Math (high)					89% P/D						
Non-Academic Data											
Behavior (elementary)	Physical Aggression: 62%, Disrespectful Behavior: 36%, Disruptive Behavior: 33%, Bus Rule Violation: 15%										
Student Attendance (elementary)	The Elementary School Attendance Rate was 93.98%. The District Attendance Rate was 93.22% and the Chronic Absenteeism Rate for BCPS was 23.64% .										
Quality of Climate Student Survey (elementary)	76.50%										

Academic Data	Winter ELS Target	Fall ELS	Change	KSA 2023-2024	KSA 2022-2023	KSA Trends 2-3 years	Priorities/Concerns	Strengths/Leverages
Middle School Reading (all students)	41% P/D	36% P/D	-7	40% P/D	47% PD			
Middle School Math (all students)	36% P/D	31% P/D	-2	34% P/D	36% P/D			
Middle School Writing (all students)			6	48% P/D	42% PD			
Middle School Science (all students)			-4	20% P/D	24% PD			
Middle School Social Studies (all students)			-	31% P/D	31% P/D			
	Winter ELS Target	Fall ELS	Change	KSA 2023-2024	KSA 2022-2023			
Students w/Disabilities Reading (middle)	35% P/D		-1	15% P/D	16% P/D			
Students w/Disabilities Math (middle)	35% P/D		-2		11% P/D			
Students w/Disabilities Writing (middle)			1	7%	6% P/D			
Students w/Disabilities Science (middle)			3		4% P/D			
Students w/Disabilities Social Studies (middle)			2		8% P/D			
	Winter ELS Target	Fall ELS	Change	KSA 2023-2024	KSA 2022-2023			
EL Middle Reading	35% P/D				10% P/D			
EL Middle Math	35% P/D							
	Winter ELS Target	Fall ELS	Change	KSA 2023-2024	KSA 2022-2023			
Economically Disadvantaged Reading (middle)	35% P/D		1	29% P/D	28% P/D			
Economically Disadvantaged Math (middle)	35% P/D		-2	21% P/D	23% P/D			
Economically Disadvantaged Writing (middle)			6	36% P/D	30% P/D			
Economically Disadvantaged Science (middle)					15% P/D			
Economically Disadvantaged Social Studies (middle)			-	21% P/D	21% P/D			
	Winter ELS Target	Fall ELS	Change	KSA 2023-2024	KSA 2022-2023			
Homeless Students Reading (middle)	35% P/D		-10	22% P/D	32% P/D			
Homeless Students Math (middle)	35% P/D				19% P/D			
Homeless Students Writing (middle)	35% P/D		1	21% P/D	20% P/D			
Homeless Students Science (middle)					10% P/D			
Homeless Students Social Studies (middle)					10% P/D			
	Winter ELS Target	Fall ELS	Change	KSA 2023-2024	KSA 2022-2023			
Gifted and Talented Reading (middle)	96% P/D		-1	94% P/D	95% P/D			
Gifted and Talented Math (middle)	95% P/D		4	93% P/D	89% P/D			
Non-Academic Data					2022-2023			
Behavior (middle)	Disruptive Behavior: 89%, Insubordination: 38%, Disrespectful Behavior: 16%							
Student Attendance (middle)	The Middle School Attendance Rate was 93.26%. The District Attendance Rate was 93.22% and the Chronic Absenteeism Rate for BCPS was 23.64%.							
Quality of Climate Student Survey (middle)	65							

