

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

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).



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

2024-2025 Phase One: Continuous Improvement Diagnostic for Districts - 2024-2025 Phase 1: Continuous Improvement Diagnostic
Generated on 01/02/2025
Bullitt County

Ta	h	ما	οf	C_{Ω}	nte	ents

2024-2025 Phase One: Continuous Improvement Diagnostic for Districts	2



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

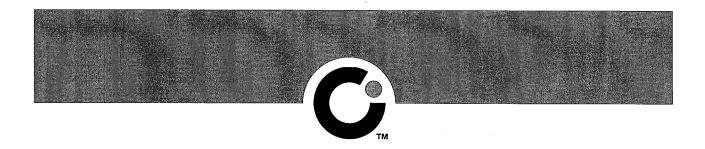
- Non-Traditional Instruction Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (Due May 1)
- Professional Development Plan for Districts (Due May 1)
- Progress Monitoring

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 1040 Hwy 44 E Shepherdsville, Kentucky, 40165 United States of America

Table of Contents

2023-2024 Phase One: Executive Summar	y for Districts
2023-2024 Finase Offe, executive sufficient	y for Districts

cognia

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

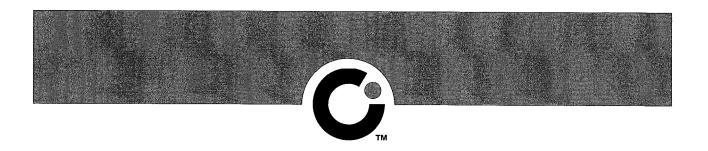
Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)





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
United States of America

Table of Contents

2024-2025 Phase Two: District Safety	- D
7074-7072 Phase IMO. District Sater	/ REDOTT
ZUZT ZUZU I HUUC IVVO. DIJU ICE JUICE	y NCDOIL

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.

yės

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, 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 <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.

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 <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

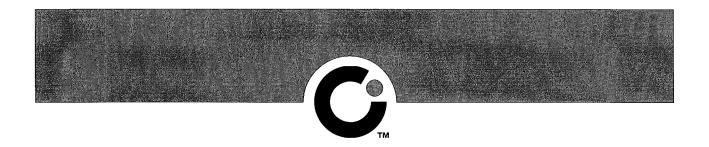
12. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

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)
Accooning it it is	Description	Associated Itelii(s)



2024-2025 Phase Two: The Needs Assessment for Districts

2024-2025 Phase Two: The Needs Assessment for Districts

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

2024-2025 Phase Two: The Needs Assessment for Districts - 2024-2025 Phase Two: The Needs Assessment for Districts - Generated on 01/02/2025

Bullitt County

Ta	h	ما	Ωf	Co	nte	nte

2024-2025 Phase Two: The Needs Assessment for Districts	3
Attachment Summary	8



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.

2024-2025 Phase Two: The Needs Assessment for Districts - 2024-2025 Phase Two: The Needs Assessment for Districts - Generated on 01/02/2025

Bullitt County

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)
2025 CDIP Needs Assessment		• 1 • 2 • 3 • 4 • 5
2025 Key Elements Table		•6 •7

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.

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?

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.

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.

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.

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.

	Winter I-Ready Target	Fall I-Ready	Change	KSA 2023-2024	KSA 2022-2023	KSA Trends 2-3 years	Priorities/Concerns	Strengths/Leve
Elementary Reading (all students)	35% P/D	10% P/D	-9	40% P/D	49% P/D	Elementary has	Elementary is	Homeless students
Elementary Math (all students)	35% P/D	5% P/D	-3	38% P/D	41% P/D	experienced a decline	demonstrating a decline in	increased in Read
Elementary Writing (all students)	3370175	0701712	-8	42% P/D	50% P/D	overall in all content areas and subgroups with the	all content areas and subgroups with the	
Elementary Writing (all students)			-5	29% P/D	34% P/D	exception of homeless	exception of homeless.	
Elementary Social Studies (all students)			-10	33%P/D	43% P/D	students in Reading which had an increase of 7		
Lightenian y door of the court	Winter I-Ready	Janes California (* 1	in the second of	Comments of the Comments of th	A STATE OF THE STATE OF THE STATE OF	percent.	1	ļ
	Target	Fall I-Ready	Change	KSA 2023-2024	KSA 2022-2023			
tudents 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			
tudents w/Disabilities Science (elementary)			-3		16% P/D			
ents w/Disabilities Social Studies (elementary)			-2	17% P/D	19% P/D]		
	Winter I-Ready	The second second	Property and Control					
	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			
omically Disadvantaged Reading (elementary)	35% P/D		-6%	33% P/D	39% P/D			
nomically Disadvantaged Math (elementary)	35% P/D		-4%	26% P/D	30% P/D			
nomically Disadvantaged Writing (elementary)			-6%	30% P/D	36% P/D			
omically Disadvantaged Science (elementary)			-2%	22% P/D	24% P/D			
ically Disadvantaged Social Studies (elementary		and the second second second	-9%	23% P/D	32% P/D			
	Winter I-Ready	Fall 1-Ready	Change	KSA 2023-2024	KSA 2022-2023			
AND THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TO THE PERSON NAMED IN COLU	Target 45% P/D	1 all 1-ixeauy	7	37% P/D	30% P/D			
Homeless Students Reading (elementary)	45% P/D		-4	24% P/D	28% P/D			
Homeless Students Math (elementary)	33% F/D		-4	2470110	67% P/D			
Homeless Students Writing (elementary) Homeless Students Science (elementary)					19% P/D			
Homeless Students Social Studies (elem)			-3	19% P/D	22% P/D	"		
Homeless Students Social Studies (elem)	Winter I-Ready	CANNOTE SERVE	2.24		ere en			
	Target	Fall I-Ready	Change	KSA 2023-2024	KSA 2022-2023			
	- 3	John S. W. Commission of the C			98% P/D			
Gifted and Talented Reading (elementary)					98% P/D			
Gifted and Talented Math (elementary)					89% P/D	<u> </u>		
Gifted and Talented Math (high)	C NESS	Pali (197)	49401925	1.5080pp-100pp	PERSONAL PROPERTY OF THE PERSON OF THE PERSO			
Non-Academic Data	Dhysical Agers	n: 62% Diarages	ul Behavior 269	A Dieruntive Rehavior	33%, Bus Rule Violation:	¥		
Behavior (elementary)	Pnysical Aggressic	ηι. σ2%, Disrespecti	ui Benavior. 367 15%	o, Distuptive Deliavior.	3070, Dus Ruie violation.			
Deliavio (Elementry)	The Elementary S	School Attendance Rat		he District Attenndance R	ate was 93.22% and the			
Student Attendance (elementary)		Chronic Ab	senteeism Rate fo	or BCPS was 23.64%.				
Quality of Climate Student Survey (elementary)			76.50%	6		14411.1111.1411.1411.1411.1411.1411.14		
							4	

