

2019-20 Phase Three: Executive Summary for BHS

2019-20 Phase Three: Executive Summary for Schools

Bardstown High School
Christopher Pickett
400 North Fifth Street
Bardstown, Kentucky, 40004
United States of America

Target Completion Date: 02/10/2020
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Status: Open

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2019-20 Phase Three: Executive Summary for Schools

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Description of the School

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

Bardstown High School is located at 400 North Fifth Street in historic Bardstown, Kentucky. Currently, Bardstown High School is home to 642 students, along with another 28 students enrolled in the Bardstown Alternative Learning Center, located about one-mile north of the hischool on Templin Ave. The staff of Bardstown High School is made up of 40 certified teachers (37 Caucasian, 3 African American). Over the last four years, Bardstown High School has experienced some significant changes that have forced the administrative staff at the high school and district wide, to re-evaluate how best to serve the students and families in this small town. Looking at some demographic information, Bardstown High School has a 67.8% Caucasian population, 16.6% African-American population, 7.3% Hispanic population, 1.0% Asian population, and 7.3% designated as "Other". As for the community at large, there are 12,833 people (83% Caucasian, 13.5% African-American) in the city limits of Bardstown, as opposed to the 44,540 (91% Caucasian, 5% African-American, 2% Hispanic) in Nelson County. One change the school has had to adapt to over the past few years revolves around the dropout age enacted at the state level. Changing the dropout age to 18 is certainly a positive move to keep students in school and on the path to graduation. With this new change Bardstown High School has raised its graduation rate to nearly 98%. With that move in a positive direction comes some hurdles and obstacles to overcome. One change Bardstown City Schools has made in this direction is to offer alternatives to education in the "regular" classroom setting. When a student falls behind in credits, we now have options with "I-Class Recovery" here in the building and also an alternative placement at the Alternative Learning Center where students that are on a path to dropping out have an opportunity to earn their credits and get things back on track. Another change that Bardstown High School has accepted and embraced is improvements and enhancements in our college bound opportunities for students, Advanced Placement Program and Dual Credit opportunities have become a norm and expectation of a vast majority of students. While BHS has always had a relatively strong AP program, 14 current courses offered, an attempt to improve and increase student enrollment in AP courses while balancing Dual Credit is being done well. For the past year, SBDM along with teachers and administrators in the building have worked well together to further inform students and parents about college level offerings at BHS. This fall and spring of the 2018 - 19 school year, we are offering 24 Dual Credit courses to students who meet the criteria laid out by colleges and universities. It is important for Bardstown High School to make sure AP and DC are not competitive and that each opportunity fit the specific student need looking at a holistic picture of their future. Bardstown High School is also adapting and changing to meet the growing needs of students in the area of technology. Currently, Bardstown High School has four computer labs (classrooms with desktops), the library media center (housing 30+ desktop computers), the I-Class recovery classroom (with 15 desktop computers), along with two classroom sets of Chromebooks (on carts that can be wheeled to different classrooms as teachers "check-out" the Chromebooks). In order to support this growing use of technology, the infrastructure of the WiFi system at Bardstown High School was recently upgraded as well. Even the Alternative Learning Center has gone digital. The Alternative School and the drop-out prevention program have desktop computers for each student to work on and complete course work. Lastly, Bardstown High School has experienced some positive changes in becoming a "top-tier" school in the state of Kentucky. As a proficient school last year, Bardstown High School has, with the help of the district office, placed an increased focus in our sub-GAP groups (students with disabilities) by offering frequent and purposeful interventions in

the areas of writing and mathematics. While one goal was met, being named a distinguished school, the ultimate goal is to meet students where they are academically and do everything in our power to help them improve academically. With changes in accountability, Bardstown High School currently finds itself in a category referred to as "TSI" or "Targeted Support and Improvement". The reason behind this label is that BHS has a sub-group, Students with Disabilities, whose performance in the state accountability system is at or below the summative performance of all students in any of the lowest performing 5% of schools. Bardstown High School, along with 416 other schools in the state, will continue with specific and targeted remediation within the Special Education Department and ALL teachers involved in the RTI process.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Bardstown High School has welcomed many young men and women into our school community, helping them through the exciting four years of high school in order to move them on to successful paths in college, career, and life. The purpose of Bardstown High School is to provide an academic setting within a positive and supportive environment where students can maximize their learning potential through rigorous academic opportunities, academic interventions, and parental and community involvement.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Bardstown High School serves a diverse population with significant racial and socioeconomic demographics. We strive to meet the needs of all of our students. In the high school, we use the full-inclusion model of learning. All of our regular and special needs students, with the exception of those with severe cognitive disabilities, learn in a regular classroom setting. Students for whom English is not their primary language, we offer additional support through our ELL program.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

Bardstown High School teachers are working diligently to better use data, collaboration efforts, and ideas in PLC settings. Part of the goal is to provide vertical alignment of core content, improvement in instructional practices, and transitions to college and career opportunities. In grades 9, 10, and 11 we utilize ACT Success Services and ACT prep material, which is monitored regularly between practice ACT exams.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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BHS 19-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Bardstown High School
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400 North Fifth Street
Bardstown, Kentucky, 40004
United States of America

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

N/A See attachment.

