



Comprehensive School Improvement Plan

North Bullitt High School
Bullitt County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		2016 nbhs equity data

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

North Bullitt has had 4 different head principals and 5 different Assistant Principals over the last 4 years. This has created a lack of stability and focus for the school. The perception is that North Bullitt is a difficult school with a difficult staff. There has been a changing of teachers who were there many years have retired. This has created new opportunities for fresh ideas, but coupled with the turnover in administration has made consistency an issue. In the 2015-2016 school year, 34% of the staff had 4 or less years of experience.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Turnover in administration has been caused by a combination of factors. Some administrators have been promoted into new positions outside the school. There have been several that struggled in the position and the job was not a good fit for them.

The close proximity to Jefferson County which has significantly higher salaries has resulted in the loss of 4 administrators and 5 teachers.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		nbhs

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Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

2016/2017 All certified staff will be a member of at least one professional learning community.

Measurable Objective 1:

collaborate to create functional professional learning communities as defined by the Dufour model by 12/31/2017 as measured by PLC agendas or minutes.

Strategy1:

PLC - Teachers will be organized into professional learning communities (PLCs) based on the courses they teach. Planning periods for these PLCs will be prioritized by End of Course, Mathematics, and English (Reading.)

Category:

Research Cited: Rick Dufour, Becky Dufour, Robert Eakers, allthingsplc.info

Activity - Teacher Planning Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Planning Days scheduled by the Bullitt County Board of Education will be used for PLC time.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Assistant Principals, Counselors, Department Chairs

Activity - PLC Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their PLC on a regular basis. Faculty meetings will be minimized to give the needed time. PLC training will occur on 1/3/2017. PLC minutes will be tracked by google docs. Each PLC has a responsible principal. PLC roles will be defined.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Counselors

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Activity - PLC Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scheduling teachers by multiple levels of the same course with common planning as possible. All core subjects have common planning.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal Counselors

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning communities and individual teachers will develop their professional development around the needs of the school while considering the Teacher Professional Growth and Effectiveness System, Program Review, and other school goals.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Department Chairs Principal Assistant Principals

Goal 2:

2016 - 2017 NBHS will improve it's stakeholder engagement and raise school publicity by utilizing a variety of methods.

Measurable Objective 1:

collaborate to Improve our climate, culture, teacher, and community involvement in decisions making. by 05/31/2016 as measured by TELL Survey, and Principal VAL ED Survey..

Strategy1:

PLC Monitoring - Administration will create, manage, and implement a monitoring process for PLC work. We will ensure that it is being done, and that pertinent and relevant items are being discussed- Student Data, Common Assessments, Spec Education, ACT preparedness, Benchmark obtainers and non obtainers, etc.

Category: Continuous Improvement

Research Cited: DuFours work on PLCs.

Activity - Filed Minutes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs in the building will file minutes when they meet in standing meetings with administration. These will in electronic format maintained by principal. This will increase staff capability and satisfaction.	Professional Learning	01/01/2017	12/31/2017	\$150 - General Fund	Teachers Administration

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Activity - Scheduling to allow common planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schedule classes so that each core content along with core content co-teachers have common planning.	Academic Support Program Professional Learning Recruitment and Retention	01/01/2017	12/31/2017	\$0 - No Funding Required	admin, and counselors.

Strategy2:

Celebrate Success - A culture of success and determination to demonstrate College/ Career Readiness, student achievement and staff achievement will be evident. Activities will address internal and external stakeholders.

