



BCHS 2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Bullitt Central High School
Joe Pat Lee
1330 Highway 44 East
Shepherdsville, Kentucky, 40165
United States of America

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The **comprehensive school improvement plan or CSIP** is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve.

While diagnostics are completed annually, comprehensive improvement plans are three-to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the school's 2025-2026 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

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

Please enter your name and date below to certify.

Joe Pat Lee

September 18, 2025



BCHS 2025-2026 Phase One: Executive Summary for Schools

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2025-2026 Phase One: Executive Summary for Schools

Description of the School

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

Bullitt Central High School is located in the small town of Shepherdsville (pop. 12,000) just outside the major metropolitan area of Louisville, KY. It is a transient community and, as a result, the population of the school and the students we serve are constantly changing. We are 93.7% White (non-Hispanic), 2.5% Hispanic or Latino, 2.2% two or more races, 1.6% other; 56% of our student body is identified as economically disadvantaged, 11.8% for special education services, 4.8% of our students are homeless, and 9.4% for gifted and talented services. The population of students we serve qualifies us as a Title I school. Our students come from varying backgrounds, from those with parents in professional fields to those with parents in the farming industry. While we do not have the level of ethnic diversity one might see in Louisville area, diversity is evident when examining socioeconomic status. Many of our staff are Bullitt Central alumni, adding an added level of pride to their daily work as educators. The school underwent major additions in 2015, adding classrooms, A CCR building, office space, a cafeteria, and a new library. We are currently the oldest high school in the Bullitt County School District. BCHS continues to look for ways to bring parents into the decision-making process and involve them in their students learning. We have a thriving CTE programs. We have brand new kitchen for our culinary students. BCHS offers 16 Career Pathways, 15 AP classes, and numerous varsity sports and continues to offer an academically complex schedule for all students. Dual Credit courses are available through collaboration with JCTC and Morehead University. Over the last four years we have increased our AP pass rate from 15% to 44%. We consistently have one of if not the best culture and climate scores in the district and the best among high schools. We have very low turnover rate with our staff.

School Stakeholders

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

In our comprehensive school improvement plan, we recognize the critical importance of engaging various stakeholder groups to foster a collaborative and inclusive approach to school improvement. Our stakeholders encompass a diverse range of individuals, each playing a vital role in the educational experience of our students.

Parents and Guardians: Parents and guardians are integral members of our school community. We maintain open lines of communication through regular parent-teacher conferences, newsletters, and workshops. Additionally, we involve them in decision-making through our Parent-Teacher Association (PTA) and seek their input

on important matters related to curriculum, extracurricular activities, and school policies.

Teachers and Staff: Our dedicated teaching and support staff contribute significantly to the success of our students. They actively participate in department meetings, professional development sessions, and committees focused on curriculum development and student well-being. Their input is invaluable in shaping our improvement strategies.

Students: We believe that students should have a voice in shaping their educational experiences. Through student councils, surveys, and regular feedback sessions, we involve students in discussions about their learning environment, curriculum preferences, and any concerns they may have.

Community Members and Organizations: Engaging with the broader community is crucial in ensuring that our school reflects the needs and values of the area it serves. We maintain partnerships with local businesses, non-profits, and civic organizations. These partnerships provide opportunities for students, and the community, to benefit from shared resources, mentorship programs, and community service initiatives.

School Board and District Administrators: Collaboration with the school board and district administrators is fundamental to aligning our school's goals with broader educational priorities. We participate in district-wide planning sessions, where we contribute our unique insights and gather feedback to inform our school's improvement plan.

To ensure stakeholder involvement and engagement, we employ a multifaceted approach. This includes regular town hall meetings, surveys, focus groups, and feedback forums. We also leverage digital platforms and social media to reach a wider audience and provide updates on our improvement initiatives. By actively involving stakeholders in the planning process, we believe we can create a more inclusive, student-centered, and effective educational environment for all.

