

2025-2026 Phase One: Executive Summary for
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2025-2026 Phase One: Executive Summary for Schools

Bullitt East High School
Joshua Lightle
11450 Hwy 44E
Mount Washington, Kentucky, 40047
United States of America

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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 East High School is located in the small but fast-growing town of Mt. Washington, Kentucky (population 18,424), just south of the Louisville metropolitan area. Once a small rural school with fewer than 500 students, Bullitt East has expanded into a thriving suburban high school serving over 1600 students. The community's rapid growth—its population has tripled over the past fifteen years—has driven ongoing expansion at the school. A major renovation, including the addition of a fine arts building connecting the existing building to the former elementary school building on the shared campus, is scheduled for completion in May 2026. This addition will provide many opportunities for BEHS to showcase student skill to the community and will also add necessary square footage to the already thriving BEHS campus.

School Stakeholders

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

Stakeholder involvement is a critical component of the school improvement planning process at Bullitt East High School. Students contribute through the Principal Advisory Council, representation on the SBDM Council, surveys, and regular meetings with staff. Parents and guardians are engaged through their roles on the SBDM Council, parent-teacher conferences, PTSO meetings, and ongoing communication channels. Teachers and staff participate in planning through faculty meetings, PLCs, and collaborative structures that encourage shared leadership. Community partners, including local businesses and organizations, provide valuable support and input through advisory roles, sponsorships, and student opportunities. District leadership also plays a vital role by reviewing improvement plans, analyzing data, and providing professional learning to ensure alignment with broader goals. Together, these stakeholders bring diverse perspectives that strengthen decision-making and help drive continuous improvement.

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.

College. Career. Tradition. Unrivaled. This motto captures our mission and defines the purpose of Bullitt East High School. Developed by teachers during an intensive faculty retreat, these four words represent the core of who we are. Our top priority is preparing every student for the next step after graduation—whether that is college, a career, or both—through rigorous academics, career-focused programs, and authentic learning experiences that connect classroom knowledge to real-world application. Each student works closely with an advisor to ensure success in core courses and to follow a career pathway aligned with their interests and abilities. Students can challenge themselves with AP and dual-credit courses or gain hands-on experience in career pathways such as agriculture, culinary arts, business, health occupations, and family and consumer sciences. By fostering readiness for life beyond high school, we equip students to thrive, lead, and succeed in an ever-changing world.

Notable Achievements

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

Bullitt East High School has achieved significant milestones in academics, student development, athletics, and community engagement. As our enrollment continues to grow, we remain committed to maintaining our community-centered culture while expanding opportunities for every student.

Academic Excellence and Postsecondary Readiness: Bullitt East was honored with the National College Success Award (2024) for its commitment to preparing students for success in college and beyond. Postsecondary readiness scores have steadily increased, returning to and surpassing pre-pandemic metrics, reflecting our continued focus on academic rigor and student growth. Students have excelled in AP, dual-credit, and career pathway programs, with individualized scheduling and advising ensuring alignment with their goals. Performance on ACT and state assessments continues to improve as we implement targeted strategies to support all learners.

Student Development and Leadership: Several students have participated in the Kentucky Governor's Scholars Program, demonstrating their leadership potential and academic excellence. Students have achieved notable recognition in FCCLA, skills competitions, and other extracurricular programs, reflecting our commitment to real-world, authentic learning experiences. Programs promoting social-emotional growth, leadership, and student voice remain a priority, helping students develop the skills needed for success in college, career, and life.

Athletics and Extracurricular Excellence: Our athletics program has earned multiple state and national titles, showcasing student talent, teamwork, and dedication. Participation in arts, clubs, and other extracurriculars continues to thrive, providing hands-on, authentic experiences that connect learning to real-world applications. Bullitt East's Unified Sports program integrates students of all abilities, with participation in unified teams for sports like basketball, bowling, and track and field, fostering inclusion and camaraderie. Recognized nationally as a Special Olympics Unified Champion School

Community Engagement: Bullitt East students have contributed to meaningful community projects, such as designing a custom wrap for a local street sweeper, strengthening our connection to the surrounding community. The school continues to foster partnerships with local businesses and organizations, creating opportunities for internships, career pathways, and experiential learning. These accomplishments reflect Bullitt East High School's unwavering commitment to fostering a supportive, high-performing, and inclusive environment where students are prepared to thrive in college, careers, and beyond.

Areas of Improvement

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

Bullitt East High School is committed to continuous improvement in order to better prepare students for success in college, careers, and life. Based on recent Kentucky School Report Card data, key areas for growth include academic achievement in core subjects, postsecondary readiness, and first-year college success. To address these areas, the school will implement targeted interventions and differentiated instruction to strengthen proficiency in reading, mathematics, science, social studies, and writing. Opportunities for earning college credit and industry certifications will be expanded through dual credit programs, career pathways, and partnerships with local businesses, providing students with authentic learning experiences that connect classroom knowledge to real-world applications.

