BULLITT COUNTY PUBLIC SCHOOLS

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

TO:	Dr. Jesse Bacon, Superintendent
FROM:	Dr. Adrienne Usher, Deputy Superintendent Dr. Brandy Howard, Chief Academic Officer
RE:	Comprehensive District Improvement Plan (CDIP)
DATE:	January 12, 2026

The attached document is the Bullitt County Public Schools 2026 CDIP that was developed based on a district needs assessment from local and state assessment data. The CDIP will continually be revised with input from district administrators, principals, teachers, and parents throughout the school year. It is reviewed and adjusted, as needed, monthly with our curriculum, instruction, and assessment team based on recent data and improvement action steps. Approval is requested for the Bullitt County Public Schools 2026 Comprehensive District Improvement Plan (CDIP).

2026 BCPS Phase I Continuous Improvement Diagnostic

2025-2026 Phase One: Continuous Improvement Diagnostic for Districts

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

2025-2026 Phase One: Continuous Improvement Diagnostic for Districts - 2026 BCPS Phase I Continuous Improvement Diagnostic - Generated on 01/14/2026

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2025-2026 Phase One: Continuous Improvement Diagnostic for Districts

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. 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 district's 2025-2026 diagnostics is as follows:

Phase One: August 1 - October 1

• Continuous Improvement Diagnostic for Districts

• Executive Summary for Districts

Phase Two: October 1 - November 1

• The Needs Assessment for Districts

• District Assurances

• District Safety Report

• District Trauma-Informed Approach Plan

Phase Three: November 1 - January 1

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    • Comprehensive District Improvement Plan

• The Superintendent Gap Assurance

Phase Four: January 1 - December 31

• Non-Traditional Instruction Continuation of Learning Plan for Districts (Due May 1)

• English Learner Plan for Districts (Lau Plan) (Due May 1)

• Professional Development Plan for Districts (Due May 1)

• Progress Monitoring

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

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

Please enter your name and date below to certify.
    Dr. Jesse Bacon

    September 30, 2025

2026 BCPS Phase 1 Executive Summary

2025-2026 Phase One: Executive Summary for Districts

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2025-2026 Phase One: Executive Summary for Districts

Description of the District

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

Bullitt County Public Schools (BCPS) is the 7th largest district in Kentucky, situated just south of Louisville. The district features both urban and suburban communities, serving families across Hillview, Pioneer Village, Shepherdsville, Mt. Washington, Fox Chase, Hebron, Lebanon Junction, Hunters Hollow, Nichols, and Clermont. With around 13,200 students from PreK-12, BCPS employs more than 2,000 staff members, both certified and classified. The district is made up of 23 schools: 13 elementary, 6 middle, 3 high schools, and one alternative school. BCPS also offers two specialized high school programs—the Bullitt Advanced Math and Science Academy and the Career Readiness Center. Additionally, the Bullitt Virtual Learning Academy supports students in Grades 6-12, while the district also runs a state-funded Academic Technical Center and provides educational services to students at Spring Meadows, a residential facility. For middle schoolers, BCPS offers the Discovery School, a unique program designed for students who focus on science and math. BCPS is seeing a rise in English Learner students, especially in the northern and central parts of the county. The district is divided into three main regions—north, central, and east—each presenting distinct challenges in ensuring equitable opportunities for all students. Currently, 85.9% of BCPS students are White, 6.1% Hispanic, 4.5% identify as Two or More Races, 2.5% are African American, and 1.1% are from other racial backgrounds. Nearly half (48.9%) of BCPS students are economically disadvantaged. Census data from 2021 shows that the broader Bullitt County community is 95.5% White, 2.7% Hispanic, 1.6% African American, and 1.7% Two or More Races.

District Stakeholders

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

Our district's stakeholder groups include students, staff, parents, local businesses, and community members. Their involvement in the improvement planning process is facilitated through various channels, such as our certified and classified advisory teams, monthly Community-Based Accountability Steering Committee, SBDM meetings, principal and district leadership meetings, advisory nights, and school-level parent events.

District's Purpose

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

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

Bullitt County Public Schools Core Values:

- Students Matter Most
- Shared Accountability
- Embrace Differences
- Future Focused
- Proactive Innovation
- Service Before Self

The district is committed to its mission and core values by focusing on preparing students for life beyond high school through the Bullitt County Public Schools Graduate Profile. BCPS offers a broad range of programs for K-12 students to provide individualized support and meet diverse needs. Our goal is to ensure all students are postsecondary ready, facilitating a smooth transition after graduation and contributing to workforce development in the county and region. Our preschool program emphasizes school readiness and developmentally appropriate teaching methods to build a strong foundation for our most at-risk children. We also offer an extended literacy learning program for K-2 students, held on Saturdays and during the summer, which targets early readers who are most at risk.

BCPS integrates the Graduate Profile competencies into authentic learning experiences for students from kindergarten through 12th grade, helping them develop essential skills for success in and outside of school. The competencies include: Effective Communicator, Innovative Problem Solver, Productive Collaborator, Community Contributor, Self-Directed Navigator, and Mastery Learner.

At the middle and high school levels, we offer specialized programs for gifted, talented, and high-achieving students, such as Discovery School for 6th graders and the Bullitt Advanced Math and Science Academy (BAMS) for 9th graders. These programs operate as "schools within a school" within existing facilities. To emphasize career readiness, BCPS provides multiple career pathways at all high schools, supported by our expanding Academic Technical Center (ATC), which offers hands-on training in fields like carpentry and welding.

The district is focused on providing students with more authentic learning experiences through project-based learning and the development of graduate profile competencies. Additionally, BCPS ensures a positive and safe learning

environment for all students through a robust Safe Schools program that supports Positive Behavior Intervention Systems (PBIS).

Notable Achievements

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

- **Bullitt Lick Middle School named a Jostens Platinum School of Distinction (Two Years in a Row)**
- SchooLinks: Students in grades 6–12 now have access to SchooLinks: a powerful college & career readin
- Dr. Brandy Howard and Patrick Durham named to the Union Commonwealth University 50 Under 50 list
- Todd Crumbacker, Director of School Nutrition, chosen for statewide SCN School Meal Programs Focus G
- Dr. Jesse Bacon- KASA Presidency
- Dr. Adrienne Usher- KASA Outstanding Commitment to Education Recognition
- Kristi Lynch, NBHS Principal, named KASA School Level Distinguished Service Award
- NES Staff attended the Elevate Conference in Nashville
- SUN Meals Program- Student and staff volunteers supported these efforts organizing seven day meal pac
- Compass Academy developed with Astra to provide students with academics and therapeutic care
- Summer EBT Program offered for BCPS family support
- BCPS Students and staff attended the Josten's Renaissance Global Conference
- Kim Haire from BLMS accepted into the Kentucky Department of Agriculture's Champion Educator Progra
- BCPS awarded $55,000 from the WHAS Crusade for Children
- NBHS Teaching and Learning Pathway- EdRising made it to Nationals in Orlando, Florida
- CES Teachers participated in High-Impact Teams in a PLC at Work Institute hosted by SolutionTree in Aus
- BEHS student, Avery O'Bryan, named Supreme Grand Champion at the Bullitt County Fair
- MWMS teacher, Jessica Talley, keynote speaker at the 2025 KCTE Conference
- BCPS Math and ECE teachers took part in Laying the Foundation training
- OMES Principal: Brittany Joiner, Instructional Coach: Kimberly Reibert, and Counselor: Rebecca Melcher
- BMS students in Mrs. Breeze and Mr. Tingle's classes raised funds for Ugandan Water Project
- OES bookkeeper, Jennifer Sego, selected to serve as a Region 4 parent representative on the KASC Boa
- Two students selected to participate in the 2025 Kentucky Middle School All-State Band
- BCPS received $82,000 from a grant awarded to Metro United Way by Ford Philanthropy to support stude

- Fourteen BCPS students selected for the Governor's Scholars Program

- Bullitt County Youth Coalition hosted a Youth Vaping Town Hall

- BCPS hosted Bowman's Valley: A Legacy of Resilience event acknowledging the rich history of the Bowm

- BCHS senior Kaylee Dequardo named a Kentucky Keynote Emerging Artist of Promise by the Kentucky T

- Dr. Adrienne Usher, BCPS Assistant Superintendent,named a Google GSV Education Innovation

- BCPS students represented in KY TSA event

- EL Team hosted several multilingual events

- HMS students took 1st-4th place at the Congressional App Challenge

- BCPS students showcased their talents at the Educators Rising State Conference

- BCPS educators lead the way at KySTE Conference presenting on a variety of topics

- BCHS teacher Lexie Bewley-Gilley is featured in the upcoming book "Applying Depth of Knowlec

- Community Based Accountability Team: This dedicated group of stakeholders is shaping the futu

- Todd Crumbacker, BCPS' Director of School Nutrition Services, elected as Vice-President of the

- The Bullitt County Youth Coalition (BCYC) was honored with the Major General Arthur T. Dean C

- OMES named as a 2025 Blue Ribbon Schools of Excellence Lighthouse School

- MWES 4th Graders featured in Time for Kids for their outstanding work in a national service chal

- "Catalyst Cohort" established to dive into authentic learning, reflect on growth as learning design

- Sweet Dreams donated 128 backpacks filled with pillows, blankets, toys, and hygiene items for o

- Amanda Nokes, principal of Bullitt Lick Middle School, appointed to the Commissioner's Principa

- BEHS earned the prestigious National College Success Award from GreatSchools.org

- BCPS McKinney-Vento program one of only 8 districts selected to present at the 2024 KDE Hom

Areas of Improvement

Describe areas for improvement that the district is striving to achieve in the next three years.
Improving outcomes for our students with disabilities continues to be a focus for our district combined with increasing reading and math proficiency rates. In addition, we are beginning to increase our number of EL students which is an area of great improvement for us in regards to support for our teachers and students..
We still have progress to make ensuring all students have equitable access to guaranteed, viable curriculum through the identification of essential standards and high quality instructional resources.