	Winter ELS			<u>. 18</u>	CONTRACTOR OF THE PROPERTY OF		- 01990 <u>-2160</u>	Printer and the second
Academic Data	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	Reading, Math, and	Reading and Math	Writing has demonstrated an
Middle School Math (all students)	36% P/D	31% P/D	-2	34% P/D	36% P/D	Science have experienced a decline. Writing	demonstrated an overall decrease, including in	increase and social
Middle School Writing (all students)			6	48% P/D	42% PD	increased. Social Studies	subgroups.	studies has maintained.
Middle School Science (all students)			-4	20% P/D	24% PD	maintained. Students with disabilities declined slightly		Students with disabilities increased in Writing,
Middle School Social Studies (all students)			-	31% P/D	31% P/D	in Reading and Math, but		Science, and Social
	Winter ELS	Section 1		TO COMPANY OF THE PARTY OF THE	ASSESSMENT OF THE PROPERTY OF	increased in Writing, Science, and Social		Studies.
	Target	Fall ELS	Change	KSA 2023-2024	KSA 2022-2023	Studies. Economically		
Students w/Disabilities Reading (middle)	35% P/D		-1	15% P/D	16% P/D	disadvantaged students increased in Reading and		
Students w/Disabilities Math (middle)	35% P/D		-2	ma.	11% P/D	Writing, but declined		
Students w/Disabilities Writing (middle)			11	7%	6% P/D	slightly in Math. Homeless students had a decrease in		
Students w/Disabilities Science (middle)			3		4% P/D 8% P/D	Reading and slight		
Students w/Disabilities Social Studies (middle)		1 market 1 m	2	(9)(5)	8% P/D	increase in Writing. Gifted		1
	Winter ELS	Fall ELS	Change	KSA 2023-2024	KSA 2022-2023	and Talented students decreased in Reading and		
	Target	rali ELS	Glialige	NOA ZUZU-ZUZ4	10% P/D	increased in Math.		
EL Middle Reading	35% P/D				10/01/10			
El: Middle Math	35% P/D		1.0200 (422-4	SEARCH DESCRIPTION	Parkette deligitation in 1999 Per			
AND THE PARTY OF T	Winter ELS Target	Fall ELS	Change	KSA 2023-2024	KSA 2022-2023			
Economically Disadvantaged Reading (middle)	35% P/D	I all LLO	Onange 1	29% P/D	28% P/D	36		
Economically Disadvantaged Reading (Initially) Economically Disadvantaged Math (middle)	35% P/D		-2	21% P/D	23% P/D			
Economically Disadvantaged Writing (middle)	3370170		6	36% P/D	30% P/D			
Economically Disadvantaged Science (middle)				5076172	15% P/D		1	
Economically Disadvantaged Social Studies (middle)			-	21% P/D	21% P/D			
Economicany Disagrantaged Cocan Suddes(mada)	Winter ELS	La striction de		AND THE RESERVE	HILITARIA SILATO			
2.000年7月 · 克鲁尔斯 医二甲基甲	Target	Fall ELS	Change	KSA 2023-2024	KSA 2022-2023			
Homeless Students Reading (middle)	35% P/D		-10	22% P/D	32% P/D	1217.		
Homeless Students Math (middle)	35% P/D				19% P/D			
Homeless Students Writing (middle)	35% P/D	Pre-	1	21% P/D	20% P/D			
Homeless Students Science (middle)					10% P/D			
Homeless Students Social Studies (middle)					10% P/D			
	Winter ELS		Standing Control	processing and the second of t	Carried Control of Con			
	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			L
Non-Academic Data		Light Committee			2022-2023		· · · · · · · · · · · · · · · · · · ·	
Behavior (middle)				nation: 38%, Disrespectful B				
	The Middle School	Attendance Rate was			2% and the Chronic Absenteeism			
Student Attendance (middle)			Rate for BC	CPS was 23.64%.				
Quality of Climate Student Survey (middle)			to dead when the second with the second seco	00	and the second of the second o		$\frac{1}{2}$, of happing described a following the constant $x_{\rm tot}$, $x_{\rm tot}$, $x_{\rm tot}$, $x_{\rm tot}$, $x_{\rm tot}$	WAS TRANSPORTED TO THE TRANSPORT OF THE
							å	
The second secon								
							<u>i </u>	
AN IDMANGE OF THE PROPERTY OF							<u> </u>	
							4	
		:					:	
	J			I			Assertance of the commence of	p. 4