School's Purpose

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

The current mission of Bullitt Central High School is "To provide equitable and quality instructional experiences for the whole student." It is our goal to create an atmosphere at BCHS that develops students who are ready to transition into life after high whether that is going to college, technical school, or a career. At Bullitt Central High School, we believe that students and staff will embody our PBIS mission of ROAR – Respect, Ownership, Acceptance, and Resilience. We want a school where students are the TOP PRIORITY: a place where students want to come and learn, where parents want to send their kids, and where staff want to come to

work. Staff continue to focus on rigor, relevance, engagement, best practices in instruction. BCHS offers 16 Career Pathways, 10 AP classes, 23 clubs, 23 varsity sports and continues to offer an academically complex schedule for all students. Dual Credit courses are available through collaboration with JCTC and Morehead University. We have a strong focus on developing high-functioning Professional Learning Communities (PLC), and an Instructional Leadership Team (comprised of teacher-leaders, PLC facilitators, and administration) to guide them. These staff members have all attended Solution Tree Institutes on Professional Learning Communities at Work. The expectation is that each PLC will function using the DuFour model: collecting, monitoring, and responding to student achievement data in a timely, informed manner. PLCs share planning responsibilities and instructional strategies in order to bolster student achievement. The shared accountability helps to lighten the load and share the success. PLC representatives are required to report data and actions to the ILT so that we are both accountable and universally informed of academic status school-wide.

Notable Achievements

Describe the school's notable achievements in the last three years.

The most notable achievements over the last three years are Transition Ready rate (90.5%) and our Graduation Rate (90.9%). We have worked to increase our AP exam pass rate from 15% to 44%. The number of AP courses that we offer has increased and the number of students enrolled in these courses have increased three times. The culture and climate of our school has improved drastically over the last three years. We have one of the highest culture and climate scores in the district and we have very low staff turnover.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

The areas of improvement are building consistency in leadership capacity in our building, focusing on improving instruction and the use of student data through professional learning communities, and improving the climate and culture of the school through Positive Behavior interventions and Supports (PBIS). Our staff are deeply involved in learning the PLC process through training and practice in order to improve our instructional practices and develop collaborative teams to ensure students master the skills and knowledge needed to be successful in and beyond the classroom. Our PBIS team has re-focused on implementation with fidelity and a reward system is now in place. We will continue to work on increasing the number of proficient and distinguished scores on the KSA test.

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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BCHS 24-25 Phase 1 School Safety Report

2024-2025 Phase One: School Safety Report

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2024-2025 Phase One: School Safety Report

School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

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

If the answer is "no", please explain in the comment box.

Yes.

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes.

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

If the answer is "no", please explain in the comment box.

Yes.

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes.

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes.

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes.

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

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

Yes.

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.

Yes.

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

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

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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BCHS 2024-2025 Phase Two: The Needs Assessment for Schools

2024-2025 Phase Two: The Needs Assessment for Schools

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2024-2025 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that 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 schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results 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.

- Leadership Team meetings (1 time/week) to assess and evaluate school's progress towards mission goals.
- PLC meetings during common planning period (Every week) and on Teacher Plan Day (1 time/month) to disaggregate School Report scores, common formative assessments, and ACT data within their content to identify areas of concern and then develop action steps for addressing those needs using PLC reporting log
- Weekly ILT meetings to examine Eleot data and PLC Meeting logs
- PBIS committee meetings (1 time/month) to review behavior, identify areas of concern, and develop incentives to positively recognize student behavior
- SBDM meetings (1 time/month) to review academic and non-academic data and to identify strengths and areas for growth
- School Safety Committee meetings (1 time/month) to analyze safety protocols and attendance data
- Career Technical Education meetings (1 time/month) with College Career Coach to look at post secondary ready data, schedule test dates for students who have completed their seat time in career classes.
- Attendance meetings twice a month to identify students with attendance concerns and develop plan of interventions to work with students individually.
- ACT,

Postsecondary, and SEL committee meetings once a month to support school-wide improvement (via the PDSA process).