COMMENTS

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Additional Information

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

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)

2026 Phase Two: District Trauma-Informed Approach Plan

2025-2026 Phase Two: District Trauma-Informed Approach Plan

Bullitt County
Jesse Bacon
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2025-2026 Phase two: District Trauma-Informed Approach Plan

Operational Definitions

While there are a number of different definitions and measures for what it means to be a trauma-informed school, the Kentucky Department of Education's will use the term trauma-informed as the goal for schools and recognize being trauma-informed as encompassing aspects of trauma awareness, trauma sensitivity and trauma responsiveness.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to address the required statutory components outlined above. There can be multiple strategies for each component.

Data used to document/monitor implementation: Appropriate data that shows how well the district is addressing the required component of the plan as well as progress monitoring. The measures may be quantitative or qualitative but are observable in some way. Examples may include student survey data, pre-/post- questionnaires to assess enhanced trauma awareness, school climate assessment results, discipline data, etc. For progress monitoring, the district should use a process 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.

Resources and partners used: Local, state, or federal funds/grants used to support (or needed to support) the implementation. In addition, districts and schools may partner with community agencies and local experts to help address key components of the trauma-informed plan.

Timeline: This identified the timeframe in which the strategy or practice will be implemented. The timeline should take into account whether it is flexible enough to accommodate changes and should be reviewed and updated regularly.

Roles or committee(s) responsible: The individual or group identified to implement the specific strategy/practice to address the requirement component. This could include some or all members of a trauma-informed team, as outlined in KRS 158.4416. Additionally, it could include members of the School Safety and Threat Assessment Teams (KRS 158.4412) or other existing multi-disciplinary teams within the district.

Using the Trauma-Informed Approach Plan Template

2025-2026 Phase Two: District Trauma-Informed Approach Plan - 2026 Phase Two: District Trauma-Informed Approach Plan -
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The template is designed to ensure all statutory components are addressed in the district plan by identifying appropriate strategies/practices, data, resources, timelines, and responsible individuals or groups to effectively implement the plan.

o Click Yes and upload your completed template in the attachment area directly below.

● **Yes**

COMMENTS

ATTACHMENTS

Attachment Name

BCPS Trauma Informed Plan 25-26

2025-2026 Phase Two: District Trauma-Informed Approach Plan - 2026 Phase Two: District Trauma-Informed Approach Plan -
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Attachment Summary

Attachment Name	Description	Associated Item(s)
BCPS Trauma Informed Plan 25-26		.

BULLITT COUNTY SCHOOL DISTRICT
TRAUMA-INFORMED APPROACH PLAN 2026-2026

INTRODUCTION

Bullitt County Public Schools (BCPS) has completed the following work toward becoming a trauma-informed district. BCPS has completed a 5-year grant award increasing capacity for mental health through the AWARE grant (2019-2026) and completed the *Bounce Trauma-Informed Care Organizational Readiness Assessment* to help identify priority needs in delivering systemic trauma-informed practices throughout the district. The Stronger Connections Grant has allowed an additional three-year grant opportunity in mental health and social-emotional support for BCPS. This encompasses not only school-based practices but also informing key organizational domains which include: (a) leadership, (b) policy, (c) finance, (d) safety, (e) continuous improvement, (f) student support, and (g) staff support.

Our priorities related to this survey are reflected in this plan and all requirements of *the School Safety and Resiliency Act.*

The Champions of this initiative are Sarah Smith and Stephanie Warner who are actively supported by district leadership. BCPS is ready to move forward as a trauma-informed district, meeting and exceeding the requirements of the *Kentucky School Safety and Resiliency Act.*

VISION

Student learning at BCPS will be enhanced by systemic, trauma-informed practices and policies utilized by all staff to improve each student's sense of safety, care, and belonging in the entire school community.

MISSION

To continue to evolve as a trauma-informed district where all adults recognize the impact of trauma on student learning by understanding and responding in ways that support the emotional and physical well-being of all students.

BULLITT COUNTY SCHOOLS DRAFT TRAUMA-INFORMED PLAN

FOCUS AREA 1: Enhance Trauma Awareness Throughout the School Community

GOAL: ALL BCPS Staff increase their knowledge and skill of trauma-informed practices.

OBJECTIVE: Build leadership opportunities to ensure that all BCPS staff receive basic and advanced training in trauma-informed practices for educational settings.

Requirement Details: Establish school trauma-informed teams facilitated by school counselors or mental health services providers; Establish school safety and threat assessment teams. Administrators, teachers, and staff must receive training on recognizing symptoms of trauma in students and utilizing interventions and strategies to support the learning needs of those students.

		Leader(s)	Stakeholder Groups	Start Date	End Date
1.1	Establish school trauma-informed teams, facilitated by a school counselor or mental health professional. This team will meet with the school safety and threat assessment team regularly. Trauma-informed teams can be integrated into already established teams within the school framework, such as MTSS, SEL, PBIS, or mental health teams. The culture and climate coach, funded by the Stronger Connections Grant, will lead this team and facilitate the focus for each school.	District Safe Schools Director, School Climate and Culture coach	Trauma Team, PBIS Team, School Safety and Threat Assessment Teams	8/1/2025	6/30/2026
1.2	The district will communicate to schools the changes in the law that expand the role of trauma-informed teams at schools. The team will now be charged with: ● Supporting school personnel in implementing the school's trauma-informed approach ● Identify ways to recognize and respond to menthol health issues; and ● identify ways to build resiliency and wellness in all students.	Dir. of School Safety, District Behavior Support Coach, Safe Schools Team Climate and Culture Coach of each School	Trauma-Informed Teams at Each School	8/1/25	6/1/26
1.3	District leaders and at least one member of each school-designated trauma-informed team will become certified trauma-informed trainers to deliver trauma-informed care training to new district employees each year. These trainers can be school climate coaches, PBIS coaches or lead teachers in each school building.	District PBIS Coach, District Behavior Support Coach, Appropriate Staff	PBIS District Team, & LCSWs	8/1/2025	5/20/2026

#	Activity	Leader(s)	Stakeholder Groups	Start Date	End Date
1.4	District employees of all role groups will be provided the opportunity for training which includes indicators of trauma, interventions, and strategies to support the learning and social/ emotional needs of students who have experienced trauma.	Behavior Support Coaches and Mental Health Coaches	District Employees & Board Members	8/1/2025	5/20/2026
1.5	District & school employees of middle and elementary schools will be provided opportunities in restorative practices training and participate in a learning collaborative throughout the school year on Bullitt Days. This is the 2nd year of the Restorative Practices cadre, this year expanding to middle school.	District Behavior Support Coach	School Counselor District LCSW	8/1/2025	5/20/2026

FOCUS AREA 2:   Assess School Climate, Including, But Not Limited to Inclusiveness and Respect for Diversity

GOAL: All students, regardless of race or other differences, report feeling cared for, treated fairly, and safe in their schools.

OBJECTIVE: Students will have the opportunity for student voice, therefore staff will understand student perceptions about school climate in their building and understand why it is important to make data-based decisions that promote the best learning environments for students.

Requirement Details: Climate survey assessment; responses.
Keywords: safety, continuous improvement; students and staff, data-based decision-making; measure and report change

#	Activity	Leader(s)	Stakeholder Groups	Start Date	End Date
2.1	Students will complete a climate/culture survey or an assessment of the school climate, including but not limited to inclusiveness and respect for diversity.	School Administrators and Counselors	KIP Coordinators, Counselors, AWARE team, School Safety Teams	9/1/2025	6/1/2026
2.2	The principal and school trauma-informed and safety/threat assessment teams will provide staff with dedicated time at faculty meetings, Bullitt Days, etc. on school climate survey results. Staff will create an action plan for improvements that include student voice, principals will review it with district directors as part of their school improvement plans.	Administrators	Administrators, Mental Health Team, and safety/threat assessment teams.	8/1/2025	6/1/2026

2.3	The superintendent, assistant superintendent, Safe Schools Director, and Drug-Free Schools Coordinator will continue to build capacity in the Bullitt County Youth Coalition to initiate and inspire student voices and promote improved culture at schools.	Jesse Bacon, Adrienne Usher, Sarah Smith, and Allison Robinson	BCYC	8/1/2025	6/1/2026
2.4	A diverse student team or leadership team will be formed at each school to provide input in the planning of each school's improvement after staff collect survey results.	School Administration or Designee	All Students	09/2025	6/1/2026

FOCUS AREA 3: Develop Trauma-Informed Discipline Policies

GOAL: All staff will be aware of and understand the procedures of trauma-informed practices within BCPS.

OBJECTIVE: Staff will have the opportunity for input in decision-making, budgetary needs, policy changes, and procedures within the PBIS framework and the Interconnected Systems Framework in each school.

Keywords: policy, finance, safety, school data for needs assessment, decision-making; measure and report change in student referrals/consequences; monitor and report adherence to policies.