Charge C		Winter ELS	24000		73827240622	Constitution of the Consti	The second second		
High School Reading (all students)	Academic Data		Fall ELS	Change	KSA 2023-2024	KSA 2022-2023	KSA Trends 2-3 years	Priorities/Concerns	Strengths/Leverages
High School Add not of attudents)		- 1. - 1 1 1	a o secondo de la compania de la co	,	37% P/D	39% P/D			High school Writing,
High Scroot Engint-Winning old students High Scroot Scanned (International Control Contro				-	32% P/D	32% P/D			Science, and Social Studies increased across
High School Science (all sudurins) High School Scoal Shudine (all sudurins) High School Scoal Shudine (all sudurins) High School Scoal Shudine (all sudurins) Winter ELS Submitter William (Park Frank Fran	- Laurence and the control of the co			6	35% P/D	29% P/D	exception of homeless.		the board with all
Figs School Social Studies (all students)				13	20% P/D	7% P/D			
Winter ELS		1		6	31% P/D	25% P/D			
Substitute with particles Fall ELS Change Fall ELS Fall ELS Fall ELS Fall ELS Fall ELS Change Fall ELS Fall ELS Fall ELS Fall ELS Fall ELS Change Fall ELS Fall ELS Fall ELS Fall ELS Fall ELS Change Fall ELS		Winter ELS	variation (with the exception of		
Students w/Data/Black Rendering (Bright) 35% P/D -1 12% P/D 15% P/D 35% P/		Target	Fall ELS	Change	**************************************	But and a second of the second			
Substitute Sub	Students w/Disabilities Reading (high)	35% P/D		-1	12% P/D	13% P/D	Social Studies increased		
Students wit Deabhies (Students (High) -7	Students w/Disabilities Math (high)	35% P/D							
Statistics with particular Science (https://doi.org/10.1001/	Students w/Disabilities Social Studies (high)			and the second s	A single process and the same a	the contract of the contract o	Sabgroups.		
Winter ELS Target Fall ELS Change KSA 2023-2024 KSA 2022-2023 9% PID	Students w/Disabilities Writing (high)				5% P/D				
Separate	Students w/Disabilities Science (high)			-7	and the second s	7% P/D	Till Control		
St. PiD St.				timble 200	The state of the s	We & 2022 2022			
Syk PiD Winter ELS Target Fall ELS Change KSA 2023-2024 KSA 2023-2023		and the same of th	FallELS	Change	KSA 2023-2024				
Ninter ELS	The state of the s					14			
Target Fall ELS Change KSA 2023-2024 KSA 2022-2023	EL High Math	<u> </u>		30 di - 3		0% P/D			
Economically Disadvantaged Roading (high) Economically Disadvantaged Math (high) Economically Disadvantaged Minting (high) Economically Disadvantaged Science (high) Style PID Homeless Students Science (high) Economically Disadvantaged Science (high) Economically Disadvantaged Science (high) Style PID Economically Disadvantaged Science (high) Style PID Homeless Students Science (high) Style PID Homeless Style PID		\$30 pt. 1 pt		VITANTES DA	KOA 0000 0004	KEN 2022 2022		1	
Economically Disardvantaged Mistlin (high) 35% P/D 33% 25% P/D 21% P/D 22% P/D 21% P/D 22%		Salvine in the second s	FallELS	Conf. of machiness and seasons and accommodition	\$1000000000000000000000000000000000000				
Secondarically Disadvantaged Writing (Ingh) 3% 24% P/D 21% P/D 3% P/D 3% P/D 5% P/D 16% P/	The second secon					\$-,-,,-,-,-,-,			
Economically Disadvantaged Science (high)	the state of the s	35% P/D				L			-
Economically Disadvantaged Social Slucies (high)				3%	24% P/D				ļ
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) 55% P/D 8 19% P/D 11% P/D Homeless Students Science (high) 0% P/D 14% P/D Homeless Students Science (high) 0% P/D 0%				10/	150/ P/D				
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 Wath (high) 36% P/D 8 19% P/D 11% P/D Homeless Students Science (high) (high ectool) (himcless Students Science (high) Homeless Students Science (high) (high ectool) (himcless Students Science) (high) Homeless Students Science (high) (high	Economically Disadvantaged Social Studies (high)	1100	likeset.	-176	15% P/D	10% F/D			
Homeless Students Reading (high) 35% P/D 12 23% P/D 11% P/D		E ST AND	E-II EI S	Change	KSA 2023-2024	KSA 2022-2023			
Homeless Students Math (high) 35% P/D 8 19% P/D 11% P/D	11 - 2 - Obdate Bending (blob)	(2 to 10 to 20 to	ranceo	2000)2000000000000000000000 17. 607.00000	·	and the second s			
Homeless Students Writing (figh school) Homeless Students Science (figh) Homeless Students Sciolal Studies (figh) 14% P/D	The state of the s	3 ····					***		
Horneless Students Science (high)		3076176		Ů	10,01,0				
Homeless Students Social Studies (high)									
Winter ELS Target Fall ELS Change KSA 2023-2024 KSA 2022-2023						**************************************			
Target Fall ELS Change KSA 2023-2024 KSA 2022-2023		Winter FLS		Paragraph Coll.	in company resultings	raiouscas			
Cifted and Talerited Reading (figh) 35% P/D -2 93% P/D 95% P/D		the second property of the second second second	Fall ELS	Change	KSA 2023-2024	KSA 2022-2023			
Student Attendance (high) 35% P/ID -1 88% P/ID 89% P/ID	Gifted and Talented Reading (high)	e constituitamente de la constituit de l			93% P/D	95% P/D			
Non-Academic Data Target Fall ELS Change KSA 2023-2024 2022-2023 Behavior (high) Late to Class: 81%, Disruptive Behavior: 24%, Disrespectful Behavior: 13% Student Attendance (high) 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					88% P/D	89% P/D			
Behavior (high) Late to Class: 81%, Disruptive Behavior: 24%, Disrespectful Behavior: 13%		Winter ELS	and the second	ener.		123) A. C. Sales M. B. B. B. B.			1
The High School Attendance Rate was 91.87%. The District Atterndance Rate was 93.22% and the Chronic Absenteeism Rate for BCPS was 23.64% Quality of Climate Student Survey (high) 60.3	Non-Academic Data	Target	Fall ELS	Change	KSA 2023-2024	2022-2023			
Student Attendance (right) BCPS was 23.64%	Behavior (high)						ļ		
AVERAGE ACT SCORE	Student Attendance (kigh)	The High School Att	endance Rate was 91	.87%. The Distric	at Attenndance Rate was 93.22% and	the Chronic Absenteeism Rate for			
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	Control and an electric rest.								
DISTRICT Year Mathematics Reading Science Composite	Quality of Climate Student Survey (right)		Ţ						
Year Mathematics Reading Science Composite		AVERAGE ACT	SCORE	1					
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				†···					
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	en pour accuracy and very		Reading	Science	Composite				
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								1	
2018-2019 18.0 18.6 18.3 18.2 2019-2020 18.7 18.9 18.9 18.7			•-						
2019-2020 18.7 18.9 18.9 18.7	The state of the s								
		+							
1 2020-2021 17.8 18.5 18.1 18.1	2013-2020	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				~ -					<u> </u>
2023-2024 18.0 18.7 18.5 18.3	The state of the s					,			
Gain/Less 2023 to 2024 4.0 0.3 0.2 0.3					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).

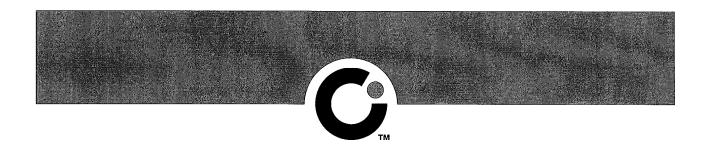
Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our district continually assess, review, and revise curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Yes	-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
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?	Yes	-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
KCWP 3: Design and Deliver Assessment Literacy	No	-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?	Specific Processes, Practices or Conditions Identified for Focus
	Yes/No	
Does our district have a comprehensive, balanced		KYOTE, ALEKS PPL, ACCUPLACER, etc.
assessment system that provides a variety of evidence		-PLC Question #2
to support educational decision making and includes		-ODW District Assessment
four primary assessment purposes: formative,		
diagnostic, interim/benchmark, and summative?		
KCWP 4: Review, Analyze and Apply Data	Yes	-OFI meetings focused on data analysis
Does our district communicate and implement a		-ODW Trimester Data Review
sustainable system for reviewing, analyzing, and		-CSIP Work Sessions for principals
applying data results to ensure a uniform way to elicit,		-Post-Secondary Readiness Data "Live"
interpret, and act on meaningful evidence of student		-SWD Post-Secondary Data Review Meetings
learning?		-PLC Check-Ins
-		-Community-Based Accountability Training
		-CIA weekly meeting
		-CCR Monthly Data Meetings
		-SWD School Improvement Site Visits
KCWP 5: Design, Align and Deliver Support	No	-Needs assessment related to CDIP for federal funding
Has our district established a framework that		-PBIS is in all schools-tiered fidelity report
organizes systems, data, and practices to promote		-PBIS meetings quarterly
positive, equitable and inclusive learning experiences		-Classified and Certified Superintendent Advisory Team
for all students?		-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	No	-Vision/mission and Core Values at the district level
Environment		-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
Has our district intentionally designed the learning		-Transition Fair
environment to be inclusive and accessible for all		-Work-based learning at all high schools
students within a culture where learning and		-Graduate Profile competencies
continued growth is the primary focus and foundation		-Scottish Rites Ceremony -VIP Program
for all actions?		-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

2024-2025 Phase Three: The Superintendent Gap Assurance - 2024-2025 Phase Three: The Superintendent G	Sap Assurance
Generated on 01/02/2025	•
Pulling County	

Ta	h	ما	of	Co	nt	۵n	te
10	LJ	12					

	_
2024-2025 Phase Three: The Superintendent (Sap Assurance

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.

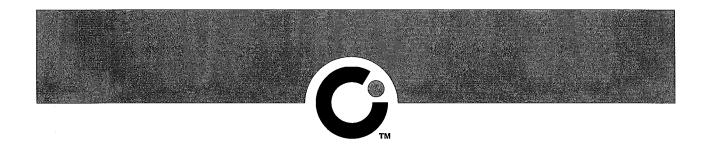
The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and 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

Table of Contents

2024-2025 Phase Three: Comprehensive District Improvement Plan	3
Attachment Summary	6

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, Baldridge, etc.).