Academic Data	Winter ELS Target	Fall ELS	Change	KSA 2023-2024	KSA 2022-2023	KSA Trends 2-3 years	Priorities/Concerns	Strengths/Leverages
High School Reading (all students)	Will update November 8th when the window closes.		-2	37% P/D	39% P/D			
High School Math (all students)			-	32% P/D	32% P/D			
High School English/Writing (all students)			6	35% P/D	29% P/D			
High School Science (all students)			13	20% P/D	7% P/D			
High School Social Studies (all students)			6	31% P/D	25% P/D			
Students w/Disabilities Reading (high)	Winter ELS Target	Fall ELS	Change	KSA 2023-2024	KSA 2022-2023			
Students w/Disabilities Reading (high)	35% P/D		-1	12% P/D	13% P/D			
Students w/Disabilities Math (high)	35% P/D							
Students w/Disabilities Social Studies (high)			-7	4% P/D	11% P/D			
Students w/Disabilities Writing (high)			-1	5% P/D	6% P/D			
Students w/Disabilities Science (high)			-7		7% P/D			
EL High Reading	Winter ELS Target	Fall ELS	Change	KSA 2023-2024	KSA 2022-2023			
EL High Reading	35% P/D				9% P/D			
EL High Math	35% P/D				0% P/D			
Economically Disadvantaged Reading (high)	Winter ELS Target	Fall ELS	Change	KSA 2023-2024	KSA 2022-2023			
Economically Disadvantaged Reading (high)	35% P/D		-5%	29% P/D	34% P/D			
Economically Disadvantaged Math (high)	35% P/D		-3%	25% P/D	22% P/D			
Economically Disadvantaged Writing (high)			3%	24% P/D	21% P/D			
Economically Disadvantaged Science (high)					3% P/D			
Economically Disadvantaged Social Studies (high)			-1%	15% P/D	16% P/D			
Homeless Students Reading (high)	Winter ELS Target	Fall ELS	Change	KSA 2023-2024	KSA 2022-2023			
Homeless Students Reading (high)	35% P/D		12	23% P/D	11% P/D			
Homeless Students Math (high)	35% P/D		8	19% P/D	11% P/D			
Homeless Students Writing (high school)					14% P/D			
Homeless Students Science (high)					0% P/D			
Homeless Students Social Studies (high)					14% P/D			
Gifted and Talented Reading (high)	Winter ELS Target	Fall ELS	Change	KSA 2023-2024	KSA 2022-2023			
Gifted and Talented Reading (high)	35% P/D		-2	93% P/D	95% P/D			
Gifted and Talented Math (high)	35% P/D		-1	88% P/D	89% P/D			
Non-Academic Data	Winter ELS Target	Fall ELS	Change	KSA 2023-2024	2022-2023			
Behavior (high)					Late to Class: 81%, Disruptive Behavior: 24%, Disrespectful Behavior: 13%			
Student Attendance (high)					The High School Attendance Rate was 91.87%. The District Attendance Rate was 93.22% and the Chronic Absenteeism Rate for BCPS was 23.64%			
Quality of Climate Student Survey (high)					60.3			
AVERAGE ACT SCORE								
DISTRICT								
Year	Mathematics	Reading	Science	Composite				
2016-2017	18.8	19.8	19.3	19.2				
2017-2018	18.4	19.3	18.8	18.7				
2018-2019	18.0	18.6	18.3	18.2				
2019-2020	18.7	18.9	18.9	18.7				
2020-2021	17.8	18.5	18.1	18.1				
2021-2022	18.0	19.0	18.5	18.4				
2022-2023	17.6	18.4	18.3	18.0				
2023-2024	18.0	18.7	18.5	18.3				
Gain/Loss 2023 to 2024	0.0	0.3	0.2	0.3				

Key Elements of the Teaching and Learning Environment – District

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the district will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive District Improvement Plan (CDIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p>KCWP 1: Design and Deploy Standards Does our district continually assess, review, and revise curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?</p>	Yes	<ul style="list-style-type: none"> -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 -Seesaw/Edulastic Trackers utilized for essential standards at the ES level -School and District Trackers utilized for essential standards at MS and HS levels -System for CFA Feedback and Monitoring in ILT
<p>KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?</p>	Yes	<ul style="list-style-type: none"> -Eleot data walkthrough -PPSA bi-weekly meetings to review PDSA work -Teachers participation in: Authentic Learning Architects, Graduate Profile Teacher Cohorts, and Learning Journey Collective Cohorts -District instructional coaching program (special education, digital learning, and reg. education) -Co-teaching emphasis/training -IReady data -Unit and CFA feedback systems
<p>KCWP 3: Design and Deliver Assessment Literacy</p>	No	<ul style="list-style-type: none"> -IReady, K-5; FastBridge, K-3 and ELS, Grades 6-12 -Industry Certifications, End of Program, College Placement Exams,

Key Elements of the Teaching and Learning Environment – District

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
Does our district have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?		KYOTE, ALEKS PPL, ACCUPLACER, etc. -PLC Question #2 -ODW District Assessment
<p>KCWP 4: Review, Analyze and Apply Data</p> <p>Does our district communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?</p>	Yes	<ul style="list-style-type: none"> -OFI meetings focused on data analysis -ODW Trimester Data Review -CSIP Work Sessions for principals -Post-Secondary Readiness Data “Live” -SWD Post-Secondary Data Review Meetings -PLC Check-Ins -Community-Based Accountability Training -CIA weekly meeting -CCR Monthly Data Meetings -SWD School Improvement Site Visits
<p>KCWP 5: Design, Align and Deliver Support</p> <p>Has our district established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>	No	<ul style="list-style-type: none"> -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
<p>KCWP 6: Establishing Learning Culture and Environment</p>	No	<ul style="list-style-type: none"> -Vision/mission and Core Values at the district level -Counselor meetings to align programs to ASCA -EL Parent Night