Category: Human Capital Management

Research Cited:

Activity - Posters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
utilizing the postermaker, the school will highlight individual student success by creating student success posters. Poster will include upcoming events and student academic achievement.	Community Engagement	01/01/2017	12/31/2017	\$4000 - General Fund	All involved staff

Activity - Social Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student success in attainment of CCR benchmarks, or scholarship awards will be celebrated on the following social media; facebook, remind, enews and school website.	Community Engagement	01/01/2017	12/31/2017	\$150 - General Fund	Administration Teachers CCR Coach

Activity - PBIS Reward structure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A rewards system will continually be refined and utilized to support student success. Activities will include at least 3 pep rallies, soar tickets, academic awards and All A's breakfast.	Behavioral Support Program	01/01/2017	12/31/2017	\$3000 - General Fund	PBIS Committee, admin and counselors.

Goal 3:

2016/2017 On the TELL Kentucky survey, raise the percentage of teachers who feel that "Teachers consistently enforce rules for student conduct" by 20% from 51% to 62%.

Measurable Objective 1:

increase student growth Less teacher turnover will result in greater student growth. by 12/31/2017 as measured by The TELL Kentucky survey. .

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Strategy1:

Raise teacher satisfaction by creating a consistent culture in the school. - Inconsistency within the building has resulted in teacher dissatisfaction. This has been a factor in teacher retention. The following activities will increase the consistency within the building.

Category: Human Capital Management

Research Cited:

Activity - Quarterly reinforcement of student code of conduct.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the start of each quarter, all students will perform an activity to reinforce the North Bullitt Student Code of Conduct.	Recruitment and Retention Behavioral Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	admin and teachers.

Activity - Daily walkthroughs by principals in all classrooms.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each day an administrator will go into every classroom in the school. While in the classroom they will address any student issues and address with teacher any inconsistencies from student code of conduct.	Behavioral Support Program Recruitment and Retention	01/01/2017	12/31/2017	\$0 - No Funding Required	Administration.

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

SBDM Members, Department Heads, Teachers on CSIP committee.

Relationship Building

Overall Rating: 3.14

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.14

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.43

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.5

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.0

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.5

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

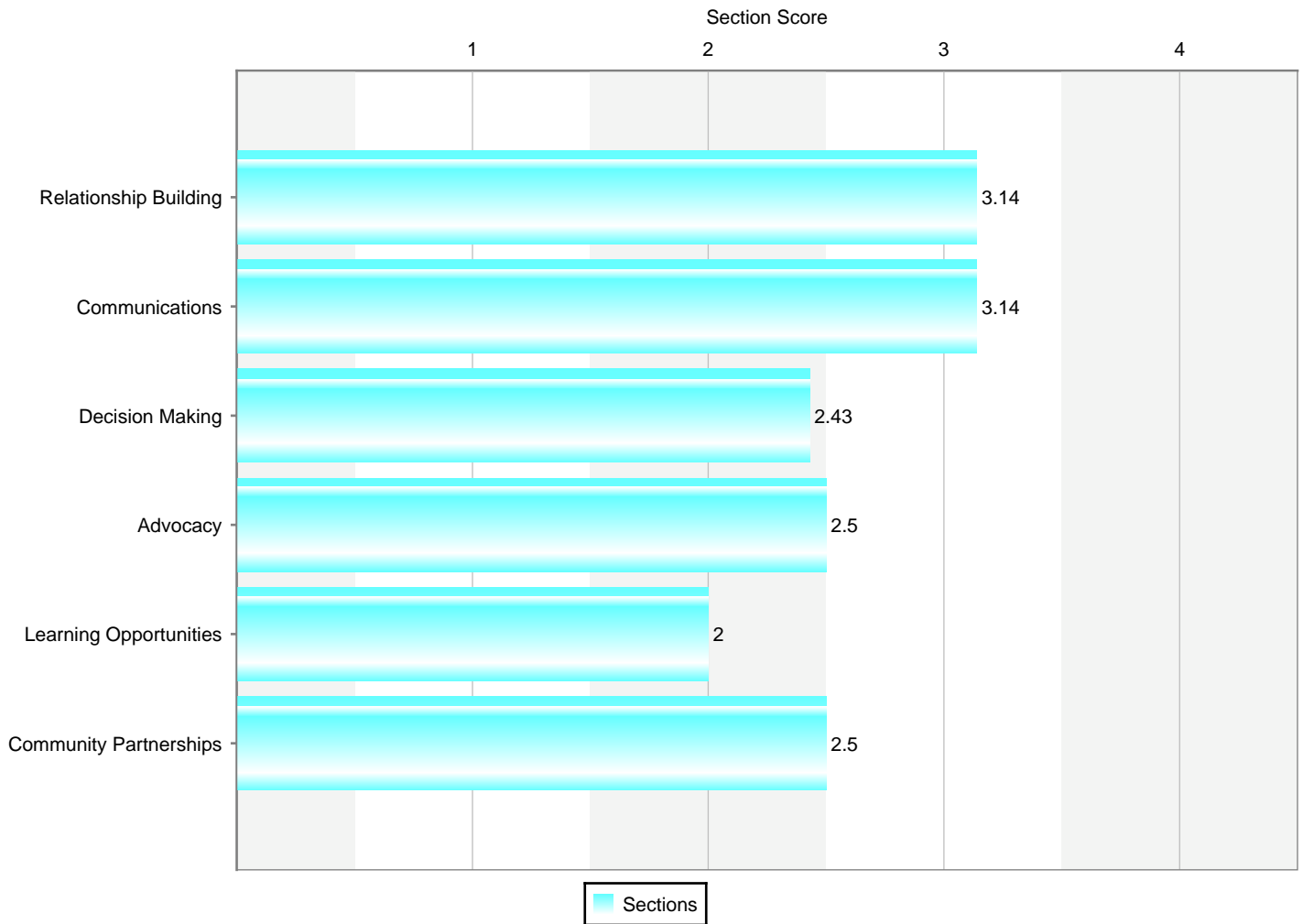
Reflect upon your responses to each of the Missing Piece objectives.