ATTACHMENTS

Attachment Name

 [19 - 20 Achievement Gap Group Identification](#)

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Bardstown High Schools climate and culture is very conducive to meeting the needs of its achievement gap population. Students receive instruction that is individualized in a variety of ways. Core content classes are staffed through a full collaboration model that is not only responsible for special education students goals, but ALL students learning and support. Current professional development on Co-Teaching is being focused on with the help from out local educational cooperative, CKEC. Staff and students work together also in small resource sections focused on basic math and reading. This type of Tier 3, individualized learning, is very important to meeting needs and offering remediation. Bardstown High School staff takes pride in student learning and a never-give-up attitude while working with its students. This is evident in our community as many out-of-district students choose to attend Bardstown City Schools. Our teachers care and students recognize this.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

Students with Disabilities 17-18 READING 13.3% Proficient / Distinguished MATH 9.1% Proficient / Distinguished 18-19 READING 17.6% Proficient / Distinguished MATH 11.1% Proficient / Distinguished

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Students with Disabilities 17-18 READING 13.3% Proficient / Distinguished MATH 9.1% Proficient / Distinguished 18-19 READING 17.6% Proficient / Distinguished MATH 11.1% Proficient / Distinguished

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Economically Disadvantaged 17-18 READING 44.4% Proficient / Distinguished MATH 27.4% Proficient / Distinguished 18-19 READING 22.8% Proficient / Distinguished MATH 18.8% Proficient / Distinguished African American 17-18 READING 38.9% Proficient / Distinguished MATH 22.2% Proficient / Distinguished 18-19 READING 17.2% Proficient / Distinguished MATH 14.8% Proficient / Distinguished

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Achievement gaps across the district are prevalent. Receiving students off grade level is a very difficult situation especially in high school. Our district is progressing in the area of GAP closure with Students with Disabilities, but it is still a difficult task with a high percentage of students not ready for high school reading and math. Remediation is very difficult while balancing the credit needs for a high school diploma.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Bardstown High School utilizes several stakeholders during the development of its continuous improvement plan. The principal discusses data from most recent school report card with the ILT (Instructional Leadership Team) and its relevance to achievement gap. The ILT is comprised of Dept. Chairs. They evaluate their department goals and plan accordingly with other department members. Plans are shared with the SBDM Council and AdHoc Committee assigned to Instruction and Learning. The planning process is then presented to the Director of Curriculum, Instruction, and Assessment.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

C3WP Research (Year 2 Professional Development) Addressing Writing / Reading needs of achievement gaps
A Local Site Research Coordinator, the local educator who worked with us to collect student and teacher rosters this spring, will reach out to you shortly to work with us to facilitate this spring's teacher instructional log, the next step in the research process. They will collect daily teacher instructional logs from 7th-10th grade English Language Arts teachers for one week in spring 2018 plus two weeks during the 2018-2019 and 2019-2020 school years. They will also collect teacher instructional logs from 4th-5th grade English Language Arts teachers for one week in spring 2019 plus two weeks during the 2019-2020 school years. They will collect student writing samples from on-demand writing prompts from 7th-10th grade classrooms in fall 2018, spring 2019, and spring 2020. They will also collect student writing samples from on-demand writing prompts from 4th-5th grade classrooms in fall 2019 and spring 2020. The Local Site Research Coordinator will work with us to identify two-week windows to administer the prompts and will be on-site while the prompts are being administered. They will collect a teacher survey from 7th-10th grade English Language Arts teachers in spring 2019. In spring 2020, they will collect teacher surveys from 4th-5th and 7th-10th grade English Language Arts teachers. To facilitate accurate administration of the student writing prompts, the Local Research Site Coordinator will collect student English Language Arts class enrollment in winter 2019 and winter 2020. SRI researchers will conduct annual interviews with administrators and teachers during the study period. We will work with you to schedule interviews at a time that works well for you and the teachers in your district. In addition, we may arrange on-site research visits. Co-Teaching Strategies
Special Education Department taking part in professional development with local Co-Op (CKEC). Co-Teaching practices being implemented and building on strengths of teaching partners. Mark Helton, SpEd Specialist visiting frequently giving feedback to those involved.

III. Planning the Work

Closing the Achievement Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

BHS will decrease the achievement GAP of students by increasing the reading proficiency and distinguished rates to 25.5% for Economically Disadvantaged students. BHS will decrease the achievement GAP of students by increasing the math proficiency and distinguished rates to 21.8% for Economically Disadvantaged students.