Review of Previous Plan

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

All goals, objectives, strategies, and activities revolve increasing active engagement in the classroom. We worked on refocusing realigning the PLC process work at the district and school level, a strong emphasis on ACT and post secondary readiness and social and emotional learning. There was strong focus on Social and Emotional learning curriculum. We met with students several times in advisory class and also during central time. We need to focus more work on our overall school climate and safety. In addition, creating advisory teams to provide more voice for staff and students related to climate and safety. We focused in on our post-secondary readiness numbers. We increased to 86% overall. Students worked weekly on ACT practice questions but we studied data found this to be not effective. We are going to spend this time focusing on ACT questions bi-monthly in our core content classes. Our CTE programs incorporated soft skills and employability question into daily flashbacks. Our ILT and LTM teams met weekly to consistently review, calibrate, and study benchmark assessment data. The district writing leadership team met monthly to consistently review, calibrate, and planned benchmark assessments. The plan is a living, breathing document that will be updated and revised with a focus on math and a continuation of overall strategic district leadership action steps aligned to consistent principal support. Our next step is to focus on our active engagement in classrooms through the use of the Eleot tool.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral needs 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 school saw an 11% increase in novice scores in reading among students in the achievement gap.

See Attachment

Current State

4. Describe in narrative form the current state of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. 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. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
See Attachment

Priorities/Concerns

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

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) 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 in reading.
See Attachment

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school 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.
See Attachment

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



BCHS Key Elements



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

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

NOTE: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

We will focus on KCWP 2 with Design and Deliver Instruction. We are continuously working to engage our students in the classroom. We are using the district level PDSA PLC unit plans. PLC's are working to make sure lessons are aligned to current standards and that assessments are aligned with questions that are KSA quality.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BCHS Key Elements</u>		• 7
 <u>BCHS Needs Assessment</u>		•

<p>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.</p> <p>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?</p>											
<p>Academic Data</p> <p>High School Reading (all students)</p> <p>High School Math (all students)</p> <p>High School English/Writing (all students)</p> <p>High School Science (all students)</p> <p>High School Social Studies (all students)</p> <p>Students w/Disabilities Reading (high)</p> <p>Students w/Disabilities Math (high)</p> <p>Students w/Disabilities Social Studies (high)</p> <p>Students w/Disabilities Writing (high)</p> <p>Students w/Disabilities Science (high)</p> <p>EL High Reading</p> <p>EL High Math</p> <p>Economically Disadvantaged Reading (high)</p> <p>Economically Disadvantaged Math (high)</p> <p>Economically Disadvantaged Writing (high)</p> <p>Economically Disadvantaged Science (high)</p> <p>Economically Disadvantaged Social Studies (high)</p> <p>Homeless Students Reading (high)</p> <p>Homeless Students Math (high)</p> <p>Homeless Students Writing (high)</p> <p>Homeless Students Science (high)</p> <p>Homeless Students Social Studies (high)</p> <p>Gifted and Talented Reading (high)</p> <p>Gifted and Talented Math (high)</p> <p>Non-Academic Data</p> <p>Behavior</p> <p>Student Attendance</p> <p>Quality of Climate Student Survey (high)</p>	<p>Winter ELS Target</p> <p>35%</p> <p>30%</p> <p>15%</p> <p>20%</p> <p>Winter ELS Target</p> <p>35%</p> <p>30%</p> <p>15%</p> <p>20%</p> <p>Winter ELS Target</p> <p>35%</p> <p>30%</p> <p>15%</p> <p>20%</p> <p>Winter ELS Target</p> <p>35%</p> <p>30%</p> <p>15%</p> <p>20%</p> <p>Winter ELS Target</p> <p>35%</p> <p>30%</p> <p>15%</p> <p>20%</p> <p>Winter ELS Target</p> <p>35%</p> <p>30%</p> <p>15%</p> <p>20%</p> <p>Winter ELS Target</p> <p>35%</p> <p>30%</p> <p>15%</p> <p>20%</p> <p>Winter ELS Target</p> <p>35%</p> <p>30%</p> <p>15%</p> <p>20%</p> <p>Winter ELS Target</p> <p>35%</p> <p>30%</p> <p>15%</p> <p>20%</p> <p>Winter ELS Target</p> <p>35%</p> <p>30%</p> <p>15%</p> <p>20%</p> <p>Winter ELS Target</p> <p>35%</p> <p>30%</p> <p>15%</p> <p>20%</p> <p>Winter ELS Target</p> <p>35%</p> <p>30%</p> <p>15%</p> <p>20%</p> 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BCHS 2024-2025 Phase Three: Comprehensive School Improvement Plan

2024-2025 Phase Three: Comprehensive School Improvement Plan

Bullitt Central High School
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2024-2025 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

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

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

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

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan (CSIP) Template.