Key Elements of the Teaching and Learning Environment – District

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p>Has our district intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>		<ul style="list-style-type: none"> -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 -Community-Based Accountability Meetings and Listening Sessions



2024-2025 Phase Three: The Superintendent Gap Assurance

2024-2025 Phase Three: The Superintendent Gap Assurance

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

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2024-2025 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.**



2025 CDIP Phase III

2024-2025 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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2024-2025 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 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

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows how well the school is accomplishing their action steps. The measures may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan

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) template.

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

ATTACHMENTS

Attachment Name

 2025 BCPS Comprehensive District Improvement Plan


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.

The Comprehensive District Improvement Plan (CDIP) outlines several objectives and strategies that will be maintained, modified, or newly implemented to address current needs identified in the needs assessment. Key strategies that will be

maintained include data-driven decision-making through regular Opportunities for Improvement (OFI) meetings and the use of assessment tools like IReady and FastBridge to monitor student progress. Modifications will focus on enhancing reading and math support by implementing high-quality instructional resources and developing specific systems for supporting students with disabilities. New strategies will include revising curriculum pacing guides for consistency, expanding professional learning opportunities for teachers, and strengthening instructional coaching programs. Additionally, targeted support for English learners will be intensified through data review meetings and the implementation of new resources, ensuring that all students have equitable access to quality education and improved outcomes.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>2025 BCPS Comprehensive District Improvement Plan</u>		.

Comprehensive District Improvement Plan (CDIP)

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- 58.1 MS- 53.7 HS- 50.9	Yellow Orange Orange	ES- -5.5 MS- -5.2 HS- -2	Orange Orange Yellow
State Assessment Results in science, social studies and writing	ES- 58.1 MS- 51.9 HS- 38.4	Orange Yellow Orange	ES- -.7 MS- -0.4 HS- -0.9	Orange Yellow Yellow
English Learner Progress	ES- 58.4 MS- 16.8 HS- 42.7	Yellow Orange Blue	ES- -13.4 MS- -1.4 HS- 17.9	Red Yellow Blue
Quality of School Climate and Safety	ES- 73.9 MS- 65 HS- 62.4	Orange Yellow Green	ES- -2.6 MS- 0 HS- 2.1	Orange Yellow Green
Postsecondary Readiness (high schools and districts only)	92.9	Green	-0.8	Yellow
Graduation Rate (high schools and districts only)	94.9	Yellow	2.2	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. <i>(this would be identified from novice/apprentice, etc.)</i>	Processes, Practices, or Conditions to be Addressed from Key Elements Template <i>(this comes from Phase II School Key Elements Table)</i> 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. Targeted Support in Reading and Math: Provide intensive, data-informed support and implementation of	1. KCWP 1: Design and Deploy Standards			

HQIR in Reading and identification of HQIR in Math.

- 2. Special Education Subgroup-Specific Support:** Develop systems of support for schools identified as TSI that will support closing the students with disabilities achievement gap.

Our district will focus on ensuring the curriculum is aligned with rigorous standards and expectations to prepare students for future success. Efforts will emphasize:

- Implementation of tools such as ELS, IReady, and FastBridge to support data-driven decisions.
- Development and use of pacing guides at all grade levels to ensure consistency and alignment.
- Systematic tracking and feedback for essential standards through tools like Seesaw/Edulastic and district trackers.

2. KCWP 2: Design and Deliver Instruction

Our district will prioritize delivering high-quality instruction by consistently implementing evidence-based practices to support academic, behavioral, and social-emotional competencies. Key initiatives include:

- Expanding teacher participation in professional learning opportunities, such as Authentic Learning Architects, Graduate Profile Teacher Cohorts, and the Learning Journey Collective.
- Strengthening the district's instructional coaching program with a focus on co-teaching and using IReady data to guide instructional decisions.
- Utilizing walkthroughs and unit feedback systems to monitor and enhance instructional quality (eleot and 30 second feedback).