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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

Measure of Success: Criteria that shows 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

ල

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)
@		
2025 BCPS Comprehensive		•
District Improvement Plan		

Comprehensive District Improvement Plan (CDIP)

Rationale

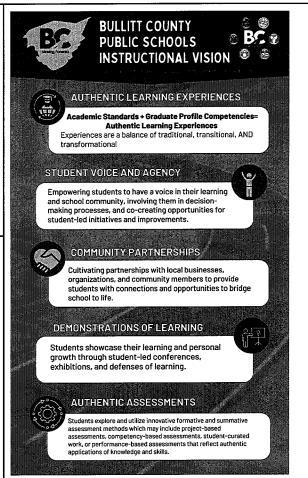
School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement 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



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 •	ES5.5 MS5.2 HS2	Orange ~ Orange ~ Yellow ~
State Assessment Results in science, social studies and writing	ES- 58.1 MS- 51.9 HS- 38.4	Orange Y Yellow Y Orange Y	ES7 MS0.4 HS0.9	Orange Yellow Yellow Yellow Yellow
English Learner Progress	ES- 58.4 MS- 16.8 HS- 42.7	Yellow ~ Orange ~ Blue ~	ES13.4 MS1.4 HS- 17.9	Red Yellow Yellow Blue
Quality of School Climate and Safety	ES- 73.9 MS- 65 HS- 62.4	Orange * Yellow * Green *	ES2.6 MS- 0 HS- 2.1	Orange Yellow Green Y
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. (this would be identified from novice/apprentice, etc.)	School Key Elements Table) es, practices, or conditions ide	entified on the School Key Ele	mplate (this comes from Phase II ments Template that the school will soutlined in this template.
Targeted Support in Reading and Math: Provide intensive, data-informed support and implementation of	1. KCWP 1: Design and	l Deploy Standards		

HQIR in Reading and identification of HQIR in Math.

 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:

- o Implementation of tools such as ELS, IReady, and FastBridge to support data-driven decisions.
- o 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.
- o 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:

- o Regular OFI (Opportunities for Improvement) meetings and trimester data reviews.
- o Collaborative CSIP work sessions and PLC check-ins to ensure alignment with district goals.
- o 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.

Spring	Spring	Spring 2028	Key Core Work Process 1-6	Activities & Measure of	Progress Monitoring: Study & Act	English and Profiteinstein etc.
Subject 2024	2025	Stretch	ldrop down		(Select a data source, write noticings, and next steps;	Funding
and the second second second second	The second second	Goal	menumaximum of 3	(for TSI schools these should be	Document date of review)	(Select fund and then
CHARLEST AND CONTRACT OF THE PROPERTY OF THE P	Objective	granutur kerit in samu	S. C. Communication of the Com	evidence-based practices for	A STATE OF THE STA	enter amount)
School Report Card→ Academic Pe	Table 1988 Property Control of the C	ssment Results →	KCWPs)	subgroup documented on TSI		CHARLES AND STREET
Progress Towa	ırds State Goals			Evidence Based Practices Table		
	control of the second	1000		below)		(1)

Reading	ES- 40%	ES- 62.3%	ES- 68.6%	4 Review, Analyze, A	Activity:	IReady *	Who will review	District General Fu
				minimum 1975	Activity: Data Review	Noticings:	progress?	\$174,000 ELS
	MS- 40%	MS- 68.8%	MS- 74%	2 Design and Delive *	Meetings (OFI)	*37% At or above Grade	*The Level Director	District General Fu
				A SHORT WELL AND A SHORT OF THE	 *OFI measures of 	Level on Spring 23-24.	(Elementary and	\$830,000 HQIR
	HS- 37%	HS- 50.7%	HS- 59%		success will focus on	*10% At or Above Grade	Secondary), Principals,	Grant Funds (List *)
		1			increased proficiency	Level on FALL 24-25	Asst. Principals,	Title II
				A STATE OF THE PARTY OF THE PAR	rates for students	Screener.	Instructional Coach, and	\$200,000 Staffing
		1		278 12 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	and growth achieved	Measure of Success:	Chief Academic Officer	(District General Fu
					by	*Set school goal to be at	will review the	\$86,400 Otus (Data
					schools/departments	or above 35% on Winter	assessment data to	Dashboard)
					. Elementary and	Screener	determine growth met	District General Fu
					Secondary levels	*Review data with Elem	and set next steps for	\$304,551 Ready
				(1) 10 10 10 10 10 10 10 10 10 10 10 10 10	both utilize monthly	Admin to develop next	each school and district.	District General Fu
					OFI meetings to	steps		\$46,500 FastBridge
			S		enhance practices	*Goal-setting sessions	How often?	
					that will lead to	developed.	*Each universal screener	District General Fu
					increased student	Date: 10/10/24	(Fall, winter, Springr)	\$15,000 Stipends
				A CONTRACTOR OF THE PARTY OF TH	outcomes.		*PPSA meets bi-weekly	District General Fu
				Calculation of the Calculation o	 *Elementary schools 	ELS *	each month with	\$398,000 Edgenuity
					will specifically	Noticings:	instructional leaders	de località de la
					measure their	*33% of secondary		
				The second of th	success with iReady	students scored in the		
					At or Above Grade	range of		
					level (KSA Proficiency	Proficient/Distinguished		
				as et as PES assessment de la	comparable rating)	on the fall benchmark		
					scores and iReady	assessment of ELS		
				3000 (1900) 100 (1900) 100 (1900) 100 (1900) 100 (1900) 100 (1900) 100 (1900) 100 (1900) 100 (1900) 100 (1900)	Stretch Growth	Measure of Success:		
					percentages.	*Set goal to increase P/D	İ	
					 *Secondary schools 	by 10% for winter		
			.]	THE PARTY OF THE P	will measure their	assessment		
	1				success with	*Set individual goals with		Manager of Children
			1	The state of the s	Pathways to	schools and targeted		manufacture of his page 5
			1		Proficiency (ELS)	student groups		
					student assessments	*OFI session to		geleggia e profile
				in the second second	at the	disaggregate fall data,		
			1	Grand Company	Proficient/Distinguish	identify teacher		
					ed level (comparable	resources, and develop a		
					to KSA ratings)	targeted plan for		
			1	esophic the fall of the same.	Activity: Principal Support	increasing the number of		THE PERSON NAMED IN THE PROPERTY.
			1		Meetings	students in the P/D range		Consectable but the Little Session

		34 - 1111111 34 - 410	MINISTER AND PROPERTY.	 *Principal Support 	Date:	The state of the s
				Bi-Weekly meetings	11/15/2024	
		and the	unicality (14)	will focus on		ne de la completa de
		_{CER} WITH		achievement goals by		Carlotte Carlotte Control Control Control
			CARDINATOR STATE OF THE STATE O	reviewing student		
		4.17 TE		performance data		
			ASSESSMENT OF THE PARTY OF THE	Activity: Curriculum and		mar Sagar Physica a "George School
			ESTATE DE LA COMPTENZA DE LA C	Pacing Guides		COLORAGO REGIDAS ASSESSMENTAL
		nilliant.	Appellingers Committee	 Instructional Coaches 		2 2 2 2 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1
		3164000	CHILINDON CONTRACTOR	will revise the district		这种是一种
		A CONTRACTOR	The state of the s	curriculum/pacing		
		agggalini k	PHILIPPE PARTY	guides to identify		
		philiphillul.	The state of the s	essential standards		Part I La Alexandre S
		100	rite (in named East Mark	Activity: Standards Mastery for		
		114 F		Gifted and Talented Students		建筑 的市场上的基本。
ŀ		2.Hujthi	STATE OF STA	Examine the		
		A. 2011		percentage of		
ĺ		#samett		students in Gifted and		
		. Unitality		Talented who are		
		SP-Ballin	Carrier Season Hard	achieving mastery of		makes was a salahili dakan
		30	Paragraph of the second	essential standards.		CASE OF THE PARTY