		Leader(s)	Stakeholder Groups	Start Date	End Date
3.1	BCPS will continue analyzing and improving the effectiveness of the systematic work of the district MTSS team in providing a framework for schools that provide success for the whole child. Trauma-informed practices and strategies are embedded in this framework for schools.	Sarah Smith Stephanie Warner	District MTSS Team	9/1/2025	6/1/2026
3.2	BCPS will gather input from staff through stakeholder meetings such as mental health coaches meetings, Leadership team meetings, PBIS coaches meetings, counselor meetings, and the district MTSS team meeting to develop a plan for implementing a trauma-informed approach in schools. Members from these meetings will be the voice of the school and will assist in sharing information regarding policy work and the development of trauma-informed practices.	Sarah Smith Stephanie Warner	School Climate Coaches, PBIS Coaches, leadership, counselors and district MTSS.	9/1/2025	6/1/2026

FOCUS AREA 4:   Collaborate with Law Enforcement to Enhance Trauma-Informed School Culture

GOAL: BCPS will enhance the safety of students and staff through a trauma-informed school culture.

OBJECTIVE: Through collaboration with state and local law enforcement agencies, BCPS will utilize the Handle with Care program to identify students needing support as a result of trauma.

Requirement Details: Collaborating with the Dept of KY State Police, the local sheriff, AND, the chief of police to create procedures for notification of student-involved trauma. *Handle with Care Program* meets requirements.

Keywords: Student support, safety

		Leader(s)	Stakeholder Groups	Start Date	End Date
4.1	BCPS will collaborate with local law enforcement agencies including the Kentucky State Police, with the Handle with Care program and communicate with district and school leadership the effectiveness of the program.	Sarah Smith	Municipal Police Departments, KSP and Sheriff's Office	9/1/2025	6/1/2026
4.2	BCPS will provide opportunities to collaborate with the Dept of Criminal Justice, School Security marshals and local law enforcement (including the 10 SROs in the district) by providing trauma-informed training opportunities.	Sarah Smith	KY DOCJT and Local Law Enforcement	9/1/2025	12/30/2026
4.3	BCPS will increase the knowledge of the handle-with-care program with district staff and enhance and create an in-house notification system for traumatic events to district staff to increase support for students and schools.	Sarah Smith Stephanie Warner	Social-Emotional Support Team	9/1/2025	6/1/2026

FOCUS AREA 5: Provide Services and Programs to Reduce the Negative Impact of Trauma, Support Critical Learning, and Foster a Positive and Safe School Environment for Every Student.

GOAL: BCPS will reduce the negative impact of trauma on the learning and school environment.

OBJECTIVE: All students will be provided the necessary services and support to reduce the negative impact of trauma as to enhance their learning and to foster a safe and secure school climate.

Requirement Details: Monitor and report to the Kentucky Department of Education the number and placement of school counselors, job duties, approximate percent of time devoted to each duty over the course of the year, and source of funding for each position. No later than November each year. GOAL is 1:260, 60% time direct services. Ensure that all students are known well by at least one adult in the school setting. Trauma-informed teams identify and assist students whose learning, behavior, and relationships have been impacted by trauma.

Keywords: Student supports, staff supports, MTSS, PBIS, SEL, Grandparent programming, parent programming, peer mentoring, New mental health counselor, sub-counselor, embedded into existing frameworks for Tiers 1, 2, 3. Possibly add Universal Screening? Integrate trauma-informed practices into existing frameworks, structures, and teams. Monitor and report implementation of the Plan.

		Leader(s)	Stakeholder Groups	Start Date	End Date
5.1	BCPS will report the number and placement of school counselors/mental health professionals (per SSRA), along with their job duties and percentage of time for each duty as well as the funding source to the Kentucky Department of Education by November of each year.	Adrienne Usher, Brandy Howard, Stephanie Warner Sarah Smith	School Counselors	9/1/2025	6/1//2026
5.2	BCPS will administer a universal screener to identify at-risk students who may need additional services and support.	Stephanie Warner	District, Schools' mental health professionals, families, and community.	9/1/2025	6/1/2026
5.3	School mental health teams will work in collaboration with school PBIS teams to ensure that research-based social/emotional learning programs and trauma-informed practices are implemented at all tiers of the MTSS framework.	Mental Health Coaches, PBIS Coaches and counselors	PBIS Teams, MH Teams, AWARE Team	9/1/2025	6/1/2026

2026 Phase Two: District Safety Report

2025-2026 Phase Two: District Safety Report

Bullitt County
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2025-2026 Phase Two: District Safety Report
District Safety Report

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

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

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

KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.
Pursuant to KRS 156.095, by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, in accordance with KRS 156.095, all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line

number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Policy 02.4241"School Council Policies (SBDM)"

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that KRS 158.162(3)(d) requires, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

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

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

Yes

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

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

Yes

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

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

6. Have best practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file for review?

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

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

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

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

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

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

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

YES

All Schools on 8/11/2025

10. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

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

Yes

11. Has the cardiac emergency response plan for each school been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

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

Yes, according to Kim Willoughby, Nurse Coordinator for BCPS.

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

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

Yes

13. During the month of January during the <u>prior</u> school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake

drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the appropriate drill log and maintained on file?

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

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

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

15. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

If the answer is "no", please explain in the comment box.
Yes, all field trips and venues outside of the normal school environment are managed by our bus hive program and include an emergency plan to be developed and stakeholders to be included in the plan.

16. Do all schools in the district have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline, and the Safe Haven Baby Boxes Crisis Line displayed prominently as required by KRS 156.095? Downloadable posters are available on KDE's Human Trafficking Website. KDE's Human Trafficking Website
YES

2026 Phase Two: The Needs Assessment for Districts

2025-2026 Phase Two: The Needs Assessment for Districts

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

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Understanding Continuous Improvement: The Needs Assessment for Districts

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

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

The needs assessment provides the framework for all districts to clearly and honestly identify their most critical areas for improvement that they will address later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used to determine the priorities of this year's needs assessment. Include the following information in your response:

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

see attached

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive district improvement plan (CDIP). What was successful? How will your results inform this year's plan?

see attached

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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 attached

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the district 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 attached

5. Describe in narrative form the current climate and culture conditions of the district 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

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   • 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 their school.
• Survey results and perception data indicated 74% of the district's teachers received adequate professional development.
  see attached

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

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 attached

 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.
  $subSubElement.getAnswers().get(0).getTextAnswer()

  <u>COMMENTS</u>

  see attached

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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

N/A

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

The district will prioritize the delivery of high-quality, standards-aligned instruction that ensures access and engagement for all learners. Through the intentional use of High-Quality Instructional Resources (HQIRs) and a focus on effective Tier 1 instructional practices, teachers will design learning experiences that promote rigor, relevance, and student ownership of learning. Professional learning will support instructional shifts that strengthen alignment with the Kentucky Core Academic Standards and the BCPS Graduate Profile performance outcomes.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of

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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**
- o Yes

COMMENTS

N/A

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.**

- o No
- **Yes**

COMMENTS

The district will emphasize the strategic use of data to drive continuous improvement in teaching and learning. Staff will engage in regular data analysis protocols to monitor progress toward essential standards, identify gaps, and inform next instructional steps. This work supports data-informed decision-making at all levels and ensures that instructional adjustments are purposeful, timely, and aligned to district goals.

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**
- o Yes

COMMENTS

N/A

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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

The district will cultivate a positive, collaborative learning environment and culture that supports both students and staff. Efforts will focus on establishing conditions for high-quality instruction, including strong relationships, consistent expectations, and a shared commitment to student success. The district will continue to emphasize authentic learning experiences and high expectations as essential components of a learning culture that advances mastery of the KCAS and the BCPS Graduate Profile competencies.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 2026 BCPS Needs Assessment		.

Protocol: Clearly detail the process used for reviewing, analyzing and applying data results as you conducted this year's needs assessment. (1) 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 (2) a timeline of the process, (3) the specific data reviewed and analyzed, and (4) how and where the meetings were documented.	The district's Curriculum, Instruction, and Assessment (CIA) team, composed of the Superintendent, Deputy Superintendent, Chief Academic Officer, Director of Elementary Education, Director of Secondary Education, Director of Special Education, and Director of College & Career Readiness/Innovative Programs, leads a comprehensive process for data analysis at the district level. This team meets weekly to evaluate district needs based on a range of academic and non-academic data. The Director of Safe Schools and DPP are involved in review of non-academic data. Additionally, on a monthly basis, the CIA team meets with school leadership teams across all 25 schools, including principals, assistant principals, school counselors, instructional coaches, college/career coaches, and special education coaches. These meetings occur in both large-group and smaller team sessions, offering a focused review of each school's progress. The district and school principals implement the Plan-Do-Study-Act (PDSA) improvement model to identify areas of opportunity and create data-driven action plans. Principals also participate in bi-weekly meetings dedicated to reviewing PDSA plans and monitoring action steps. A heightened emphasis is placed on analyzing current and trend data related to gap groups, including economically disadvantaged students, homeless students, students in special education, and English Learners (EL), with a specific focus on EL students due to increased enrollment over time. Sessions for school-level teams and SBDM members provide opportunities to review data and contribute to district improvement priorities. All meetings are documented in calendars, with individual invites sent to specific groups.
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 will your results inform this year's plan?	The overall goals, objectives and strategies were connected to the Key Core Work Processes of design and deploy standards, design/deliver instruction, and review analyze and apply data. Overall, we did implement 85% of our strategies, but we need to focus on design and deliver instruction as design/deploy standards was more time consuming and a greater lift as compared to the others. Implementing HQIRs across elementary proved to be challenging and did not translate into high academic growth due to teachers working to internalize and implement new resources. In addition, our data showed that it was essential to obtain an HQIR in math for K-8 and embed HQIR in middle school as well.
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*	The current academic state across the school system is characterized by a significant gap between overall student proficiency and the performance of key subgroups, as documented by recent outcome data. On the Kentucky Summative Assessments (KSA) 2024-2025, student proficiency (Proficient/Distinguished, P/D) was highest in middle school Writing 48% and elementary Reading (41% P/D). High school Math proficiency was low at32% P/D. However, Students with Disabilities (SwD) consistently demonstrated the lowest proficiency across all levels and subjects, for example, just 7% SwD were P/D in Math and 7% of elementary SwD were P/D in Writing. Similarly, proficiency for Economically Disadvantaged students remained below average, with high school rates at 24% P/D in Math and elementary rates at 19%$ P/D in Social Studies. Benchmark assessments conducted in the fall indicate that a very low percentage of students start the year proficient, such as 5% of all elementary students P/D in Math on the Fall I-Ready 2025-2026 and 4% of all middle school students P/D in Math on the Fall ELS 2025-2026. A major strength lies with the Gifted and Talented students, who achieved P/D rates of 95% or higher in middle and high school Reading and Math. In terms of postsecondary outcomes, the district's overall Postsecondary Readiness (PSR) rate for 2025-2026 is 78%, with 80% of EL students achieving readiness, though Special Education students were only 50% PSR. The district's average ACT Composite Score for 2023-2024 was 18.3. The district currently offers full-day kindergarten. Furthermore, the district has implemented High-Quality Instructional Resources (HQIR) in ELA and Math across grades K-8 and is currently working on adoption for high school subjects and Social Studies. Efforts to improve student access have led to increased K-12 and Advanced Placement (AP) course offerings.