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

ATTACHMENTS

Attachment Name




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.

We will continue to focus on using Eleot data to increase our student engagement. Professional development of teachers has focused around different engagement strategies and authentic learning opportunities for all students. We are now shifting our focus to progress monitoring of our students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BCHS CSIP</u>		.

Comprehensive School Improvement Plan (CSIP)

Rationale


School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement. While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy. Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template. For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety


The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate




**BULLITT COUNTY
PUBLIC SCHOOLS**

INSTRUCTIONAL VISION




AUTHENTIC LEARNING EXPERIENCES

Academic Standards + Graduate Profile Competencies = Authentic Learning Experiences
Experiences are a balance of traditional, transitional, AND transformational




STUDENT VOICE AND AGENCY

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




COMMUNITY PARTNERSHIPS

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



DEMONSTRATIONS OF LEARNING

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



AUTHENTIC ASSESSMENTS

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

Indicator	Status Score	Status Color	Change Score	Change Color
State Assessment Results in reading and mathematics	40.3	Orange	31	Red
State Assessment Results in science, social studies and writing	30.2	Red	27.3	Red
English Learner Progress	N/A	Blue	N/A	Blue
Quality of School Climate and Safety	60.5	Green	61.1	Blue
Postsecondary Readiness (high schools and districts only)	86.0	Orange	79.7	Red
Graduation Rate (high schools and districts only)	94.3	Green	95.1	Blue
Priorities/Concerns from Needs Assessment for Schools List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template. <i>(this would be identified from novice/apprentice, etc.)</i>				
Processes, Practices, or Conditions to be Addressed from Key Elements Template (this comes from Phase II School Key Elements Table) List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.				
1. Students w/Disabilities in reading				
2.				

Subject	Spring 2024 Current	Spring 2025 Objective	Spring 2028 Stretch Goal	Key Core Work Process 1-6 (drop down menu...maximum of 3 KCWPs)	Activities & Measure of Success: (for IJS schools these should be evidence-based practices for subgroup documented on IJS Evidence Based Practices Table below)	Progress Monitoring: Study & Act (Select a data source, write noticings, and next steps: Document date of review)	Funding (Select fund and then enter amount)
Reading	25% of students were proficient or above	45.3% of students are expected to be proficient or above	54.5% of students are expected to be proficient or above	2 Design and Deliver... 4 Review, Analyze, A... 5 Design, Align and ...	Activity: • Weekly PLC Meetings • Creating common formative assessments with instructional coach • Increasing rigor in assessments • Weekly Eleot data analyzed for increase progress monitoring • English PLCs are creating units of study aligned with standards, curriculum maps, pacing guides, and common summative/formative assessments to create a guaranteed and viable curriculum vertically within their departments. • Benchmark student goal setting • Student specific scheduling • Reduce number of resource classroom • Implement Read 180 program for select ECE population Measure of Success: • Weekly Eleot data analyzed for increase in progress monitoring • PLC documents / data • Benchmark Data	FastBridge Noticings: Action: Date: ELS Noticings: Action: Date: Who will review progress? • Admin, Instructional Coach, Digital Learning Coach (ILT) How often? • Weekly	ESS Funds (State) - \$32,000 Title 1 (Federal) - \$100,000 Staffing Title 1 (Federal) - Title 1 (Federal) -

Math	24% of students were proficient or above	38.1% of students are expected to be proficient or above	48.4% of students are expected to be proficient or above	2 Design and Deliver... 4 Review, Analyze, A... 5 Design, Align and ...	Activity: • Weekly PLC Meetings • Creating common formative assessments with instructional Coach • Increasing rigor in assessments • Student specific scheduling • Reduce number of resource classroom • Math teachers are creating units of study aligned with standards, curriculum maps, pacing guides, and common summative/formative assessments to create a guaranteed and viable curriculum vertically within their departments. • Student specific scheduling • Reduce number of resource classroom • Benchmark student goal setting Measure of Success: • Weekly Eleot data analyzed for increase in progress monitoring • PLC documents / data • Benchmark Data	FastBridge Noticings: Action: Date: ELS Noticings: Action: Date:	Who will review progress? • Admin, Instructional Coach, Digital Learning Coach (ILT) How often? • Weekly	Title 1 (Federal) Title 1 (Federal)
Achievement Gap Reading Student...	4% of students were proficient or above	24.6% of students are expected to be proficient or above	37.2% of students are expected to be proficient or above	4 Review, Analyze, A...	Activity: Measure of Success:	ELS Noticings: Action: Date: ELS Noticings: Action: Date:	Who will review progress? IIT team, Special Education Department How often?	