Math	ES- 38%	ES- 54.3%	ES- 61.9%	2 Design and Delive	Activity: Data Review	IReady -	Who will review	District General Fu
		ŀ	ł		Meetings (OFI)	Noticings:	progress?	\$174,000 ELS
	MS- 34%	MS- 58.4%	MS- 65.3%		 *OFI measures of 	*30% At or above Grade	*The Level Director	District General Fu
					success will focus on	Level on Spring 23-24.	(Elementary and	830,000 HQIR
	HS- 32%	HS- 44.4%	HS- 53.7%	Section of the second	increased proficiency	10% At or Above Grade	Secondary) and Chief	Grant Funds (List
1			!	· · · · · · · · · · · · · · · · · · ·	rates for students	Level on FALL 24-25	Academic Officer will	Title II
				and the second second	and growth achieved	Screener.	review the assessment	\$200,000 Staffing
				A COUNTY OF THE PARTY OF THE PA	by	*5% on Winter	data to determine	District General Fu
				Section of the sectio	schools/departments	Measure of Success:	growth met and set next	\$86,400 Otus (Data
					. Elementary and	*Set school goal to be at	steps for each school	Dashboard)
				Control of the Applicable of the Control of the Con	Secondary levels	or above 35% on Winter	and district.	District General Fu
1 .		1			both utilize monthly	Screener		(A
		l			OFI meetings to	*Review data with Elem	How often?	\$304,551 Ready
1					enhance practices	Admin to develop next	*Each universal screener	District General Fu
					that will lead to	steps	(3 times per year)	\$15,000 Stipends
	*			SECTION OF SECTION SEC	increased student	*Goal-setting sessions	*PPSA meets bi-weekly	District General Fu
				Land September 1985	outcomes.	developed.		\$398,000 Edgenuity
				Beernmanns Prophers	 *Elementary schools 	Date: 10/10/24		The second of th
				2000 m. September 1990 m. 1990	will specifically			11/16/2019/19
					measure their			and the second second second
				A SECTION OF THE PROPERTY OF	success with iReady	ELS -		maggiote supraintent in the second
				PARES OF STATE OF STATE	At or Above Grade	Noticings:		pading pointing
					level (KSA Proficiency	*Less than 20% of		
				SALEDITES ARTHUR PROPERTY AND ASSESSMENT	comparable rating)	secondary students are		
					scores and iReady	performing within the		
					Stretch Growth	Proficient- Distinguished		Section 1
					percentages.	range of the fall		A Commission (Consistence)
					 *Secondary schools 	administration of ELS		
					will measure their	Measure of Success:		A CONTRACTOR OF THE PROPERTY O
		1			success with	*Set goal to increase P/D		
				AND THE STATE OF T	Pathways to	by 10% for winter		CONTRACTOR PROBLEM
				eschilic constitut in the page 4-6	Proficiency (ELS)	assessment		
					student assessments	*Set individual goals with		and the second second second second
		1			at the	schools and targeted		and second and the second
					Proficient/Distinguish	student groups		
				SEE BUILDING TO BE WAS TO	ed level (comparable	2122111 81 0 abo		Page 12 Committee 12
		ĺ			to KSA ratings)		`	ENGLISH CONTRACTOR
				THE PERMENDING PROPERTY OF	Activity: Principal Support			
				The state of the s	Meetings			

				 *Principal Support 	*OFI sessions to		
			Samuel Carallet (1990)	Bi-Weekly meetings	disaggregate fall data,		
			engelse in die State der State State der State der	will focus on	identify teacher		
		i	A Company of the Comp	achievement goals by	resources, and develop a		建 加度的自由的 (1995年) 1995年 199
			September 1970	reviewing student	targeted plan for		The state of the state of the state of
		1	200 (1990) 1	performance data	increasing the number of		
				Activity: Curriculum and	students in the P/D range		OF THE PROPERTY OF THE PARTY OF
				Pacing Guides	Date:		The property of the property of the second
			La Carrier State Company	Instructional Coaches			eritakan manusikan dan dari da
ľ	1		Until History State of the Control o	will revise the district	Date:	}	
		İ	The second secon	curriculum/pacing	54.6.		an and the first of the second state of the second
		i		guides to identify			
				essential standards			
		ŀ		Activity: Standards Mastery for			
		l l		Gifted and Talented Students			edanorio pala displanation a della se
		į.			1		
		į.		Examine the			
			MUNICIPAL STATES	percentage of	1		
			_{以中国人} 的,是最高的自然,但是由于是中国的	students in Gifted and			
				Talented who are			A Part of the Control
			ASKILIER BEING	achieving mastery of			
		į.		essential standards.		<u> </u>	

Achievement	ES- 18%	ES- 41.7%	ES- 51.4%	4 Review, Analyze, A	Activity: Ri	isk-Focused	Record Review Data *	Who will review	District General Fu
Gap	E3- 10/6	23-41.776	25-31.470	4 Review, Analyze, A	£	g IEP Record Review	Noticings:	progress?	\$174,000 ELS
Reading •	MS- 15%	MS- 35.9 %	MS- 46.6%	Section 1995	Process	g iz. necora neview	Risk Focused Monitoring	*The Level Director	District General Fu
Reading	1013- 1370	1013-33.5 70	1415- 40.070			onthly review of 5%	Data revealed 70%	(Special) and Chief	830.000 HOIR
	HS- 12%	HS- 28.2%	HS- 40.1%	kali, illi, illi seppaini (hura et elektrik	22	all IEPs developed	compliance with Item	Academic Officer will	District General Fu
Stude *	113-12/0	113- 20.270	115 40.170		of the second	ARCs using the KDE	#320.5.7b; though it is	review the assessment	Management of the second of th
					31	cord Review	unclear if	data to determine	\$86,400 Otus (Data Dashboard)
				all the second of the second o		ocument	standards-based criteria	growth met and set next	49/2
				2. 18 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2.	*	cus on item	were considered for this	steps for each school and	District General Fu
				(B) The Date of the Control of the C		320.5.7b concerning	item.	district.	\$304,551 IReady
,						easurable annual	-Early internal data for		District General Fu
					80	pals	the 24-25 school year	How often?	\$900,000 Special Ed
							indicates a lower	I-Ready, Fastbridge and	Instructional Coaches,
		İ			Activity: TS	SI Monitoring	beginning threshold	ELS, 3x per year	Compliance Coordinator,
					Review		(58.5%) for the inclusion	, , ,	and Compliance Coach
					● Re	eview most recent	standards-based goals in		
					1EP	Ps from 50% of	IEPs.		
					spe	ecial ed teacher	Action: RFM Record		The state of the s
					cas	seloads of TSI	Review Monitoring and	•	
				2000 Care Company (1900)	sch	hools	TSI Monitoring Review		of the later of th
					● Ful	ıll review will be	Date: Winter 2025		and the second second
				1828 1917 1668 1821 1821 1821 1821 1821 1821 1821 1821 1821 1821 1821 1821 1821	coı	nducted if initial	Measure of Success:		
				Proceedings of the Control of the Co	au	ıdit falls below 90%	 90% Compliance 		
					for	r compliance	Rate of IEPs		The South Control of the Control of
İ				THE RESERVE OF THE PARTY OF THE			reviewed for		
					Activity: St	tandards Mastery for	item #320.5.7b		
				Character and the Made Control	Students w	with IEPs			property of the second
				A DESCRIPTION OF THE PROPERTY	● Exa	amine the			
			1] pe	ercentage of			
				and the content of the second	stu	udents with			
				The state of the s	dis	sabilities who are			Elither Children and America
			1	(1) 1500年 (1) 1	acl	hieving mastery of			The second second second
					ess	sential standards.			