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**	Bullitt County Public Schools demonstrate steady improvement in attendance, staff wellness, and access to supports, though chronic absenteeism and behavior remain areas for growth. Overall attendance increased from 93.26% in 2024–2025 to 94.72% in 2025–2026, exceeding the state average, with elementary schools at 95.51%, middle schools at 95.16%, and high schools at 93.84%. Chronic absenteeism declined slightly from 19.48% to 18.76%, though high schools remain the highest at 18.67%. Subgroup data show McKinney-Vento students (90.82%) and economically disadvantaged students (93.73%) with the lowest attendance, while English Learners (95.69%) and African American students (96.39%) demonstrate strong engagement (District Attendance Report, 2025–2026). Behavior data indicate that 65% of physical aggression incidents occur in K–2 grades (97 of 150 total), with disrespectful or disruptive behaviors accounting for 56% of all incidents and middle schools reporting 636 telecommunication violations (33%). Students with disabilities make up 16% and economically disadvantaged students 28% of all incidents (Infinite Campus, 2025–2026). Access to mental health supports has expanded through MTSS and partnerships such as Astra Behavioral Health, with Compass Academy providing early intervention for K–3 students; as of October 2025, district therapists supported 22 students through referrals or mobile assessments (Safe Schools/Mental Health Data, 2025–2026). Staff attendance improved from 91.10% to 92.79%, led by high schools at 94.08%, showing progress in employee wellness (HR Report, 2025–2026). The 2024 School Climate Survey identified continued concerns with bullying, online behavior, and empathy, leading the district to strengthen PBIS, social-emotional learning, and family partnerships through FRYSCs and community agencies. Overall, BCPS continues to make progress in attendance, wellness, and mental health access while focusing on reducing absenteeism, improving behavior, and strengthening student belonging across all schools.
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.	Bullitt County Public Schools will leverage its organizational strengths and strong community partnerships to improve academic performance, attendance, and overall student success. The district's Curriculum, Instruction, and Assessment (CIA) team provides a collaborative structure for continuous improvement, meeting regularly to review data and guide implementation of the Plan-Do-Study-Act (PDSA) process. This ensures consistent, data-driven decision-making across all 25 schools, with targeted support for areas of greatest need, including elementary reading and writing and high school math, where proficiency remains below 40%. The district will continue to build on partnerships with Jefferson Community and Technical College (JCTC), the University of Louisville, and local industries to expand postsecondary opportunities and workforce readiness. The Best Fit program specifically supports accelerated and Advanced Placement students who aspire to attend selective colleges and universities by aligning coursework, counseling, and enrichment opportunities to competitive admissions expectations. In addition, the U of L Teacher Apprenticeship Model is strengthening the district's teacher pipeline by developing and certifying high-quality educators from within the community, ensuring long-term instructional stability and excellence. To address non-academic barriers, BCPS will continue collaboration with Astra Behavioral Health, the Multi-Tiered System of Supports (MTSS), and Compass Academy, which provide access to mental health and early intervention services for students in grades K–3. Family Resource and Youth Service Centers (FRYSCs) and community partners remain key in improving attendance and engagement among economically disadvantaged and McKinney-Vento students. Through these aligned efforts—combining academic innovation, workforce partnerships, and wraparound supports—Bullitt County Public Schools will use its greatest assets to close achievement gaps, prepare students for postsecondary success, and sustain a strong, future-ready learning community.

Evaluate the Teaching and Learning Environment: In Cognia, select yes or no for each of the KCWPs that you will focus on per your data analysis from above and provide comments on the KCWP(s) you will be focusing on.	See in Cognia.
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*	

	Fall I-Ready 2025-2026	Spring I-Ready 2024-2025	Fall I-Ready 2024-2025	Change	KSA 2024-2025	KSA 2023-2024	KSA 2022-2023	Trends 2-3 years	Strengths
Elementary Reading (all students)	10% P/D	36% P/D	10% P/D	1%	41% P/D	40% P/D	49% P/D	After analyzing data trends from the previous three academic years (2022–2025), the following areas remain significant for improvement: Elementary Reading and Math: Overall proficiency and distinguished (P/D) percentages remain low (around 37–41%), showing slight declines or stagnation across years. Elementary Writing: Notable decline from 50% (2022–23) to 34% (2024–25) — a consistent area of weakness. Students with Disabilities: Consistently low performance across all subjects, especially Writing (7% P/D) and Social Studies (10% P/D). Economically Disadvantaged Students: Decreasing proficiency in Reading (from 39% to 31%) and Writing (from 36% to 24%), indicating widening achievement gaps. EL Students: Moderate gains in Reading (from 16% to 24%) but Math stagnates around 20%. Language barriers remain a concern. Homeless Students: Large performance gaps persist — Reading (37%) and Math (24%) are significantly below all-student averages. Science and Social Studies: Slight downward trends, particularly for vulnerable subgroups (SWD, ED, Homeless). Summary: Writing, Reading, and Social Studies continue to be the lowest-performing areas, particularly among Students with Disabilities, Economically Disadvantaged, and Homeless populations. Gaps between all students and subgroups have persisted or widened slightly.	Based on the data, the district demonstrates clear strengths in the following areas: Gifted and Talented Performance: Exceptional consistency and achievement across all subjects — Reading (91–98%), Math (89–98%), and Writing — maintaining nearly all students at or above proficiency. English Learner Reading Growth: Improved from 16% to 24% (+8% gain over three years), indicating targeted literacy interventions are having an impact. Science for Economically Disadvantaged Students: Increased from 22% to 26%, showing gradual improvement. Overall Stability in Math: Despite slight fluctuations, most subgroups maintain steady math performance, with minimal decline. Sustained Core Proficiency Levels (KSA): Reading and Math remain around 37–41% overall, reflecting resilience amid broader state-level declines. Summary: The district excels in supporting high-achieving students, improving EL literacy, and maintaining steady performance in math and science. Continued emphasis on equity-focused interventions could help extend these strengths to underperforming subgroups.
Elementary Math (all students)	5% P/D	29% P/D	5% P/D	-1%	37% P/D	38% P/D	41% P/D		
Elementary Writing (all students)				-8%	34% P/D	42% P/D	50% P/D		
Elementary Science (all students)				3%	32% P/D	29% P/D	34% P/D		
Elementary Social Studies (all students)				-4%	29% P/D	33%P/D	43% P/D		
Students w/Disabilities Reading (elementary)	15% P/D	30% P/D		4%	21% P/D	17% P/D	19% P/D		
Students w/Disabilities Math (elementary)	7% P/D	7% P/D		-3%	14% P/D	17% P/D	19% P/D		
Students w/Disabilities Writing (elementary)				-5%	7% P/D	12% P/D	15% P/D		
Students w/Disabilities Science (elementary)					17% P/D		16% P/D		
Students w/Disabilities Social Studies (elementary)				-7%	10% P/D	17% P/D	19% P/D		
EL Elementary Reading	11% P/D	36% P/D		8%	24% P/D	16% P/D	30% P/D		
EL Elementary Math	5% P/D	7% P/D		0%	20% P/D	20% P/D	21% P/D		
Economically Disadvantaged Reading (elementary)				-2%	31% P/D	33% P/D	39% P/D		
Economically Disadvantaged Math (elementary)				1%	27% P/D	26% P/D	30% P/D		
Economically Disadvantaged Writing (elementary)				-6%	24% P/D	30% P/D	36% P/D		
Economically Disadvantaged Science (elementary)				4%	26% P/D	22% P/D	24% P/D		
Economically Disadvantaged Social Studies (elementary)				-4%	19% P/D	23% P/D	32% P/D		
Homeless Students Reading (elementary)						37% P/D	30% P/D		
Homeless Students Math (elementary)						24% P/D	28% P/D		
Homeless Students Writing (elementary)							67% P/D		
Homeless Students Science (elementary)							19% P/D		
Homeless Students Social Studies (elem)						19% P/D	22% P/D		
Gifted and Talented Reading (elementary)	91%P/D	97%P/D					98% P/D		
Gifted and Talented Math (elementary)	89%P/D	96%P/D					98% P/D		
Gifted and Talented Math (high)							89% P/D		