ATTACHMENTS

Attachment Name

 [BHS CSIP 19 -20 With GAP GOALS](#)

Closing the Achievement Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

N/A. See attachment

ATTACHMENTS

Attachment Name

 [19-20 Measurable Gap Goals](#)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 19 - 20 Achievement Gap Group Identification		• I
 19-20 Measurable Gap Goals		• III
 BHS CSIP 19 -20 With GAP GOALS		• III

19-20 BHS Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Bardstown High School
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Bardstown, Kentucky, 40004
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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Bardstown City Schools, has over the years, developed a communication plan in response to the annual School Report Card released in early Fall that involves stakeholders that we feel are important as response is given to results. Regular monthly meetings take place at the District level with all Principals, DAC, and Superintendent. During these meeting, the DAC does an excellent job breaking down and discussing findings pertaining to all assessments, instruction, and curriculum. Accountability highlights are shared and suggestions made for addressing key areas. Afterwards, monthly Instructional Leadership Team meetings are held as Department Chairs share out findings of goals and instructional strategies taking place occur. This is an important moment as the ILT Team supports and defines measures moving towards improvement. Monthly Staff meetings occur with all certified staff and the principal discusses the School Report Card and accountability highlights as a group. SBDM meetings follow with parent and teacher representatives being updated each month as well.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

Current Academic State: (18-19 Accountability Year)- 3 STAR Rating - Students tested READING: 22.8% Free / Reduced Lunch and 65.6% Non-Free / Reduced Lunch- Students tested MATH: 18.8% Free / Reduced Lunch and 47.5% Non-Free / Reduced Lunch- READING Proficiency / Distinguished: All Students 59.8%, African American 34.5%, White 71.1%, Free / Reduced Lunch 41.1%, IEP 20.6%- MATH Proficiency / Distinguished: All Students 49.3%, African American 27.8%, White 58.1%, Free / Reduced Lunch 33.1%, IEP 22.2%- SCIENCE Proficiency / Distinguished: All Students 48.9%, African American 33.3%, White 55.6%, Free / Reduced Lunch 35.4%, IEP 20.0%- WRITING Proficiency / Distinguished: All Students 68.3%, African American 50%, White 73.9%, Free / Reduced Lunch 52.8%, IEP 33.3%- ACT Bench Marks Met: English 58.2%, Reading 43.3%, Math 32.8%- AP Participation: 213 (94 Tested), 35% Qualifying Scores- Dual Credit Participation: 130 (112 Students with Qualifying Scores)- Career Pathways: Completers 35 (7 Pathways offered)- Graduation Rate: 96.1% (4 and 5 yr Rate)- Transition Readiness: 126 Graduates 74.6% (75 Academic Ready and 48 Career Ready) some both

Non-Academic Current State:- Attendance Rate: 93.3%- Free / Reduced Lunch: 53.7%- Demographics: White 67.3%. African American 17.7%, Hispanic 6.9%, Other 8.1%- Certified Staff: 40- Teacher Turnover: 6.0%- Teacher Working Conditions: Community Support 83.5%, Manage Student Conduct 53.4%, School Leadership 85.9%- Students with behavior events: 15.5% (without 84.5%)

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

82.4% of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 58.6% of non-gap learners. 88.9% of students in the achievement gap scored below proficiency on the KPREP test in math as opposed to just 68.8% of non-gap learners.

Trends

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

Looking at data from the last two academic years, BHS still is working towards closing achievement gap between students with disabilities and student without disabilities.

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes 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](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver Instruction- New Standards unrolled and new proficiency KPREP Exams online.

Strengths/Leverages

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

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Attendance Rate has increased from 92.7% to its current rate of 93.3%. (Due to more attention and activity by in-house Truancy Officer, great relationships with community) **READING Proficiency / Distinguished: All Students 59.8% (2018-19)All Students 49.6% (2017-18) Positive increase**
MATH Proficiency / Distinguished: All Students 49.3% (2018 - 19)..... All Students 40.8% (2017-2018) Positive Increase

Attachment Summary

Attachment Name	Description	Associated Item(s)
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BHS 19-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Bardstown High School
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400 North Fifth Street
Bardstown, Kentucky, 40004
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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Introduction

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

Teacher Performance

1. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the [Kentucky Teacher Performance survey](#). Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes**
- No
- N/A

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
- No
- N/A**

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

Title I Targeted Assistance School Programs

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- Yes
- No
- N/A**

Schools Identified for Targeted Support and Improvement

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

- Yes
- No
- N/A**

All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes**
- No
- N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- Yes**
- No
- N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A**

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- Yes
- No
- N/A**

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- Yes
- No
- N/A**

Attachment Summary

Attachment Name	Description	Associated Item(s)
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BHS 19-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Bardstown High School
Christopher Pickett
400 North Fifth Street
Bardstown, Kentucky, 40004
United States of America

Target Completion Date: 01/01/2020
Last Modified: 12/30/2020
Status: Open

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. 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 in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipleigh*, *Baldrige*, etc.).

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

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](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

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

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive School Improvement Plan Template

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

N/A. See attached CSIP.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 BHS CSIP 19-20	BHS CSIP 19-20	•