Science	ES- 29%	ES- 42.2%	ES- 51.9%	1 Design and Deplo	Activity: Design and deploy	ELS -	Who will review progress?	District General Fu \$174,000 ELS
	MS- 20%	MS- 36%	MS- 35.9%		high-quality instructional resources	Noticings: Assessment needs more alignment to	*The Level Director (Elementary and	Grant Funds (List *
	HS- 3%	HS- 46.7%	HS- 46.6%		such as OpenSciEd Administering Science Benchmark Assessment	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	Secondary) and Chief Academic Officer will review the assessment data to determine growth met and set next steps for each school and district. How often? ELS Assessments for HS will be reviewed 3 times per year	Title II \$200,000 Staffing District General Fu \$86,400 Otus (Data Dashboard) District General Fu \$398,000 Edgenuity
Social Studies	ES- 32%	ES- 54.1%	ES- 61.8%	1 Design and Deplo *	Activity: Design and deploy	ELS - Noticings: Assessment	Who will review progress?	District General Fu \$174,000 ELS
Studies	MS- 31%	MS- 65.9%	MS-71.6%	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	high-quality instructional resources	needs more alignment to KSA blueprint and	*The Level Director (Elementary and	Grant Funds (List *
	HS- 24%	HS- 31.9%	HS- 40.8%		such as OpenSciEd Administering Science Benchmark Assessment	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	Secondary) and Chief Academic Officer will review the assessment data to determine growth met and set next steps for each school and district. How often? ELS Assessments for HS will be reviewed 3 times per year	\$200,000 Staffing District General Fu \$86,400 Otus (Data Dashboard) District General Fu \$398,000 Edgenuity

Writing	ES- 39%	ES- 51.4%	ES- 59.5%	1 Design and Deplo	Activity:	ODW Data (Live Sc	Who will review	proprinting programs of the State of the Sta
		24800008			MS: Students will	Noticings: At all levels,	progress?	
1000 B	MS-50%	MS- 40.5%	MS-50.4%		complete school-wide	the majority of our	*The Level Director	
	All Interests	an history is the	e la la la la la la la la la la la la la		CFA for on-demand	students are not meeting	(Elementary and	and And Control of Control of the Control of Control o
and the sales	HS- 35%	HS- 59.2%	HS- 66%		writing, using the	proficiency	Secondary) and Chief	
Section did Section	un leisatta Seenun illin 1860	ini atsasiinisiiksiise	200	1000000	same prompt twice	Action:Set goals based	Academic Officer will	
gagaranning (1871)	a bullingar	STATE OF THE STATE	1000	160	annually	on the baseline score in	review the assessment	and the second and the second
			A STATE OF THE STA	The second secon	HS: Students complete	The state of the s	data to determine	Productive of the State of the
Comprise 1850 and	Lagran III (1997)	un description Commit	1.0540000		school-wide writing	Date:March, 2025	growth met and set next	and a company recognition of the company of the com
	nasi ini nahii		200	2 PARAMETER STATE	prompts within		steps for each school and	
	La La constitue de la constitu		100000000000000000000000000000000000000		English classes	Student Work Sam	district	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
		Later Haller			focusing on the CER	Noticings: MS sees an	*English Language Arts teachers	
	CHECKER OF SERVICE		100000000000000000000000000000000000000		(Claim, Evidence, Reason) strategy	increase in P/D and then	*Building level	
anerose publicados		Espirituita	And the second second second	CARSON CONTRACTOR	Reason Strategy	students drop in HS	administrators	Santa - Data de establicado
	e Principal (III	Es la contraction	444		Activity:	Action: Share MS	*Instructional Coaches	Applications and the second
			Carlo Particular	100 PM	On-Demand Review	strategy of district-wide	for MS	
Confidence		2.000			Meetings:	writing with immediate		
and the second of		The published Screen will be a	Section 1998		Review student performance	feedback to students. Date: Spring, 22025	How often?	na transportation (III) in the second
and the second	processing the		STATEMENT OF THE STATE OF THE S		to identify strengths and areas	Date. Spring, 22023	Once during the fall	
September 19	54 SALTANAS SALTANAS		100	1000年	of growth		semester and once	
The State of the S		12 Brown 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	500000000000000000000000000000000000000			general and a supply stage to the property of the control of the c	during the spring	The control of the co
2554 CONTRACTOR			100000000000000000000000000000000000000				semester	
		and the property of	1 - GARGETTE GET			Eller System Hilling Section	AND THE PROPERTY ASSESSMENT	

English	ES: 58.4	ES: 38.6	ES: 48.9	4 Review, Analyze, A	Activity #1:	Post Secondary Re	Activity #1:	District General Fu
earner	MS: 16.8	MS: 32.6	MS: 43.8		EL Data Review Meeting	23-24 HS Postseco	Who will review	\$600,000 5 EL Teachers
rogress	H5: 42.7	HS: 24.5	HS: 37.1		-Review of English Learners	☐ 24-25 HS Postseco	progress? Director of	District General Fu 🕆
	100	n i kamani i i			and postsecondary readiness	Noticings:	CCR; EL Lead	\$830,000 HQIR
		2.0			per semester	*Overall percentage of	Teacher/Coordinator	District General Fu *
g de la colonia		and the second second			1000 A 200 B B B B B B B B B B B B B B B B B B	12th grade ELs who are	When: Once a semester	\$5000 Global
100	42			THE PROPERTY OF THE PARTY OF TH		postsecondary ready	Particular of adjustments in equilibrium	Interpreters
		Empression				increased from 22% in		Grant Funds (List •
	No.		100000000			23-24 to 36% in 24-25.		\$7,000 ELLevation, Title
						*The path for newcomer	The second secon	
						ELs (within their first 2		Grant Funds (List
		and the second second		A STATE OF THE STA		years in the United		\$13,000 Summit, Title III
				pulse a different la la la la la la la la la la la la la		States) to postsecondary	The following the continue and	Part of the second seco
			30 St. 100 St. 100			readiness remains a		Section Community (Section)
		100 CONTRACT				challenge.		
					t com Pagasina de la companya de la companya de la companya de la companya de la companya de la companya de la	Action: Train school	September 1	granding of the Sales of
	THE STREET STATE		Name of the Control o	A CAST CONTROL OF THE STATE OF		counselors and	ng Pantalan dan at at 199	200 C 100 C
100 CT 100 CT				Control of the contro		postsecondary readiness		THE REPORT OF THE PROPERTY OF THE PARTY.
			1941 (F) (F) (F) (F)			coaches to evaluate		man hiji sabah da kacama P
		100	4000			international transcripts.	1111	
				ingles of the second production of the second		Date: 12/17/24		The Committee of Degree 2000 as a property of the Committee of Committ
andronia Na manasa Ahiro				The second secon				
n and the second			Land Santon	Company of the control of the contro	Activity #2:	Activity 2:	Activity #2:	
1.00	Land on the Personal Land				Weekly Student Progress	Classroom Perfor *	Who will review	seperation of the second
			A CONTRACTOR OF THE STATE OF TH		Check	Noticings:	progress? EL Lead	parallel in the little of the season.
400000				100 100 100 100 100 100 100 100 100 100	-assignment completion and	MS/HS Monthly Pr	Teacher/Coordinator, EL Teachers,	1015 LUG0920 JULI
				1. 10. 10. 10. 10. 10. 10. 10. 10. 10. 1	grades are pulled and	Action: Implement an EL		
	Market Committee Committee			THE RESERVE OF THE PARTY OF THE	reviewed weekly to provide	professional	When: Monthly	
			100 BEAUTY 100 B		support and/or collaborate	development cohort for	Ken Campanin a appropriate assist	communications and all the second
					with school teams on student	middle and high school		The Commission of the Commission
		in salurationi		Hart Control	needs	teachers for the 25-26		2
Binis III			100000	A CONTRACTOR OF THE CONTRACTOR		school year.		
						Date: 11/25/24		
				The Control of the Co		Activity 3:		
			un istantini	NAMES OF THE OWNER, WHITE	Activity #3:	Summit Data (EL st	Activity #3:	
					MyView EL resources	Noticings:		The Carlo See See See See See See See See See Se
		18 (60) (4.00)			Implementation	INDUCTIES.	EDITOR STATE	