Academic Data	Fall I-Ready 2025-2026	Spring ELS 2024-2025	Winter ELS 2024-2025	Fall ELS 2024-2025	Change	KSA 2024-2025	KSA 2023-2024	KSA 2022-2023	Trends 2-3 years	Strengths
Middle School Reading (all students)	15% P/D	34% P/D	37% P/D	35% P/D	-	40% P/D	40% P/D	47% PD	3. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?	6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.
Middle School Math (all students)	4%	29% P/D	15% P/D	20% P/D	4	38% P/D	34% P/D	36% P/D		
Middle School Writing (all students)					-	48% P/D	48% P/D	42% PD	Reading and math proficiency remain low, with only 35–40% of students Proficient/Distinguished in reading and 34–38% in math. Students with disabilities, English Learners, and economically disadvantaged students continue to perform well below their peers across all content areas. Science and Social Studies achievement has shown little growth, and gaps persist across subgroups.	Current data reveal several strengths at the middle school level. Writing proficiency remains a relative strength, with 48% of students scoring Proficient/Distinguished. Reading (40% P/D) and Math (38% P/D) performance has remained stable compared to the previous year. Gifted and Talented students continue to perform at very high levels, with 94–96% Proficient/Distinguished in reading and 93–95% in math. These results indicate strong performance among advanced learners and consistent outcomes in writing across the school. The school can leverage these strengths by using effective writing and enrichment practices as models to support growth in reading and math for all students.
Middle School Science (all students)					3	23% P/D	20% P/D	24% PD		
Middle School Social Studies (all students)					-	31% P/D	31% P/D	31% P/D		
Students w/Disabilities Reading (middle)	11% P/D				1	16% P/D	15% P/D	16% P/D		
Students w/Disabilities Math (middle)	6% P/D				NA	17% P/D		11% P/D	Non-academic indicators like attendance, behavior referrals, and student engagement suggest continued focus is needed on student belonging, motivation, and attendance. Behavior data from Infinite Campus and culture data from School Climate Surveys indicate the need to emphasize Tier 1 PBIS implementation consistency, attendance interventions, and increasing engagement for subgroups who are underperforming academically.	
Students w/Disabilities Writing (middle)					1	8% P/D	7%	6% P/D		
Students w/Disabilities Science (middle)					NA	10% P/D		4% P/D		
Students w/Disabilities Social Studies (middle)					NA	10% P/D		8% P/D		
EL Middle Reading	8%P/D					24% P/D		10% P/D		
EL Middle Math	4% P/D					20% P/D				
Economically Disadvantaged Reading (middle)					2	31% P/D	29% P/D	28% P/D		
Economically Disadvantaged Math (middle)					5	26% P/D	21% P/D	23% P/D		
Economically Disadvantaged Writing (middle)					-	36% P/D	36% P/D	30% P/D		
Economically Disadvantaged Science (middle)						15% P/D		15% P/D		
Economically Disadvantaged Social Studies(middle)					1	22% P/D	21% P/D	21% P/D		
Homeless Students Reading (middle)							22% P/D	32% P/D		
Homeless Students Math (middle)								19% P/D		
Homeless Students Writing (middle)							21% P/D	20% P/D		
Homeless Students Science (middle)								10% P/D		
Homeless Students Social Studies (middle)								10% P/D		
Gifted and Talented Reading (middle)	88% P/D				-1		94% P/D	95% P/D		
Gifted and Talented Math (middle)	79% P/D				4		93% P/D	89% P/D		

Academic Data	Fall ELS 2025-2026	Spring ELS 2024-2025	Winter ELS 2024-2025	Fall ELS 2024-2025	Change	KSA 2024-2025	KSA 2023-2024	KSA 2022-2023
High School Reading (all students)	38% P/D	36% P/D	33% P/D	30% P/D	-	37% P/D	37% P/D	39% P/D
High School Math (all students)	18.5% P/D	23% P/D	25% P/D	23% P/D	3	35% P/D	32% P/D	32% P/D
High School English/Writing (all students)					3	38% P/D	35% P/D	29% P/D
High School Science (all students)					-6	14% P/D	20% P/D	7% P/D
High School Social Studies (all students)					-4	27% P/D	31% P/D	25% P/D
Students w/Disabilities Reading (high)	18% P/D				-	12% P/D	12% P/D	13% P/D
Students w/Disabilities Math (high)	8%P/D					10% P/D		
Students w/Disabilities Social Studies (high)					6	10% P/D	4% P/D	11% P/D
Students w/Disabilities Writing (high)					5	10% P/D	5% P/D	6% P/D
Students w/Disabilities Science (high)						5% P/D		7% P/D
EL High Reading	20% P/D					8% P/D		9% P/D
EL High Math	12% P/D					12% P/D		0% P/D
Economically Disadvantaged Reading (high)					-2	27% P/D	29% P/D	34% P/D
Economically Disadvantaged Math (high)					-1%	24% P/D	25% P/D	22% P/D
Economically Disadvantaged Writing (high)					5	29% P/D	24% P/D	21% P/D
Economically Disadvantaged Science (high)						12% P/D		3% P/D
Economically Disadvantaged Social Studies (high)					6	21% P/D	15% P/D	16% P/D
Homeless Students Reading (high)							23% P/D	11% P/D
Homeless Students Math (high)							19% P/D	11% P/D
Homeless Students Writing (high school)								14% P/D
Homeless Students Science (high)								0% P/D
Homeless Students Social Studies (high)								14% P/D
Gifted and Talented Reading (high)	71% P/D						93% P/D	95% P/D
Gifted and Talented Math (high)	62% P/D						88% P/D	89% P/D

Trends 2-3 years

3. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Data trends indicate that academic achievement in reading, math, science, and social studies remains an area for improvement. Overall reading proficiency is 37–39%, while math proficiency is 32–35%, both showing minimal growth over the past two years. Science (14–20% P/D) and social studies (25–31% P/D) remain low and stagnant. Students with disabilities, English Learners, and economically disadvantaged students continue to perform well below their peers, with proficiency often below 15%.

While there was a slight increase, high school attendance remains the lowest across all school levels—rising only from 93.46% in 2024–2025 to 93.84% in 2025–2026. Chronic absenteeism also remains high, decreasing only slightly from 19.48%

Strengths

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

Current data show several areas of strength at the high school level. Reading proficiency has remained consistent at 37–39% Proficient/Distinguished, demonstrating stability over the past two years. Math proficiency has shown slight improvement, increasing to 35% P/D in 2024–2025. Gifted and Talented students continue to excel, with 93–95% P/D in reading and 88–89% P/D in math, reflecting strong instruction for advanced learners. Additionally, overall attendance improved slightly from 93.46% in 2024–2025 to 93.84% in 2025–2026, and chronic absenteeism decreased from 19.48% to 18.76%, showing progress in re-engaging students.

AVERAGE ACT SCORE

Year	Mathematics	Reading	Science	Composite
		DISTRICT		
2016-2017	18.8	19.8	19.3	19.2
2017-2018	18.4	19.3	18.8	18.7
2018-2019	18.0	18.6	18.3	18.2
2019-2020	18.7	18.9	18.9	18.7
2020-2021	17.8	18.5	18.1	18.1
2021-2022	18.0	19.0	18.5	18.4
2022-2023	17.6	18.4	18.3	18.0
2023-2024	18.0	18.7	18.5	18.3
2024-2025				
Gain/Loss 2023 to 2024	4.0	0.3	0.2	0.3

ADVANCED PLACEMENT STASTICS

	DISTRICT
Number of Exams	1212
Average Score	2.49
KY State Average Score 2025	3.13
Percent of Exams with Scores of 3 or Higher	47%
KY State % Scores 3 or Higher	69%