Science	2% of students were proficient or above	37.5% of students are expected to be proficient or above	47.9% of students are expected to be proficient or above	<p>2 Design and Deliver...</p> <p>4 Review, Analyze, A...</p> <p>5 Design, Align and ...</p>	<p>Activity:</p> <ul style="list-style-type: none"> Weekly PLC Meetings Creating common formative assessments with Instructional Coach Increasing rigor in assessments Student specific scheduling Reduce number of resource classroom Teachers are creating units of study aligned with standards, curriculum maps, pacing guides, and common summative/formative assessments to create a guaranteed and viable curriculum vertically within their departments. Student specific scheduling Reduce number of resource classroom Benchmark student goal setting On Demand Writing Plan Using Powercheck and Bellringer Questions as remediation <p>Measure of Success:</p> <ul style="list-style-type: none"> Weekly Eleet data analyzed for increase in progress monitoring PLC documents / data Benchmark Data 	<p>ELIS</p> <p>Noticings:</p> <p>Action:</p> <p>Date:</p>	<p>Who will review progress?</p> <ul style="list-style-type: none"> Admin, Instructional Coach, Digital Learning Coach (ILT) <p>How often?</p> <ul style="list-style-type: none"> Weekly 	Title 1 (Federal)
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Social Studies	18% of students were proficient or above	26.6% of students are expected to be proficient or above	36.2% of students are expected to be proficient or above	<p>2 Design and Deliver...</p> <p>4 Review, Analyze, A...</p> <p>5 Design, Align and ...</p>	<p>Activity:</p> <ul style="list-style-type: none"> Weekly PLC Meetings Creating common formative assessments with instructional Coach Increasing rigor in assessments Student specific scheduling Reduce number of resource classroom Teachers are creating units of study aligned with standards, curriculum maps, pacing guides, and common summative/formative assessments to create a guaranteed and viable curriculum vertically within their departments. Student specific scheduling Reduce number of resource classroom Benchmark student goal setting On Demand Writing Plan Using Powercheck and Bellringer Questions as remediation DBQ Questions <p>Measure of Success:</p> <ul style="list-style-type: none"> Weekly Efort data analyzed for increase in progress monitoring PLC documents / data Benchmark Data 	<p>ELs</p> <p>Noticings:</p> <p>Action:</p> <p>Date:</p> <p>ELs</p> <p>Noticings:</p> <p>Action:</p> <p>Date:</p>	<p>Who will review progress?</p> <ul style="list-style-type: none"> Admin, Instructional Coach, Digital Learning Coach (ILC) <p>How often?</p> <ul style="list-style-type: none"> Weekly 	Title 1 (Federal)
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Writing	25% of students were proficient or above	47.0% of students are expected to be proficient or above	55.8% of students are expected to be proficient or above	<p>2 Design and Deliver...</p> <p>4 Review, Analyze, A...</p> <p>5 Design, Align and ...</p>	<p>Activity:</p> <ul style="list-style-type: none"> Weekly PLC Meetings Creating common formative assessments with instructional Coach Increasing rigor in assessments Student specific scheduling Reduce number of resource classroom Teachers are creating units of study aligned with standards, curriculum maps, pacing guides, and common summative/formative assessments to create a guaranteed and viable curriculum vertically within their departments. Student specific scheduling Reduce number of resource classroom Benchmark student goal setting On Demand Writing Plan Using Powercheck and Bellringer Questions as remediation On Demand Writing Plan created by PLC <p>Measure of Success:</p> <ul style="list-style-type: none"> Weekly Eledot data analyzed for increase in progress monitoring PLC documents / data Benchmark Data 	<p>ELS</p> <p>Noticings: Action: Date:</p> <p>ELS</p> <p>Noticings: Action: Date:</p>	<p>Who will review progress?</p> <ul style="list-style-type: none"> Admin, Instructional Coach, Digital Learning Coach (ILT) <p>How often?</p> <ul style="list-style-type: none"> Weekly 	
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English Learner Progress	N/A				2 Design and Deliver ...	<p>Activity:</p> <ul style="list-style-type: none"> Provide job-embedded learning for impacted staff on English Language attainment of EL students with EL Teacher <p>Measure of Success:</p>	<p>ELS</p> <p>Noticings: Action: Date:</p> <p>ELS</p> <p>Noticings: Action: Date:</p>	<p>Who will review progress?</p> <p>How often?</p>		
Quality of School Climate and Safety	61.0%	65%	68%		6 Establish Learning ...	<p>Activity:</p> <ul style="list-style-type: none"> Administration team will review survey data with sophomores and juniors Administer climate survey and identify next steps from findings Mental Health counselors available to students Club days twice a month <p>Measure of Success:</p>	<p>Student Voi...</p> <p>Noticings: Action: Date:</p> <p>Student Wo...</p> <p>Noticings: Action: Date:</p>	<p>Who will review progress?</p> <ul style="list-style-type: none"> LTM, ILT <p>How often?</p> <ul style="list-style-type: none"> Weekly 	Title 1 (Federal)	
Graduation Rate		91.6 %	92.1%		5 Design, Align and ...	<p>Activity:</p> <ul style="list-style-type: none"> Counselors Meeting with students quarterly who are at risk <p>Measure of Success:</p> <ul style="list-style-type: none"> Grades / Credit at quarterly checks 	<p>ELS</p> <p>Noticings: Action: Date:</p> <p>ELS</p> <p>Noticings: Action: Date:</p>	<p>Who will review progress?</p> <ul style="list-style-type: none"> LTM Counselors <p>How often?</p> <ul style="list-style-type: none"> Weekly Quarterly 	Title 1 (Federal)	