The state of the s	-EL teachers are utilizing and	*Listening and reading	Who will review	Control of the second
	implementing the EL resources	scores improved	progress? District	
	that are aligned with the new	*Speaking scores	administration and EL	
The state of the s	Tier 1 Reading program in all	remained largely	Team	2.000 (million 1970)
	elementary schools	stagnant.	When: Quarterly	
		Action: Implement	The second survey of the second of the secon	parties and the parties of the parties.
	And the second s	structured sentence	Charles and the property of the Control of the Cont	Annungging se t i a de en en en en en en en en en en en en en
		frames for scaffolded	orang managan di 1997 (1994) P	Anton para pany haritra dia 1
The second state of the second		academic language use in		
		elementary classrooms	100 mg/mg/mg/mg/mg/mg/mg/mg/mg/mg/mg/mg/mg/m	
		for ELs.	Figure 1 and 1 and 1 and 1 and 1 and 1 and 1 and 1 and 1 and 1 and 1 and 1 and 1 and 1 and 1 and 1 and 1 and 1	
ings, cronus the property		Date: 10/25/24		

Quality of	Overall District Summary Results	2 Design and Delive *	Activity:	ELS ~	Who will review	e samu e e
School		Barring in the second second	Classroom Focus: SEL	Noticings:	progress?	244441111111
Climate and	Elementary Survey Results:	The state of the s	Program Character	Action:	School Counselors, PBIS	Majore (IIII)
Safety		All the property of the property of the second	Strong focuses on	Date:	coaches, Safe Schools	erang ang managan Parang ang managan
	Quality of Schools Question #23: Students	String 阿克萨克斯斯特 19	bullying as well as		Department	
	being mean or hurtful to other students is		online cyberbullying			300
48.52	NOT a problem for this school:		District Focus:		How often?	
	Elementary: 66% of students disagree with		Restorative Practices	No design of the second	Monthly at Counselor	Kalifilli (25465)
Anne Africa	this statement.		Cadre: continuing	The second second	Meetings	olombia.
			work with restorative	SECTION 1		ni kina sasahir ni
		The second property of the second	practices in building	Land the Control of t		nggaggagalli
ndinisha Sang Pindinish ^{Sal}	Quality of Schools Question # 25: Students	(1985)	capacity in teams	and the second of the second o		
	being mean or hurtful to other students	THE PARTY OF THE P	PBIS's focus for the	HIGH SHEET PROPERTY.		
A CONTRACTOR OF THE PARTY OF TH	online is NOT a problem for my school. 47%		2025-2026 school year	albitrated consultation		
95	of Elementary Students Disagree with this	CARLES AND THE CONTRACT OF THE PARTY.	is RESPECT. Character	person 22.2946 mm (*)		
A Barrier Colored	statement	AND ASSESSMENT OF THE PARTY OF	education,	Tandele Reference services		and the
			educational life skills	Designation of the second		
	Middle School Survey Results	William Committee Committe	work, and SEL	PROBEITATION CONTRACTOR		1. ppp 9 966
		Egisperi (1916)	curricula (character	Contraction of the Contraction		englini respecti Salah dalam
1000000	Quality of Schools Question #20 and 21	A CONTRACTOR OF THE CONTRACTOR	strong) will focus on			
	I feel comfortable stating my opinion in class		respect for others.			
sengalar 1646°°	even if others disagree 44% Disagree with	See the lattice of th	The Bullitt County	Commission of the Commission o		· · · · ·
Continues (Continues Continues Conti	this statement.		Youth Coalition will		200 (190 (190 (190 (190 (190 (190 (190 (1	not see all the
			utilize theri	lanconspicaniiliiilii		
	Students from this school respect each		connections with	A trinsferijalijalijalijalijalijalija		
	other's differences (i.e. gender, culture, race,	PERSONAL PROPERTY OF THE PROPE	other youth at high	The second street street		nidales is Principle
	religion, ability) 50 % of students disagree		schools	3,525		
	with this statement.	graphics, and areas are	Measure of Success:			an in the second
			Number of staff/teams	30000		ang material
	High School Results:		and schools that			
	Only 45% and 50% of students report that	A CONTRACTOR OF THE PARTY OF TH	attend the cadre	. Iggasanninininin i (* 171		
and resident	bullying and internet bullying is not a		sessions.	untilellieri estellese est		
	problem for students at their school.		Education Lifeskills			
			District Reporting			nining a
sociolis espenium	Only 51% of students think that students	A STATE OF THE PROPERTY OF THE	results			natalija in
and the state of t	respect each others differences (gender,	A STATE OF THE STA		and earlied the spinor of the		
	culture, race, religion and ability).			10 (10 (10 (10 (10 (10 (10 (10 (10 (10 (100