SCHOOL	Bullitt Central (2025-2026)	%	Bullitt Central (2024-2025)	%	Bullitt East (2025-2026)	%	Bullitt East (2024-2025)	%	North Bullitt (2025-2026)	%	North Bullitt (2024-2025)	%	ROC (2025-2026)	%	ROC (2024-2005)	%	DISTRICT (2025-2026)	%	DISTRICT (2024-2025)	%	Trends 2-3 years	Strengths
Total # White Seniors	250		273		328		331		233		225		72		36		883		865		Hispanic Population postsecondary readiness numbers are very similar with the white population.	Specialized Programs Postsecondary Readiness Rates
# White Postsecondary Ready	180	72%	225	82%	284	87%	284	86%	157	67%	210	93%	70	97%	36	100%	691	78%	755	87%	Special Education Population postseondary readiness numbers are lower.	
																					Specialized Program's Free and Reduced Lunch Students are more consistent with obtaining postseondary readiness status compared to the home high schools.	
Total # Hispanic Seniors	17		14		15		7		15		25		3		3		50		49		Subgroups are increasing at BEHS	
# Hispanic Postsecondary Ready	14	82%	9	64%	12	80%	6	86%	8	53%	20	80%	3	100%	3	100%	37	74%	38	78%	Specialized Program's total student numbers are increasing becasue of BVLA.	
Total # Black/African American Seniors	6		11		7		4		11		6		0		0		24		21			
# Black/African American Postsecondary Ready	4	67%	3	27%	3	43%	4	100%	7	64%	6	100%	0	#DIV/0!	0	#DIV/0!	14	58%	13	62%		
Total # Asian Seniors	3		0		3		6		5		2		0		0		11		8			
# Asian Postsecondary Ready	3	100%	0	#DIV/0!	3	100%	4	67%	5	100%	2	100%	0	#DIV/0!	0	#DIV/0!	11	100%	6	75%		
Total # American Indian/Alaska Native	0		1		0		0		1		0		0		1		1		2			
# American Indian/Alaska Native Postsecondary Ready	0	N/A	1	100%	0	N/A	0	#DIV/0!	1	100%	0	#DIV/0!	0	#DIV/0!	1	100%	1	100%	2	100%		
Total # Native Hawaiian/Pacific Islander Seniors	0		0		0		1		0		0		0		0		0		1			
# Native Hawaiian/Pacific Islander Postsecondary Ready	0	N/A	0	#DIV/0!	0	N/A	1	100%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	N/A	1	100%		
Total # Two or More Races Seniors	11		10		9		14		15		12		2		1		37		37			
# Two or More Races Postsecondary Ready	8	73%	9	90%	8	89%	10	71%	9	60%	11	92%	2	100%	1	100%	27	73%	31	84%		
Total Number Special Ed Students	36		33		17		24		29		29		5		4		87		90			
# Total Number of Special Ed Postsecondary Ready	18	50%	12	36%	12	71%	14	58%	10	34%	18	62%	5	100%	4	100%	45	52%	48	53%		
Total Number of Free/Reduced Students	152		192		112		105		118		133		23		13		405		443			
# Total Number of Free/Reduced Postsecondary Ready	101	66%	128	67%	91	81%	90	86%	73	62%	89	67%	21	91%	13	100%	286	71%	320	72%		
Total Number of EL Student	5		4		2		4		7		6		0		0		14		14			
# Total Number of EL Students Postsecondary Ready	4	80%	2	50%	0	0%	1	25%	0	0%	4	67%	0	#DIV/0!	0	#DIV/0!	4	29%	7	50%		

Safe Schools	2024-2025 Data	2025-2026 Data (as of 10/28/25)	Trends over 2 years	Strengths
Elementary Behavior Data	68% of Physical Aggression Incidents at the Elementary Schools occur with students Kindergarten to 2nd Grade (408 incidents out of 602)	65% of Physical Aggression Incidents at the Elementary Schools occur with students Kindergarten to 2nd Grade- 97 incidents of 150	Elementary Behavior Data: Physical aggression incidents at elementary schools remain a concern, with 65% of incidents occurring with students in Kindergarten to 2nd Grade, accounting for 97 out of 150 incidents. Disrespectful or disruptive behavior events continue to be a major issue, accumulating over 56% of all behavior events, with 309 reported incidents. Middle School Behavior Data: Telecommunication device policy violations are a significant problem, with 636 reported incidents, comprising 33% of all behavior events. Behavior by Subgroup: EL Students: 51 out of 429 EL students have had a behavior violation so far this school year. Economically Disadvantaged Students: 985 out of 6805 economically disadvantaged students have had a behavior event, with 587 events (28% of the total behavior data) being disrespectful or disruptive behavior. Students with Disabilities: 299 out of 1901 students with disabilities have been involved in a behavior incident. This group shows 74 incidents of physical aggression and 223 incidents of disrespectful/disruptive behavior, making up 32% of the behavior data. African American Students: 67 out of 375 African American students had a behavior violation, and 37% of these violations were related to telecommunication device violations.	The Safe Schools Department, through funding of several state and federal grants, have built capacity to provide increased access to students for tiered mental health support. Through the Multi-tiered System of Supports, Tier 1, 2 and 3 supports are provided to students, with expanded assistance by several partnerships with outside agencies. The creation of Compass Acadamy, in partnerhsip with Astra Behavioral Health, has provided increased opportunity and support for struggling students in K-3rd grade. Through more systematic and procedural support, the goal is to decrease behaviors, increase support and also decrease the number of students needing terapeutic support, as well as mobile assessments for our students.
Middle School Behavior Data	there were 1,360 events of disrespectful or disruptive behavior, accumulating over 43% of all behavior incidents.	There are 309 events of disrespectful or disruptive behavior, accumulating over 56% of all behavior events.		
High School Behavior Data	For the school year, there were 545 incidents of telecommunication use violations, which was 8.6% of the entire behavior data violations.	There are 636 behavior events of students violating the telecommunications device policy; which is 33% of all behavior events.		
Elementary Mental Health Support Data	There were 25 referrals to our district therapists for student support, 33 mobile assessments were conducted for students in crisis. 20 mobile assessments were conducted to students K-3rd grade.	There are 14 elementary students already requested for support this school year from our district therapists. 6 students have had mobile assessments.		
Middle Mental Health Support Data	There were 16 referrals to our district therapists for student support, 21 mobile assessments were conducted for students in crisis	Four students have been referred for support from our district therapists. Six middle school students have had a mobile assessment already this year. Additionally, mental health support in August and September for suicide prevention mandated programming are found here.		
High Mental Health Support Data	There were 12 referrals to our district therapists for student support, 17 mobile assessments were conducted for students in crisis.	Four high school students have been asked for additoinal support from our district therapists and 3 students have had to have a mobile assessment. Additionally, mental health support in August and September for suicide prevention mandated programming are found here.		
Quality of School Climate Results	Quality of School Climate results from 2024 show that bullying and online cyberbullying are concerns for Bullitt county youth. Additionally, empathy for others is also a data point that shows a cause for concern.	Data has not been released yet.		
Behavior by Subgroup				
EL	71 students out of 399 EL students had a behavior incident.	out of 429 students, so far 51 students have had a behavior violation.		

GT	Out of 1409 students, the highest beahvior violation is Tardy to Class; comprising of 166 events.	1148	Quality of School Climate Results: Bullying and online cyberbullying continue to be concerns for Bullitt County youth. Empathy for others is also identified as a data point showing cause for concern.
Economically Disadvantaged	1,849 students out of 6840 that are economically disadvantaged had a behavior event for the school year. 2,136 behavior events were either disrespectful or disruptive behavior, which comprises almost 33% of the total behavior data.	985 Students out of 6805 students that are economically disadvantaged had a behavior event so far this school year. 587 events are either disrespectful or disruptive behavior, which comprises of 28% of the behavior data as of today for this school year. .	
Students w/Disabilties	553 students out of 1920 had a behavior violation for the school year. Of those students, the majority was physical aggression, making up almost 18% of the behavior data. Additionally, disruptive/disrespectful behavior comoprised of 36% of the behavior data.	So far, 299 students out of 1901 have been involved in a behavior incident. This year, so far there are 74 incidents in physical aggression and 223 incidents for disrespectful/disruptive behavior, which is 32% of the behavior data.	
African American	119 students of 375 African American students had a behavior violations. The majority of the violations were disruptive/disrespectful behavior, which comprised of 23% of the behavior.	67 out of 375 African American students had a behavior violation. 37% of the behavior violations are telecommunication device violations.	
Two or More Races	623	668	
Caucasian	12068	11426	
Hispanic	927	972	
McKinney-Vento	399	289	

Attendance	2024-2025 Data	2025-2026 Data (as of now)	Trends over 2 years	Strengths
Elementary Attendance	95	95.51		
Middle School Attendance	94.61	95.16		
High School Attendance	93.46	93.84		
Total Attendance	93.26	94.72		
Elementary Chronic Absenteeism	15.39	14.32		
Middle School Chronic Absenteeism	19.67	19.22		
High School Chronic Absenteeism	26.46	18.67		
Total Chronic Absenteeism	19.6	18.76		

High School Attendance: While there was a slight increase, High School Attendance remains the lowest across all school levels. In 2024-2025, it was 93.46%, increasing slightly to 93.84% in 2025-2026. This indicates a persistent challenge in maintaining high attendance rates at the high school level.
Total Chronic Absenteeism: Despite a decrease from 19.48% in 2024-2025 to 18.76% in 2025-2026, the overall chronic absenteeism rate remains high. This suggests that a significant portion of students are still missing a substantial amount of school, which can have long-term impacts on their academic success.
BCPS is still performing better in overall attendance and chronic absenteeism than the State Average for KY.

Elementary Attendance: The Elementary Attendance rate is the highest among all school levels, at 95.51%. This indicates strong student presence at the elementary level.
African American Student Attendance: This subgroup shows a high attendance rate of 96.39%, which is a positive indicator of engagement and presence.
EL Student Attendance: The attendance rate for English Learner (EL) students is also strong at 95.69%, suggesting effective support and engagement for this group.
Total Attendance: BCPS improved from the previous year in Total Attendance from a 93.26% to 94.72%, which is a good general attendance rate.