3. KCWP 4: Review, Analyze, and Apply Data

Our district will focus on establishing a sustainable system for data review and application to drive continuous improvement. Priorities include:

- Regular OFI (Opportunities for Improvement) meetings and trimester data reviews.
- Collaborative CSIP work sessions and PLC check-ins to ensure alignment with district goals.
- Data monitoring systems like post-secondary readiness data reviews and community-based accountability training.

These KWP focus areas align with our district's priorities to deliver high-quality instruction, utilize data to inform decisions, and create conditions that support authentic learning experiences and high expectations for all students.

Subject	Spring 2024 Current	Spring 2025 Objective	Spring 2028 Stretch Goal	Key Core Work Process 1-6 <i>(drop down menu...maximum of 3 KCWPs)</i>	Activities & Measure of Success: <i>(for TSI schools these should be evidence-based practices for subgroup documented on TSI Evidence Based Practices Table below)</i>	Progress Monitoring: 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>
<i>School Report Card → Academic Performance → Assessment Results → Progress Towards State Goals</i>							

<p>Reading</p>	<p>ES- 40%</p> <p>MS- 40%</p> <p>HS- 37%</p>	<p>ES- 62.3%</p> <p>MS- 68.8%</p> <p>HS- 50.7%</p>	<p>ES- 68.6%</p> <p>MS- 74%</p> <p>HS- 59%</p>	<p>4 Review, Analyze, A... ▾</p> <p>2 Design and Delive... ▾</p>	<p>Activity:</p> <p>Activity: Data Review Meetings (OFI)</p> <ul style="list-style-type: none"> *OFI measures of success will focus on increased proficiency rates for students and growth achieved by schools/departments . Elementary and Secondary levels both utilize monthly OFI meetings to enhance practices that will lead to increased student outcomes. *Elementary schools will specifically measure their success with iReady At or Above Grade level (KSA Proficiency comparable rating) scores and iReady Stretch Growth percentages. *Secondary schools will measure their success with Pathways to Proficiency (ELS) student assessments at the Proficient/Distinguished level (comparable to KSA ratings) <p>Activity: Principal Support Meetings</p>	<p>iReady ▾</p> <p>Noticings:</p> <p>*37% At or above Grade Level on Spring 23-24.</p> <p>*10% At or Above Grade Level on FALL 24-25 Screener.</p> <p>Measure of Success:</p> <p>*Set school goal to be at or above 35% on Winter Screener</p> <p>*Review data with Elem Admin to develop next steps</p> <p>*Goal-setting sessions developed.</p> <p>Date: 10/10/24</p> <p>ELS ▾</p> <p>Noticings:</p> <p>*33% of secondary students scored in the range of Proficient/Distinguished on the fall benchmark assessment of ELS</p> <p>Measure of Success:</p> <p>*Set goal to increase P/D by 10% for winter assessment</p> <p>*Set individual goals with schools and targeted student groups</p> <p>*OFI session to disaggregate fall data, identify teacher resources, and develop a targeted plan for increasing the number of students in the P/D range</p>	<p>Who will review progress?</p> <p>*The Level Director (Elementary and Secondary), Principals, Asst. Principals, Instructional Coach, and Chief Academic Officer will review the assessment data to determine growth met and set next steps for each school and district.</p> <p>How often?</p> <p>*Each universal screener (Fall, winter, Springr)</p> <p>*PPSA meets bi-weekly each month with instructional leaders</p>	<p>District General Fu... ▾</p> <p>\$174,000 ELS</p> <p>District General Fu... ▾</p> <p>\$830,000 HQIR</p> <p>Grant Funds (List ... ▾</p> <p>Title II</p> <p>\$200,000 Staffing</p> <p>District General Fu... ▾</p> <p>\$86,400 Otus (Data Dashboard)</p> <p>District General Fu... ▾</p> <p>\$304,551 IReady</p> <p>District General Fu... ▾</p> <p>\$46,500 FastBridge</p> <p>District General Fu... ▾</p> <p>\$15,000 Stipends</p> <p>District General Fu... ▾</p> <p>\$398,000 Edgenuity</p>