					PBIS fidelity instrument and coaches meeting minutes describing school efforts and initiatives from PBIS coaches			
Graduation	Spring 2024	Spring 2025	Spring 2028	4 Review, Analyze, A *	Activity:	Credits Earned *	Who will review	District General Fu
Rate	Current	Objective	Stretch Goal		Create a system to	Noticings:	progress? School	\$398,000 Edgenuity
100	and the second	1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -		minipation and administration of the control of the	determine number of credits for promotion	Students are promoted	Guidance Counselors, Principals, Director of	Grant Funds (List
100	4-Year 95.5%	4-Year 92.4%	4-Year 92,8%		Monitor number of	without earning credits Action:	Secondary Education;	\$95,000 Title IV Best Fit
amonano (1986)	Joseph Market	32.470	Maria de la Carta		core classes failed for	Assign credit recovery to	Director of CCR	(District General Fu *) \$50,000 Best Fit
and the same	5-Year	5-Year	5-Year	motors and the second	the each semester	students who failed a		230,000 DESCITE
Militaria	94.3%	92.5%	93.1%		Best Fit Program:	core content class during	How often?	AND SECURITION OF STREET
	44,000	Andrew Comments	e diplo (1,24) pedgania (1,27)		small group college	the first semester	Each semester; monthly	The state of the s
e de la composition della composition della composition della composition della composition della composition della composition della composition della composition della composition della composition della composition della composition della composition della composition della composition della composition della composition della composition della composition della comp	27 July	Spice Comme	Land Street	46.37567	counseling for high	Date:	counselor meetings; CIA weekly meetings; HS OFI	
100 mg (100 h) (100 h) 100 mg (100 h) (100 h)	541,000 Serv. 1990 200	And the publishment of	100000000000000000000000000000000000000		potential and/or GT students	January 15, 2025	meetings (bi-monthly)	
	September 1	OBSTRUCTOR SALES AND	Septimber 1988			Age -		
empresit.	material and the DEST	A CHARLES	no productive and the first		Measure of Success	Noticings:		
	assess Till	The Military	2010 (T-778)		 Increasing the number 	Students are turning 18		
Alexander (and the state of t	THE RESIDENCE	100		of students who are in	without enough credits		
ADDRESS 21	1771 E 1808	ALCO DE LA CONTRACTOR D	Automobile Company	and the little of the second o	credit recovery during the spring 2025	to graduate with 4-year		
	(0.0) (1.00)	SURGINGER HE !!	100 (100 (100 (100 (100 (100 (100 (100		semester for credits	cohort Action:	and the supplemental state of the supplement	
gunnan asamat 170	THE RESERVE OF THE PARTY OF THE	THE PERSONAL PROPERTY.	The second secon	action (BUILD)	they did not earn in	Monitor students who	10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	a commitmental de la concesa
Same Calculations	The State of the S				the fall 2024 semester	will turn 18 (or older)		
	granding being parting	Parameters	2000 000 000 000 000 000 000 000 000 00		 Increasing the number. 	within the school year	Commence of Commen	
	CONTRACTOR OF THE PROPERTY OF	The Control			of students who earn full credits in core	Date:	256544004465	Action of the Parish
	BERTHAMAN STATES	Control of the Contro		international de la companya del companya del companya de la compa	content classes during	January 2025	ter Sich gegennen Spelling sich	
	A STATE OF THE STA	ESTATE PROPERTY.	1999 Early 1198	entition of the second	the 2024-2025 school			
	1.00 mm (1.00 mm)	24 AUGUST 1997			year			

Post	Spring 2024	Spring 2025	Spring 2028	4 Review, Analyze, A	Activity 1:	Postsecondary Rea •	Who will review	Perkins (Federal)
Secondary	Current	Objective	Stretch Goal	about 10 to	Data Review Meetings	Measure of Success:	progress?	\$106,506.00
Readiness	a grandfilliones	egranora.	Application of the second	Printer 1 - April 1	-Review of SWD and	Percentage of Students	SWD	September 1981 September 1981 September 1981
The state of the s	92.9	93.9	96.9	2002-0714 (2007) 465-0717 (1406-1407)	Postsecondary Readiness per	Postsecondary Ready	Director of	Grant Funds (List •
AND STREET	44.000				semester		CCR/Innovative	LAVEC Funding:
sales (PDS-affects	1.09420011100000000	Single Manager States			November 7, 2024 -		Programs; Director of	\$1,260,955.00
	CONTRACTOR MARKET	reministra			BEHS		Special Ed; School	elijantienske slummethad literati
Charles (NY - NY		1,000,000	page substitutions		• November 12, 2024 -		Counselors: Special	Grant Funds (List 🕆
	SECULIAR SECULIAR	and interior section	Military and the same of the same	60,000 (CENTRAL STATE OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE P	BCHS		Education Instructional	\$23,000 Schoolinks, Title
Parameter (1974)	SELECTION OF THE SELECT	Market a scanner and	September 1995 September 1995	A CHARLES	October 28, 2024 -		Coach, ARC Chair	IV and/or BEAM
	14/10/2014	121400000000000000000000000000000000000		NBHS		TERRITORIA Company Notes (19) - Company (19) Terri	IIII ALI GARAGO PARA PARA PARA PARA PARA PARA PARA PAR	
A THE RESIDENCE PROPERTY.	La Propertie Silve	Contract of the Pa					How often?	
2012/01/2019	66 B (17 1 19 1 19 1 19 1 19 1 19 1 19 1 19	A CHARLESTON	200		Activity 2:		Monthly Review (4-6 Weeks)	Secure Derivers and Process
until til det som til til state til som til som til som til som til som til som til som til som til som til som	inimpendant			150 April 100 Ap	-Conduct interviews of SWDs	Empathy Interviews *	-vveeks)	Section Committee Committee
ation of the state of the state of	realisticalistic	100 miles (1986)	Parlicular and State of	grant and British and Control of the	at the high school to	Noticings:	CCR Coach Meetings	
Adaptor News	The state of the s	a Chespera 1996	GO SHAMESTON		understand barriers/obstacles	Action:	Director of	general as especially
graduate de contratación	periodical processing and the contract of the	BEST STREET		in being postsecondary ready	Date:	CCR/Innovative		
Name of the	approximation of the	July 100 - 1			Parameter substitution		Programs; CCR Coaches;	
officialistics of FEM	March Million Control	Table Day (1997)		。 [1] [1] [1] [1] [2] [2] [2] [2] [2] [2] [2] [2] [2] [2	CCR Coach meetings		CTE Assistant Principals	Stephological mineral
35-2000000000000000000000000000000000000	1848 A. 154 PI	Charles of the community of			to review and update		Beerleit von State (1994)	HANDS CONTRACTOR OF THE
A CARBOLINIAN SER	and the second	100	Land Control of the		data and next steps.	angert sage at 1919 1926 billion	How often?	
	Marie Committee	0.0000000	The state of the s	A DESCRIPTION OF THE PROPERTY		Monthly Review (4-6		
	1010100	and the second second		Activity 3:		Weeks); EL Data Review	a many of the	
A CAMPAGNA AND AND AND AND AND AND AND AND AND A	contraction of the line	1000	Employee Property	Experience of the second	SchooLinks	Measure of Success:	Meeting	
	100000000000000000000000000000000000000	and a supplemental	2 (March 25-6546) To		Implement the following	 90-95% students 	ALLEGA SERVICES SERVICES AND AND AND AND AND AND AND AND AND AND	
age of the second	Constitution of the Consti	Saletan P			activities and monitoring	engaged in MS;	SERVE DE PROPERTY	
ACRES (ASSESSMENT	Same Devices	Ball The State of the State of	162 12 SECT MICHEL	OF THE RESERVE OF THE PARTY.	 ILPs aligned with 	70% in HS	How often?	
of the	Union Strational	supplements.	The District of the State of th		post-secondary goals	• 100% of	Weekly review and	anergy a constant constant in \$50.
a produktivite primara Produktivite primara	1.02466010000000	Military III Market I propriet all and the		manufacture and the second	College apps and	counselors	report to schools by Asst.	
ndus ser sitti		10 m (10 m (10 m) (10 m) (10 m)	Maria Maria Maria Santa		letters of	working in	Superintendent; CIA	
	gardinastri i 11	BENGEST BEDGESTER FREE STATE	10 TO 10 TO	Section 14 Section 1	recommendation	system	team monty review	alimitati ile sopre su dell'alimitati
	pagari Napada Masada Na	madize a profitio	25.00	A CHANGE OF STREET	managed in Schoolinks	decay and a supplemental of the second	A STATE OF THE PROPERTY OF STREET	ADDITION OF THE PROPERTY OF TH

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