Overall North Bullitt has a strong communication with parents. Parents are kept informed through Infinite Campus Parent portal, Open Houses, grade reports sent home 4 times a year, open houses, information sent out on remind, enews, facebook and school website. Teachers, administrators and counselors document calls to parents with Infinite Campus. Senior parents of students who are behind on credits or grades are contacted by counselors and administrators as the senior year progresses.

Improvement is needed to involve more parents in leadership and academics. The creation of alumni association should be a vehicle to assist with this.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

All departments have representatives on the CSIP development committee.

SBDM has reviewed CSIP and given input. SBDM will have final approval of goals.

A framework of the CSIP has been shared with the entire faculty for input and comments.

At the school level the improvement process has the following levels; Department chairs, Administrative Team, Vertical Department PLCs, Horizontal Class PLC's. The focus at the PLC level will be on failure reduction, collaborative planning, and common assessments.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

SBDM with parent, teacher, student and principal.

Administrative Team with principals, counselors, YSC, and CCR coach.

PLCs are teachers and instructional assistants when appropriate.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

There has been 2 meetings with the CSIP committee and SBDM reviewing progress of the CSIP. All members will meet again for final review prior to submitting to SBDM for approval in Dec.

CSIP will be reviewed with SBDM in spring for modifications and updates.

CSIP will be made available to parents.

Phase I - Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

North Bullitt High School (NBHS) is trying to answer the following questions:

How do we help all students learn at levels as determined by the standards?

How do we help our students read on grade level and beyond?

How do we help our students write at grade level and beyond?

How do we help students become college and career ready as defined by the Kentucky Department of Education and required for graduation through Bullitt County Board of Education Policy?

How do we decrease drop out rate and increase graduation rate?

How do we decrease the number of GAP students scoring apprentice or novice?

Our overall accountability score was 73.2 on the 2015-16 School Report Card.

The graduation rate of NBHS was reported as 83.6% on the 2015-16 School Report Card.

Combined Reading and Mathematics percentage of Proficient/Distinguished is 47.1 on the 2015-16 School Report Card.