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					<ul style="list-style-type: none">○ *Principal Support Bi-Weekly meetings will focus on achievement goals by reviewing student performance data <p>Activity: Curriculum and Pacing Guides</p> <ul style="list-style-type: none">○ Instructional Coaches will revise the district curriculum/pacing guides to identify essential standards <p>Activity: Standards Mastery for Gifted and Talented Students</p> <ul style="list-style-type: none">● Examine the percentage of students in Gifted and Talented who are achieving mastery of essential standards.	<p>Date: 11/15/2024</p>		
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<p>Math</p>	<p>ES- 38%</p> <p>MS- 34%</p> <p>HS- 32%</p>	<p>ES- 54.3%</p> <p>MS- 58.4%</p> <p>HS- 44.4%</p>	<p>ES- 61.9%</p> <p>MS- 65.3%</p> <p>HS- 53.7%</p>	<p>2 Design and Delive...</p>	<p>Activity: Data Review Meetings (OFI)</p> <ul style="list-style-type: none"> *OFI measures of success will focus on increased proficiency rates for students and growth achieved by schools/departments . Elementary and Secondary levels both utilize monthly OFI meetings to enhance practices that will lead to increased student outcomes. *Elementary schools will specifically measure their success with iReady At or Above Grade level (KSA Proficiency comparable rating) scores and iReady Stretch Growth percentages. *Secondary schools will measure their success with Pathways to Proficiency (ELS) student assessments at the Proficient/Distinguished level (comparable to KSA ratings) <p>Activity: Principal Support Meetings</p>	<p>iReady</p> <p>Noticings:</p> <p>*30% At or above Grade Level on Spring 23-24. 10% At or Above Grade Level on FALL 24-25 Screener. *5% on Winter</p> <p>Measure of Success:</p> <p>*Set school goal to be at or above 35% on Winter Screener *Review data with Elem Admin to develop next steps *Goal-setting sessions developed. Date: 10/10/24</p> <p>ELS</p> <p>Noticings:</p> <p>*Less than 20% of secondary students are performing within the Proficient- Distinguished range of the fall administration of ELS</p> <p>Measure of Success:</p> <p>*Set goal to increase P/D by 10% for winter assessment *Set individual goals with schools and targeted student groups</p>	<p>Who will review progress?</p> <p>*The Level Director (Elementary and Secondary) and Chief Academic Officer will review the assessment data to determine growth met and set next steps for each school and district.</p> <p>How often?</p> <p>*Each universal screener (3 times per year) *PPSA meets bi-weekly</p>	<p>District General Fu... \$174,000 ELS District General Fu... 830,000 HQIR Grant Funds (List ... Title II \$200,000 Staffing District General Fu... \$86,400 Otus (Data Dashboard) District General Fu... \$304,551 iReady District General Fu... \$15,000 Stipends District General Fu... \$398,000 Edgenuity</p>
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					<ul style="list-style-type: none">○ *Principal Support Bi-Weekly meetings will focus on achievement goals by reviewing student performance data <p>Activity: Curriculum and Pacing Guides</p> <ul style="list-style-type: none">○ Instructional Coaches will revise the district curriculum/pacing guides to identify essential standards <p>Activity: Standards Mastery for Gifted and Talented Students</p> <ul style="list-style-type: none">● Examine the percentage of students in Gifted and Talented who are achieving mastery of essential standards.	<p>*OFI sessions to disaggregate fall data, identify teacher resources, and develop a targeted plan for increasing the number of students in the P/D range</p> <p>Date: 11/15/2024</p> <p>Date:</p>		