Attendance by Subgroup		
EL	95.35	95.69
GT	94.95	96.16
Economically Disadvantaged	93.41	93.73
Students w/Disabilities	93.81	94.15
African American	95.74	96.39
Two or More Races	94.11	94.42
Caucasian	94.46	94.92
Hispanic	94.24	94.65
McKinney-Vento	90.19	90.82

Attendance	2023-2024 Data	2024-2025 Data	2025-2026 Data (August-December)	Trends over last 2 years	Strengths
Elementary Teacher Attendance	90.06%	90.99%	92.72%	The elementary and middle school levels continue to present the most significant attendance challenges:	There are several encouraging indicators of district-wide progress and stability:
Middle School Teacher Attendance	89.57%	90.07%	91.58%		
High School Teacher Attendance	93.60%	92.25%	94.08%	Elementary School: 90.99% in 2024–25 → 92.7% in 2025–26 While improving by +1.71 percentage points, this remains below the commonly used 95% benchmark—a best-practice goal for both students and staff in Kentucky school districts and national HR/education frameworks.	High Schools show the strongest attendance improvement and overall rate:
Total Teacher Attendance	91.08%	91.10%	92.79%		92.25% (2024–25) → 94.08% (2025–26) — a +1.83 percentage-point increase.
					High schools are now approaching the 95% benchmark, suggesting strong consistency and engagement among secondary teachers.
Teacher Attendance by Years				Middle School: 90.07% in 2024–25 → 91.58% in 2025–26 This level consistently shows the lowest attendance rates and the slowest improvement, with only a +1.51 percentage-point gain.	
Years 0-4	94.80%	95.20%			Districtwide teacher attendance increased from 91.10% to 92.97%, representing a +1.87 percentage-point gain year over year.This equates to approximately two fewer ansence days per teacher per year, based on a 187-day teacher contract.
Years 5-15	95.00%	95.60%		These data suggest that teacher absences due to illness, personal leave, or emergencies remain disproportionately higher at the lower grade levels. Sustained focus on wellness supports, attendance incentives, and early interventions would help narrow the gap.	
Years 16 and above	94.70%	95.10%			

2026 Superintendent Gap Assurance

2025-2026 Phase Three: The Superintendent Gap Assurance

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

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2025-2026 Phase Three: The Superintendent Gap Assurance

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

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

Gap Target Assurance

As superintendent of the district, I hereby certify either:

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

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

2026 Phase Three: Comprehensive District Improvement Plan

2025-2026 Phase Three: Comprehensive District Improvement Plan

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

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

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Bullitt County

2025-2026 Phase Three: Comprehensive District Improvement Plan

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive district improvement plan (CDIP) is a plan developed by the local school district with the input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, 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, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the CDIP cultivates an environment that promotes student growth and achievement.

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

Accountability Indicators

The accountability indicators for districts 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
• Graduation Rate
• Achievement Gap

The Comprehensive District Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Districts. Districts must download and complete the Comprehensive District Improvement Plan Goal Building Template to develop both short- and long-term targets and outline the activities the district will implement 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 districts 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

🔗 BCPS CDIP 2026

2025-2026 Phase Three: Comprehensive District Improvement Plan - 2026 Phase Three: Comprehensive District Improvement Plan -
Generated on 01/14/2026

Bullitt County

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 BCPS CDIP 2026		• 1

Comprehensive District Improvement Plan (CDIP)

Rationale

The CDIP is a plan developed by the local school district with the input of parents, faculty, staff and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students. While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

Goal: Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;

Objective: Short-term yearly 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 Key Core Work Processes listed below or another established improvement approach (i.e., Six Sigma, Shipley, Baldridge, etc.);

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

Activity: Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;

Progress Monitoring: Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and

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

Goal Setting

When developing goals, all districts must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Districts are optional.

Achievement Gap Goal- Students with Disabilities

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets.

Objective/Goal:
Elementary: *By Spring 2026, students scoring proficient and distinguished in reading will improve from 21% to 44.9%.*
Middle: *By Spring 2026, students scoring proficient and distinguished in reading will improve from 16% to 39.5%.*
High: *By Spring 2026, students scoring proficient and distinguished in reading will improve from 12% to 32.2%.*

Strategies (Plan)	KCWP Alignment	Activites (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Analysis of students with disabilites benchmark data along with identified disability categories.	KCWP 4: Review, Analyze and Apply Data Results	Identification area of disability performance analysis with principals to understand patterns/trends of scores related to disability areas for action steps.	1) Principal Meeting: Sign-in Sheet for performance analysis of area of disability, (2) Data Summary Profile developed every semester for each school based on data sources, (3) PPSA Action Step Implementation twice each semester through PLCs, (4) District conducts comparison of identified disability categories From Fall to Winter to Spring benchmarks.	$0
Monitoring the effectiveness of the implementation of General Education & Special Education collaboration (PLCs, co-teaching, data analysis, etc).	KCWP 5: Design, Align and Deliver Support	One status of special education meeting a semester with principal and special education instructional coach using special education protocol.	1) Special Education protocol completed each semester aligned to special education teachers/regular education teachers	$0
TSI/ATSI School Improvement Audits	KCWP 4: Review, Analyze and Apply Data Results	Conduct one in the Spring 2026 and one in the Fall 2026 that will include survey data from staff, survey data from students, and classroom observations.	(1) ATSI/TSI Improvement Audit Visit Meeting Notes (2) Documentation of action steps with leadership team per school	$0

Objective/Goal:
Elementary: *By Spring 2026, students scoring proficient and distinguished in math will improve from 14% to 38.2%.*
Middle: *By Spring 2026, students scoring proficient and distinguished in math will improve from 17% to 33%.*
High: *By Spring 2026, students scoring proficient and distinguished in math will improve from 10% to 29.1%.*

Strategies (Plan)	KCWP Alignment	Activites (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
			Principal Meeting: Sign-in Sheet for performance analysis of area of disability	$0
			Data Summary Profile developed every semester for each school based on data sources	
			PPSA Action Step Implementation twice each semester through PLC evidence	
Analysis of students with disabilites benchmark data along with identified disability categories.	KCWP 4: Review, Analyze and Apply Data Results	Identification area of disability performance analysis with principals to understand patterns/trends of scores related to disability areas for action steps.	District conducts comparison of identified disability categories From Fall to Winter to Spring benchmarks.	
Monitoring the effectiveness of the implementation of General Education & Special Education collaboration (PLCs, co-teaching, data analysis, etc).	KCWP 5: Design, Align and Deliver Support	One status of special education meeting a semester with principal and special education instructional coach using special education protocol.	Special Education protocol completed each semester aligned to special education teachers/regular education teachers	$0
TSI/ATSI School Improvement Audits	KCWP 4: Review, Analyze and Apply Data Results	Conduct one in the Spring 2026 and one in the Fall 2026 that will include survey data from staff, survey data from students, and classroom observations.	ATSI/TSI Improvement Audit Visit Meeting Notes and evidence of implemented action steps with leadership team per school	$0

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 districts.

3-5 Year Goal:
Elementary: *By Spring 2029, elementary students scoring proficient and distinguished in reading is 70.7%.*
Middle: *By Spring 2029, middle school students scoring proficient and distinguished in reading is 75.8%*
High: *By Spring 2029, high school students scoring proficient and distinguished in reading is 61.7%*

Objective/Goal:
Elementary: *By Spring 2026, students scoring proficient and distinguished in reading will improve from 41% to 64.4%.*
Middle: *By Spring 2026, students scoring proficient and distinguished in reading will improve from 40% to 70.6%.*
High: *By Spring 2026, students scoring proficient and distinguished in reading will improve from 37% to 53.5%.*

Strategies (Plan)	KCWP Alignment	Activites (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Rigorous Literacy Implementation Monitoring through Authentic Learning & HQIRs	KCWP 4: Review, Analyze and Apply Data Results	Instructional Walkthroughs & Data Calibration: Conduct weekly classroom walkthroughs followed by immediate data analysis to monitor the real-time application of the BCPS instructional vision.	☐ 25-26 Weekly Walkthrough Notes	$0
	KCWP 4: Review, Analyze and Apply Data Results	Tri-Annual Benchmark Analysis: Facilitate deep-dive data sessions following Fall, Winter, and Spring benchmarks to identify longitudinal trends, achievement gaps, and specific instructional adjustments.	Fall, Winter and Spring presentations at principal meeting, AP meetings, Instructional Coach meetings, and Board Meetings	$0
	KCWP 3: Design and Deliver Assessment Literacy	K-5 CFA Development: Coordinate the collaborative creation and refinement of Common Formative Assessments (CFAs) for grades K-5 to ensure cross-district alignment and rigor	Essential Standards Tracker	$0
	KCWP 5: Design, Align and Deliver Support	Provide personalized leadership support through bi-weekly individual principal meetings focused on school-specific goals and barriers	In place of 3 PPSA meetings, principals will present a State of the School to district leadership and/or peers	$0
Collaborative Leadership Coherence & Vertical Alignment	KCWP 5: Design, Align and Deliver Support	Leadership Symmetry Workshops: Host monthly "Parallel Pedagogy" sessions for Principals, APs, and Coaches to ensure leadership practices mirror the authentic learning expectations set for students.	CIA team will conduct monthly meetings for principals, asst. principals, and instructional coaches to ensure knowledge/action/expectations are aligned across all levels and leadership roles	$0
Strategic Advanced Coursework Scaling & HB 190 Compliance	KCWP 5: Design, Align and Deliver Support	Advanced Placement & Communication System: Establish a standardized data-review system for grades 4-12 to determine optimal student placement and automate transparent communication with families regarding advanced coursework options.	Identification and communication system for HB190 will be developed/implemented by August 2026	$0

Math

3-5 Year Goal:
Elementary: *By Spring 2029, elementary students scoring proficient and distinguished in math is 64.4%.*
Middle: *By Spring 2029, middle school students scoring proficient and distinguished in math is 67.6%.*
High: *By Spring 2029, high school students scoring proficient and distinguished in math is 56.8%*