Post Secondary	86%	88	90	1 Design and Deploy ...	Activity: <ul style="list-style-type: none"> Special education teachers and CIE teachers collaborating to ensure post-secondary readiness of SWD. Implementation of Skills Links Student Voice Data from 1:1 Meetings Measure of Success: <ul style="list-style-type: none"> LTM Discussion / Continuous Data Updates SWD Postsecondary Readiness Meetings 	Attendance: <p>Notings: Action: Date:</p> <p>IMPACT Data</p> <p>Notings: Action: Date:</p>	Who will review progress? <ul style="list-style-type: none"> LTM SWD Postsecondary Readiness Committee <p>How often? <ul style="list-style-type: none"> Weekly Every Other Month </p>
Title 1 Schoolwide Evidence (documentation of Title 1 events, surveys, etc. with dates, etc.) <ul style="list-style-type: none"> Balint Days 2024-2025 Weekly ILE meetings to review data/evaluate programs ILE meetings to analyze PLC processes and needs for teacher supports Title 1 Open House (August 2024) Title 1 PARSA Night (January 2025) Title 1 Senior Parent Checkpoint Meeting Career Fair (Fall / Spring) CIE Advisory Night (November 2024 and April 2025) 							

Addendum for Schools Identified for Targeted or Comprehensive Support: In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(6)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.		Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:	
Components of Turnaround Leadership Development and Support:	Identification of Critical Resources Inequities:	Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students	Targeted Subgroups and Evidence-Based Interventions:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve	Consider: Describe the process used to review the allocation and use of resources (people, time, and	Consider: Describe the process used to review the learning culture related to your targeted subgroup(s)	Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will

accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response:	money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:	and any additional actions that were determined to address the causes of underperformance. Response:	be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response:
Evidence-based Activity (Evidence-based Practices website)	Evidence Citation	Uploaded in CIP	
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>	
Quality implementation of Question 1 and 2 of PLC Process (KCWP 2)	Richard DuFour (2007) Professional Learning Communities: A Bandwagon, an Idea Worth Considering, or Our Best Hope for High Levels of Learning?, Middle School Journal, 39:1, 4-8, DOI: 10.1080/00940771.2007.11461607	<input type="checkbox"/>	
		<input type="checkbox"/>	

Resources:

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