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<p>Achievement Gap</p> <p>Reading</p> <p>Stude...</p>	<p>ES- 18%</p> <p>MS- 15%</p> <p>HS- 12%</p>	<p>ES- 41.7%</p> <p>MS- 35.9 %</p> <p>HS- 28.2%</p>	<p>ES- 51.4%</p> <p>MS- 46.6%</p> <p>HS- 40.1%</p>	<p>4 Review, Analyze, A...</p>	<p>Activity: Risk-Focused Monitoring IEP Record Review Process</p> <ul style="list-style-type: none"> Monthly review of 5% of all IEPs developed in ARCs using the KDE Record Review Document Focus on item #320.5.7b concerning measurable annual goals <p>Activity: TSI Monitoring Review</p> <ul style="list-style-type: none"> Review most recent IEPs from 50% of special ed teacher caseloads of TSI schools Full review will be conducted if initial audit falls below 90% for compliance <p>Activity: Standards Mastery for Students with IEPs</p> <ul style="list-style-type: none"> Examine the percentage of students with disabilities who are achieving mastery of essential standards. 	<p>Record Review Data</p> <p>Noticings:</p> <p>Risk Focused Monitoring Data revealed 70% compliance with Item #320.5.7b; though it is unclear if standards-based criteria were considered for this item.</p> <p>-Early internal data for the 24-25 school year indicates a lower beginning threshold (58.5%) for the inclusion standards-based goals in IEPs.</p> <p>Action: RFM Record Review Monitoring and TSI Monitoring Review</p> <p>Date: Winter 2025</p> <p>Measure of Success:</p> <ul style="list-style-type: none"> 90% Compliance Rate of IEPs reviewed for item #320.5.7b 	<p>Who will review progress?</p> <p>*The Level Director (Special) and Chief Academic Officer will review the assessment data to determine growth met and set next steps for each school and district.</p> <p>How often?</p> <p>I-Ready, Fastbridge and ELS, 3x per year</p>	<p>District General Fu...</p> <p>\$174,000 ELS</p> <p>District General Fu...</p> <p>830,000 HQIR</p> <p>District General Fu...</p> <p>\$86,400 Otus (Data Dashboard)</p> <p>District General Fu...</p> <p>\$304,551 IReady</p> <p>District General Fu...</p> <p>\$900,000 Special Ed Instructional Coaches, Compliance Coordinator, and Compliance Coach</p>
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<p>Science</p>	<p>ES- 29% MS- 20% HS- 3%</p>	<p>ES- 42.2% MS- 36% HS- 46.7%</p>	<p>ES- 51.9% MS- 35.9% HS- 46.6%</p>	<p>1 Design and Deplo...</p>	<p>Activity:</p> <ul style="list-style-type: none"> Design and deploy high-quality instructional resources such as OpenSciEd Administering Science Benchmark Assessment 	<p>ELS</p> <p>Noticings: Assessment needs more alignment to KSA blueprint and essential standards. The CAO and DoSecondary Education met with ELS to define this more clearly. Administration will occur in January. Measure of Success: Goals will be based on the baseline score in January. Date: 11-15-24</p>	<p>Who will review progress? *The Level Director (Elementary and Secondary) and Chief Academic Officer will review the assessment data to determine growth met and set next steps for each school and district.</p> <p>How often? ELS Assessments for HS will be reviewed 3 times per year</p>	<p>District General Fu... \$174,000 ELS Grant Funds (List ... Title II \$200,000 Staffing District General Fu... \$86,400 Otus (Data Dashboard) District General Fu... \$398,000 Edgenuity</p>
<p>Social Studies</p>	<p>ES- 32% MS- 31% HS- 24%</p>	<p>ES- 54.1% MS- 65.9% HS- 31.9%</p>	<p>ES- 61.8% MS- 71.6% HS- 40.8%</p>	<p>1 Design and Deplo...</p>	<p>Activity:</p> <ul style="list-style-type: none"> Design and deploy high-quality instructional resources such as OpenSciEd Administering Science Benchmark Assessment 	<p>ELS</p> <p>Noticings: Assessment needs more alignment to KSA blueprint and essential standards. The CAO and DoSecondary Education met with ELS to define this more clearly. Administration will occur in January. Measure of Success: Goals will be based on the baseline score in January. Date: 11-15-24</p>	<p>Who will review progress? *The Level Director (Elementary and Secondary) and Chief Academic Officer will review the assessment data to determine growth met and set next steps for each school and district.</p> <p>How often? ELS Assessments for HS will be reviewed 3 times per year</p>	<p>District General Fu... \$174,000 ELS Grant Funds (List ... Title II \$200,000 Staffing District General Fu... \$86,400 Otus (Data Dashboard) District General Fu... \$398,000 Edgenuity</p>