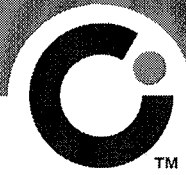
Additional Information

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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2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09182025_11:47

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Bullitt East High School
Joshua Lightle
11450 Hwy 44E
Mount Washington, Kentucky, 40047
United States of America

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2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

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.

Joshua Lightle 9/18/25



2025-2026 Phase Two: School Assurances_10162025_13:12

2025-2026 Phase Two: School Assurances

Bullitt East High School
Joshua Lightle
11450 Hwy 44E
Mount Washington, Kentucky, 40047
United States of America

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2025-2026 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (Every Student Succeeds Act) (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR (Code of Federal Regulations) 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☐ Yes

☐ No

☒ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☐ Yes

☐ No

☒ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☐ Yes

☐ No

☒ N/A

COMMENTS

7. The school provides parents of participating children in a targeted assistance program, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☐ Yes

☐ No

☒ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☐ Yes

☐ No

● N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☐ Yes

☐ No

● N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☐ Yes

☐ No

● N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☐ Yes

☐ No

● N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☐ Yes

☐ No

☒ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Schoolwide Programs

15. In a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☐ Yes

☐ No

☒ N/A

COMMENTS

16. In a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

17. In a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

18. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

19. In a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☐ Yes

☐ No

☒ N/A

COMMENTS

21. In a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☐ Yes

☐ No

☒ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In a targeted assistance school program, participating students are identified in accordance with ESSA Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

24. In a targeted assistance school program, the school serves participating students using resources under Title I, Part A of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

25. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

26. In a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

27. In a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

28. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. In a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

30. In a targeted assistance school program, the school provides assurances to the local educational agency (district) that the school will—

- (i) help provide an accelerated, high-quality curriculum;
- (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
- (iii) serve participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: The Needs Assessment for Schools_10162025_13:26

2025-2026 Phase Two: The Needs Assessment for Schools

Bullitt East High School
Joshua Lightle
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Mount Washington, Kentucky, 40047
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2025-2026 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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- a timeline of the process
- the specific data reviewed and analyzed
- how and where the meetings were documented.

See Attachment

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 will your results inform this year's plan?

See Attachment

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

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

See Attachment

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) 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.

See Attachment

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

See Attachment

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

See Attachment

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

See attachment

Evaluate the Teaching and Learning Environment

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

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☐ Yes

COMMENTS

8b. KCWP 2: Design and Deliver Instruction

Instructional programs 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

BEHS will continue to improve upon existing and form new procedures and systems to support teachers as they implement best practices academically, behaviorally, and social emotionally. BEHS will continue to provide teachers learning opportunities such as the Thinking Focus professional learning cohort. BEHS will continue to regularly track data in PLCs by reviewing and responding to plc documents submitted by individual plcs. New BEHS teachers will attend the THRIVE academy and BEHS teachers will continue to benefit from district instructional coaching programs for technology, academics, and special education.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☐ Yes

COMMENTS

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

BEHS will build on the current systems to monitor data systems. Data systems include regular review of CFA data in PLCs, walkthrough data, attendance data, and behavior data. Weekly Instructional leadership team meetings and instructional leadership meetings, along with monthly pbis and mtss meetings will allow school level personnel to make necessary changes and effectively implement action plans with teachers to better support students.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☐ Yes

COMMENTS

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.


Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☐ Yes

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
 BEHS Phase II: 2026 CSIP Needs Assessment		



2025-2026 Phase Three: Comprehensive School Improvement
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2025-2026 Phase Three: Comprehensive School Improvement Plan

Bullitt East High School
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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. 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 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.**

Accountability Indicators

The accountability indicators 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 accountability indicators 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

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the Comprehensive School Improvement Plan Goal Building Template to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

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


ATTACHMENTS

Attachment Name



CSIP Phase III

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP Phase III		• 1

Achievement Gap Goal

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. **Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets.** Additional rows may be added for multiple targets, strategies and activities.

Objective/Goal: By Spring 2026, Economically Disadvantaged students scoring proficient and distinguished in reading will improve from 30% to 36%.

Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Ensure instruction and assessments meet the level of rigor and achieve the intent of the standards in ALL classrooms.	KCWP 2: Design and Deliver Instruction	PLCs reflect on essential standards and assessment then write common daily learning targets to display for their students. Provide vocabulary resources often and, when necessary, reteach vocabulary for students as needs reveal. Reflect on depth of knowledge levels for each standard and ensure learning targets reflect proper DOK levels.	PLC Documents - Essential standards and Learning targets; Walkthrough Tool to ensure learning targets are posted and rigor meets the level of the standard being taught.	
Provide opportunities for academic discourse in all aspects of instruction. Ensure students understand the meaning of the text or content being taught. Ensure assessment drives instruction.	KCWP 2: Design and Deliver Instruction	Utilize discourse strategies. Ensure all students have the opportunities to engage in several different types of academic discourse throughout each unit. Continue to grow our approach and understanding to the co-teaching model. Provide support for the regular ed and special ed teachers through intentional professional learning. Monitor classrooms to ensure high level teaching is being delivered by both teachers in the classroom.	PLC Calibration - When and where do we utilize student discourse? Walkthrough Tool - measures observed academic discourse	
Ensure Tier 1 curriculum and instruction is accessible to ALL students via the co-teaching model.	KCWP 2: Design and Deliver Instruction		Reflect on rigor of CFAs in PLC meetings. Co-teaching Professional Learning and monitoring	

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Reading			
3-5 Year Goal: By Spring 2029, All students scoring proficient and distinguished in reading will improve from 42% in reading to 60%.			
Objective/Goal: By Spring 2026, students scoring proficient and distinguished in reading will improve from 42% to 52%			
Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)

Create and support school wide systems to ensure student data is collected, analyzed, and utilized to drive classroom instruction, make adjustments to teaching and inform professional development needs

Support the work of PLCs to ensure they develop and effectively utilize common formative assessments to improve student achievement

Ensure that professional learning opportunities reflect school and student needs as identified through consistent data structures .

Through intentional monitoring, ensure that Tier 1 instruction is high quality and meets the intent of grade level standards

PLC Priority standards document; PLC documents; Walkthroughs and Observations

PLC documents / Walkthrough tool and feedback / PLC Monitoring Tool

BEHS Walkthrough Tool

PLC documentation and walkthrough tool/observations

Math

3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished in math will improve from 43% to 59%..			
Objective/Goal: By Spring 2026, students scoring proficient and distinguished in math will improve from 43% to 50 %.			
Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)

Create and support school wide systems to ensure student data is collected, analyzed, and utilized to drive classroom instruction, make adjustments to teaching and inform professional development needs

Support the work of PLCs to ensure they develop and effectively utilize common formative assessments to improve student achievement

Ensure that professional learning opportunities reflect school and student needs as identified through consistent data structures .

Through intentional monitoring, ensure that Tier 1 instruction is high quality and meets the intent of grade level standards

PLC Priority standards document; PLC documents; Walkthroughs and Observations

PLC documents / Walkthrough tool and feedback / PLC Monitoring Tool

BEHS Walkthrough Tool

PLC documentation and walkthrough tool/observations

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?	Rationale	Progress Monitoring & Next Steps: (Study & Act)	Funding:
State Assessment Results in science, social studies and writing	YES	Bullitt East HS students consistently score lower than state averages in Science and Social Studies		
English Learner Progress	NO			
Quality of School Climate and Safety	NO			
Postsecondary Readiness (high schools and districts only)	NO			
Graduation Rate (high schools and districts only)	NO			
Priority Indicator #1 (Name)				
3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished in Science will improve from _____ to _____				
Objective/Goal: By Spring 2026, students scoring proficient and distinguished in math will improve from _____ to _____				
Strategies (Plan)	KCWP Alignment	Activities (Do)		
Create and support school wide systems to ensure student data is collected, analyzed, and utilized to drive classroom instruction, make adjustments to teaching and inform professional development needs	KCWP 2: Design and Deliver Instruction	Ensure that student data is used to inform instruction and guide intervention and enrichment in classrooms.	PLC Priority standards document; PLC documents; Walkthroughs and Observations	
Support the work of PLCs to ensure they develop and effectively utilize common formative assessments to improve student achievement	KCWP 4: Review, Analyze and Apply Data Results	Monitor and evaluate the depth or rigor of common formative assessments, and daily learning targets.	PLC documents / Walkthrough tool and feedback / PLC Monitoring Tool	
Ensure that professional learning opportunities reflect school and student needs as identified through consistent data structures	KCWP 4: Review, Analyze and Apply Data Results	Evaluate student clarity of the vision of the intended learning.	BEHS Walkthrough Tool	
Through intentional monitoring, ensure that Tier 1 instruction is high quality and meets the intent of grade level standards	KCWP 2: Design and Deliver Instruction	Determine if learning targets are clear to teachers. Determine if learning targets are clear to students.	PLC documentation and walkthrough tool/observations	