Objective/Goal:
Elementary: *By Spring 2026, students scoring proficient and distinguished in math will improve from 37% to 56.8%.*
Middle: *By Spring 2026, students scoring proficient and distinguished in math will improve from 38% to 60.7%.*
High: *By Spring 2026, students scoring proficient and distinguished in math will improve from 35% to 47.5%.*

Strategies (Plan)	KCWP Alignment	Activites (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
	KCWP 4: Review, Analyze and Apply Data Results	Instructional Walkthroughs & Data Calibration: Conduct weekly classroom walkthroughs followed by immediate data analysis to monitor the real-time application of the BCPS instructional vision.	☐ 25-26 Weekly Walkthrough Notes	

Rigorous Literacy Implementation Monitoring through Authentic Learning & HQIRs	KCWP 4: Review, Analyze and Apply Data Results	Tri-Annual Benchmark Analysis: Facilitate deep-dive data sessions following Fall, Winter, and Spring benchmarks to identify longitudinal trends, achievement gaps, and specific instructional adjustments.	Fall, Winter and Spring presentations at principal meeting, AP meetings, Instructional Coach meetings, and Board Meetings
	KCWP 3: Design and Deliver Assessment Literacy	K-5 CFA Development: Coordinate the collaborative creation and refinement of Common Formative Assessments (CFAs) for grades K-5 to ensure cross-district alignment and rigor	Essential Standards Tracker
	KCWP 5: Design, Align and Deliver Support	Provide personalized leadership support through bi-weekly individual principal meetings focused on school-specific goals and barriers	In place of 3 PPSA meetings, principals will present a State of the School to district leadership and/or peers
Collaborative Leadership Coherence & Vertical Alignment	KCWP 5: Design, Align and Deliver Support	Leadership Symmetry Workshops: Host monthly "Parallel Pedagogy" sessions for Principals, APs, and Coaches to ensure leadership practices mirror the authentic learning expectations set for students.	CIA team will conduct monthly meetings for principals, asst. principals, and instructional coaches to ensure knowledge/action/expectations are aligned across all levels and leadership roles
Strategic Advanced Coursework Scaling & HB 190 Compliance	KCWP 5: Design, Align and Deliver Support	Advanced Placement & Communication System: Establish a standardized data-review system for grades 4-12 to determine optimal student placement and automate transparent communication with families regarding advanced coursework options.	Identification and communication system for HB190 will be developed/implemented by August 2026

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Districts, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the district 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", districts must complete the below fields. For any indicator marked with a "no," no further information is needed.

	Priority Indicator?	Rationale
State Assessment Results in science, social studies and writing	YES	This indicator area has demonstrated a flat line over the last 3 years. We want to see improvement and provide high quality instructional resources to support consistency and growth across the district.
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	

State Assessment Results in science, social studies and writing

Science 3-5 Year Goal:
Elementary: *By Spring 2029, elementary students scoring proficient and distinguished is 55.1%.*
Middle: *By Spring 2029, middle school students scoring proficient and distinguished is 50.2%.*
High: *By Spring 2029, high school students scoring proficient and distinguished is 50.2%*
Social Studies 3-5 Year Goal:
Elementary: *By Spring 2029, elementary students scoring proficient and distinguished is 64.3%.*
Middle: *By Spring 2029, middle school students scoring proficient and distinguished is 73.5%.*
High: *By Spring 2029, high school students scoring proficient and distinguished is 43.7%*
Writing 3-5 Year Goal:
Elementary: *By Spring 2029, elementary students scoring proficient and distinguished is 62.2%.*
Middle: *By Spring 2029, middle school students scoring proficient and distinguished is 53.7%.*
High: *By Spring 2029, high school students scoring proficient and distinguished is 68.2%*

Science Objective/Goal:
Elementary: *By Spring 2026, elementary students scoring proficient and distinguished in science will improve from 32% to 45.4%.*
Middle: *By Spring 2026, middle students scoring proficient and distinguished in science will improve from 23% to 39.6%.*
High: *By Spring 2026, high students scoring proficient and distinguished in science will improve from 14% to 39.5%.*
Social Studies Objective/Goal:
Elementary: *By Spring 2026, elementary students scoring proficient and distinguished in social studies will improve from 29% to 56.7%.*
Middle: *By Spring 2026, middle students scoring proficient and distinguished in social studies will improve from 31% to 67.8%.*
High: *By Spring 2026, high students scoring proficient and distinguished in social studies will improve from 27% to 34.8%*
Writing Objective/Goal:
Elementary: *By Spring 2026, elementary students scoring proficient and distinguished in writing will improve from 31% to 54.1%.*
Middle: *By Spring 2026, middle students scoring proficient and distinguished in writing will improve from 50% to 43.8%.*
High: *By Spring 2026, high students scoring proficient and distinguished in writing will improve from 38% to 61.4%*

Strategies (Plan)	KCWP Alignment	Activites (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Implement Pilots for HQIR in social studies	KCWP 1: Design and Deploy Standards	Purchase a social studies HQIR for K-6 and 9-12 (as available) for implementation for the 26-27 school year.	Pacing Guide creation at all levels	$450,000 (General Fund)
Initial review/implementation of OpenSciEd instructional resources	KCWP 1: Design and Deploy Standards	Conduct pilots of OpenSciEd resources across K-12 for potential full implementation	Feedback survey from teachers related to pilots for next steps	$0

State Assessment Results in science, social studies and writing

Writing 3-5 Year Goal:
Elementary: *By Spring 2029, elementary students scoring proficient and distinguished is 62.2%.*
Middle: *By Spring 2029, middle school students scoring proficient and distinguished is 53.7%.*
High: *By Spring 2029, high school students scoring proficient and distinguished is 68.2%*

Writing Objective/Goal:
Elementary: *By Spring 2026, elementary students scoring proficient and distinguished in writing will improve from 31% to 54.1%.*
Middle: *By Spring 2026, middle students scoring proficient and distinguished in writing will improve from 50% to 43.8%.*
High: *By Spring 2026, high students scoring proficient and distinguished in writing will improve from 38% to 61.4%*

Strategies (Plan)	KCWP Alignment	Activites (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
	KCWP 4: Review, Analyze and Apply Data Results	Convene the K-12 Writing Committee at least three times annually to align instructional goals and monitor district-wide progress.	Meeting minutes, cross-grade level attendance logs, and quarterly goal-alignment reports.	$0
	KCWP 4: Review, Analyze and Apply Data Results	Conduct semester calibration sessions during LTMs, engaging principals and assistant principals in the shared evaluation of student writing samples (ERQ, on-demand, text-based writing, etc.)	Calibration scoring data to measure understanding of rigor and writing expectations among principals, asst. principals, etc.	$0
	KCWP 5: Design, Align and Deliver Support	Deploy KDE text-based writing modules across all disciplines, facilitating collaborative professional learning for leadership teams, coaches, and teachers.	Pre/Post module assessments and adjustments to school level writing plans through writing committee work	$0
K-12 Writing Committee Calibration and Work Sample Analysis	KCWP 4: Review, Analyze and Apply Data Results	Execute school-level fidelity checks to verify that the writing plan is being implemented consistently and effectively in every classroom.	School-level fidelity rubrics and "Action Plan" follow-ups for low-implementation areas.	$0

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring Support	Response
Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.	*Monitoring and support for TSI/ATSI schools is identified in the achievement gap goal in which the district will conduct audits that involve evaluation of the professional learning community process, collect teacher feedback, student feedback, and classroom observations. These will occur a minimum of once a semester with follow-up meetings based on action items resulting from audits. In addition, TSI progress connected to specific subgroups will be included on bi-weekly principal support meetings with school principal and supervisor. The BCPS Board of Education will review and approve the school improvement plans for TSI/ATSI schools at the January 2026 Board meeting.*

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions	Response
List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?	*The schools that failed to exit TSI status were Shepherdsville Elementary, Mt. Washington Middle School, and Hebron Middle School which are now labeled ATSI for the same subgroup. Newly identified TSI schools are Brooks Elementary and North Bullitt High School identified for different subgroups. The newly identified TSI schools will be monitored and supported through the bi-weekly principal support process between principal and supervisor through data analysis focused meetings on identified subgroups and fall/winter/spring benchmark monitoring. The more rigorous actions that would take place for ATSI schools will be connected to adding additional district staff to bi-weekly principal meetings, such as, Chief Academic Officer and/or Deputy Superintendent. In addition, a plan-do-study-act will be implemented at these schools that include school level leadership and teachers, as necessary.*

Special Considerations for Districts with Comprehensive Support and Improvement (CSI) Schools

KRS 160.346(7)(a)(6) requires an evaluation of a principal's capacity to lead the turnaround efforts during the audit process. This assessment supports identifying effective strategies and actions needed to improve school performance. It also helps determine whether the principal has the skills to implement and sustain turnaround efforts. When making this determination, the audit team considers evidence aligned with the Professional Standards for Education Leaders (PSEL) Standard 10: School Improvement. The outcome of this assessment becomes a formal part of the school's audit.

Based on the findings from the audit, please respond to the following question. If you answer "yes", additional information will be required.

Did the assessment of any principal's capacity during the audit result in a determination of intensive support needed for the principal to successfully lead the turnaround process in a school identified for CSI?

☐Yes (If yes, please complete the Training and Support Plan for Principals Requiring Intensive Support form.)

☐No (If no, no further action is needed.)

Only two of our three schools will be having an audit because one the schools is closing at the end of the 25-26 school year. The audit will not occur until the week of February 23, 2026 so this section cannot be completed until then.