<p>Writing</p>	<p>ES- 39%</p> <p>MS- 50%</p> <p>HS- 35%</p>	<p>ES- 51.4%</p> <p>MS- 40.5%</p> <p>HS- 59.2%</p>	<p>ES- 59.5%</p> <p>MS- 50.4%</p> <p>HS- 66%</p>	<p>1 Design and Deplo...</p>	<p>Activity:</p> <ul style="list-style-type: none"> MS: Students will complete school-wide CFA for on-demand writing, using the same prompt twice annually HS: Students complete school-wide writing prompts within English classes focusing on the CER (Claim, Evidence, Reason) strategy <p>Activity: On-Demand Review</p> <p>Meetings: Review student performance to identify strengths and areas of growth</p>	<p>ODW Data (Live Sc...</p> <p>Noticings: At all levels, the majority of our students are not meeting proficiency Action:Set goals based on the baseline score in October Date:March, 2025</p> <p>Student Work Sam...</p> <p>Noticings: MS sees an increase in P/D and then students drop in HS Action: Share MS strategy of district-wide writing with immediate feedback to students. Date: Spring, 22025</p>	<p>Who will review progress? *The Level Director (Elementary and Secondary) and Chief Academic Officer will review the assessment data to determine growth met and set next steps for each school and district *English Language Arts teachers *Building level administrators *Instructional Coaches for MS</p> <p>How often? Once during the fall semester and once during the spring semester</p>	
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<p>English Learner Progress</p>	<p>ES: 58.4 MS: 16.8 HS: 42.7</p>	<p>ES: 38.6 MS: 32.6 HS: 24.5</p>	<p>ES: 48.9 MS: 43.8 HS: 37.1</p>	<p>4 Review, Analyze, A...</p>	<p>Activity #1: EL Data Review Meeting -Review of English Learners and postsecondary readiness per semester</p> <p>Activity #2: Weekly Student Progress Check -assignment completion and grades are pulled and reviewed weekly to provide support and/or collaborate with school teams on student needs</p> <p>Activity #3: MyView EL resources Implementation</p>	<p>Post Secondary Re... 23-24 HS Postseco... 24-25 HS Postseco... Noticings: *Overall percentage of 12th grade ELs who are postsecondary ready increased from 22% in 23-24 to 36% in 24-25. *The path for newcomer ELs (within their first 2 years in the United States) to postsecondary readiness remains a challenge. Action: Train school counselors and postsecondary readiness coaches to evaluate international transcripts. Date: 12/17/24</p> <p>Activity 2: Classroom Perfor... Noticings: MS/HS Monthly Pr... Action: Implement an EL professional development cohort for middle and high school teachers for the 25-26 school year. Date: 11/25/24</p> <p>Activity 3: Summit Data (EL st... Noticings:</p>	<p>Activity #1: Who will review progress? Director of CCR; EL Lead Teacher/Coordinator When: Once a semester</p> <p>Activity #2: Who will review progress? EL Lead Teacher/Coordinator, EL Teachers, When: Monthly</p> <p>Activity #3:</p>	<p>District General Fu... \$600,000 5 EL Teachers District General Fu... \$830,000 HQIR District General Fu... \$5000 Global Interpreters Grant Funds (List ... \$7,000 ELLevation, Title III Grant Funds (List ... \$13,000 Summit, Title III</p>
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					<p>-EL teachers are utilizing and implementing the EL resources that are aligned with the new Tier 1 Reading program in all elementary schools</p>	<p>*Listening and reading scores improved *Speaking scores remained largely stagnant. Action: Implement structured sentence frames for scaffolded academic language use in elementary classrooms for ELs. Date: 10/25/24</p>	<p>Who will review progress? District administration and EL Team When: Quarterly</p>	
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<p>Quality of School Climate and Safety</p>	<p>Overall District Summary Results</p> <p>Elementary Survey Results:</p> <p>Quality of Schools Question #23: Students being mean or hurtful to other students is NOT a problem for this school. Elementary: 66% of students disagree with this statement.</p> <p>Quality of Schools Question # 25: Students being mean or hurtful to other students online is NOT a problem for my school. 47% of Elementary Students Disagree with this statement</p> <p>Middle School Survey Results</p> <p>Quality of Schools Question #20 and 21 I feel comfortable stating my opinion in class even if others disagree 44% Disagree with this statement.</p> <p>Students from this school respect each other's differences (i.e. gender, culture, race, religion, ability) 50 % of students disagree with this statement.</p> <p>High School Results: Only 45% and 50% of students report that bullying and internet bullying is not a problem for students at their school.</p> <p>Only 51% of students think that students respect each others differences (gender, culture, race, religion and ability).</p>	<p>2 Design and Delive...</p>	<p>Activity:</p> <ul style="list-style-type: none"> Classroom Focus: SEL Program Character Strong focuses on bullying as well as online cyberbullying District Focus: Restorative Practices Cadre: continuing work with restorative practices in building capacity in teams PBIS's focus for the 2025-2026 school year is RESPECT. Character education, educational life skills work, and SEL curricula (character strong) will focus on respect for others. The Bullitt County Youth Coalition will utilize their connections with other youth at high schools <p>Measure of Success:</p> <ul style="list-style-type: none"> Number of staff/teams and schools that attend the cadre sessions. Education Lifeskills District Reporting results 	<p>ELS</p> <p>Noticings: Action: Date:</p>	<p>Who will review progress? School Counselors, PBIS coaches, Safe Schools Department</p> <p>How often? Monthly at Counselor Meetings</p>	
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					<ul style="list-style-type: none"> PBIS fidelity instrument and coaches meeting minutes describing school efforts and initiatives from PBIS coaches 			
Graduation Rate	Spring 2024 Current 4-Year 95.5% 5-Year 94.3%	Spring 2025 Objective 4-Year 92.4% 5-Year 92.5%	Spring 2028 Stretch Goal 4-Year 92.8% 5-Year 93.1%	4 Review, Analyze, A...	Activity: <ul style="list-style-type: none"> Create a system to determine number of credits for promotion Monitor number of core classes failed for the each semester Best Fit Program: small group college counseling for high potential and/or GT students Measure of Success <ul style="list-style-type: none"> Increasing the number of students who are in credit recovery during the spring 2025 semester for credits they did not earn in the fall 2024 semester Increasing the number of students who earn full credits in core content classes during the 2024-2025 school year 	Credits Earned ▾ Noticings: Students are promoted without earning credits Action: Assign credit recovery to students who failed a core content class during the first semester Date: January 15, 2025 Age ▾ Noticings: Students are turning 18 without enough credits to graduate with 4-year cohort Action: Monitor students who will turn 18 (or older) within the school year Date: January 2025	Who will review progress? School Guidance Counselors, Principals, Director of Secondary Education; Director of CCR How often? Each semester; monthly counselor meetings; CIA weekly meetings; HS OFI meetings (bi-monthly)	District General Fu... ▾ \$398,000 Edgenuity Grant Funds (List ... ▾ \$95,000 Title IV Best Fit District General Fu... ▾ \$50,000 Best Fit

<p>Post Secondary Readiness</p>	<p>Spring 2024 Current 92.9</p>	<p>Spring 2025 Objective 93.9</p>	<p>Spring 2028 Stretch Goal 96.9</p>	<p>4 Review, Analyze, A...</p>	<p>Activity 1: Data Review Meetings -Review of SWD and Postsecondary Readiness per semester</p> <ul style="list-style-type: none"> November 7, 2024 - BEHS November 12, 2024 - BCHS October 28, 2024 - NBHS <p>Activity 2: Empathy Interviews -Conduct interviews of SWDs at the high school to understand barriers/obstacles in being postsecondary ready</p> <ul style="list-style-type: none"> <u>CCR Coach meetings</u> to review and update data and next steps. <p>Activity 3: SchoolLinks Implement the following activities and monitoring</p> <ul style="list-style-type: none"> ILPs aligned with post-secondary goals College apps and letters of recommendation managed in SchoolLinks 	<p>Postsecondary Rea... Measure of Success: <u>Percentage of Students Postsecondary Ready</u></p> <p>Empathy Interviews Noticings: Action: Date:</p> <p>Measure of Success:</p> <ul style="list-style-type: none"> 90-95% students engaged in MS; 70% in HS 100% of counselors working in system 	<p>Who will review progress? SWD Director of CCR/Innovative Programs; Director of Special Ed; School Counselors; Special Education Instructional Coach, ARC Chair</p> <p>How often? Monthly Review (4-6 Weeks)</p> <p>CCR Coach Meetings Director of CCR/Innovative Programs; CCR Coaches; CTE Assistant Principals</p> <p>How often? Monthly Review (4-6 Weeks); EL Data Review Meeting</p> <p>How often? Weekly review and report to schools by Asst. Superintendent; CIA team monty review</p>	<p>Perkins (Federal) \$106,506.00</p> <p>Grant Funds (List ...) LAVEC Funding: \$1,260,955.00</p> <p>Grant Funds (List ...) \$23,000 Schoolinks, Title IV and/or BEAM</p>
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TSI School Support: HMS, MWMS, BCHS, and SES

Monitoring and Support:

- Implement and focus quality standards-based IEPs and progress monitoring
- Evaluate resource settings connected to IEP/standards through walkthroughs and surveys; provide training as needed
- PPSA bi-weekly meetings with TSI principals to monitor CSIP progress (action steps are then documented in the evaluation process throughout the year in bi-weekly meetings)
- The local board will approve all TSI School Improvement Plans.
- TSI Audit Review
- TSI Alert Meetings

TSI Additional Actions:

- Board Improvement Plan Review January 2025
- Evaluate resource setting connected to IEP/standards