The GAP points were 29.4 on the 2015-16 School Report Card.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

CCR increase to 87.6%

English 2 students with disability novice percentage drop from 85.7 to 58.1.

ACT composite raise from 18.9 to 19.2.

Program Reviews 100%

We are keeping our focus on CCR and have hired a CCR coach through AMERICORP.

Math department continues to look for innovative ways to engage our students in math.

Department heads are focused on continued monitoring and improvement of the Program Review process.

PLC process getting more focused and intentional.

GSP applications from 11 to 21.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

CCR although had great leaps there is still room to grow from our current 87.6% to 100%. We track, monitor and look for ways to strengthen our CCR process daily. CCR has truly become a big part of the culture. We have hired a CCR coach to help mentor students.

Reading and Writing scores are below state and district average. We are working to write a school wide Reading and Writing Vision.

Although a vision alone will not increase student performance, it is a starting place to make sure we all are pulling in the same direction.

Specific strategies are being developed for each content area and test.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Overall it is developing consistency and systems for NBHS. We have a talented staff but need to focus on the following major areas.

1. Bell to bell engaged learning.
2. Consistent school expectations and a culture of learning.
3. Systems to handle the routine school needs to minimize staff time.
4. Minimize time that students are out of class.
5. PLC's focused on data and interventions.
6. Efficient usage of academic time.
7. Celebration of school and student success.

CSIP 2016 - 2017

Overview

Plan Name

CSIP 2016 - 2017

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2016/2017 NBHS will increase College/Career Ready rate from 94.8 to 100% for our graduates	Objectives: 1 Strategies: 1 Activities: 10	Organizational	\$25600
2	2016/2017 All certified staff will be a member of at least one professional learning community.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
3	2016-2017 Identified at risk students will be paired with an adult in the building who will reach out to the student to offer guidance and mentoring.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$6000
4	2016/2017 NBHS will increase graduation rate to 87.6 from 83.6.	Objectives: 1 Strategies: 2 Activities: 10	Organizational	\$80841
5	2016/2017 NBHS will improve it's Special Education/ GAP percentage from 37.0 to 57.0	Objectives: 3 Strategies: 3 Activities: 4	Organizational	\$301
6	2016 - 2017 NBHS will improve it's stakeholder engagement and raise school publicity by utilizing a variety of methods.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$7300
7	2016 2017 All teachers will meet Highly Qualified criteria	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500
8	2016/2017 On the TELL Kentucky survey, raise the percentage of teachers who feel that "Teachers consistently enforce rules for student conduct" by 20% from 51% to 62%.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
9	2016/2017 North Bullitt will meet the following novice reductions goals in Reading. Free/Reduced Novice percentage from 50.0 to 45.6. Disability with IEP 58.1 to 52.3. Gap Group from	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
10	2016/2017 NBHS will increase proficiency rate on our English 2 and Algebra 2 EOC exams from 47.1% to 62.4%	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$7000

Goal 1: 2016/2017 NBHS will increase College/Career Ready rate from 94.8 to 100% for our graduates

Measurable Objective 1:

demonstrate a proficiency in college and/or career readiness by 07/31/2017 as measured by a student's designation of college and/or career readiness.

Strategy 1:

College & Career Readiness Monitoring - Student organized by graduating class will be monitored for college and/or career readiness by college ready benchmarks. Students will also be monitored for progress in a career pathway based on the required courses and industry and/or Kentucky Occupational Skills Standards Assessment (KOSSA.) The academic component of the career readiness piece will also be collected from Armed Services Vocational Aptitude Battery (ASVAB) scores and ACT WorkKeys.

Category: Persistence to Graduation

Research Cited: These will be used for needs based placement and conversations to assist students in meeting the college readiness benchmarks set forth by KDE.

KDE also requires students who are not considered college ready earn career readiness status.

Activity - College Readiness Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Spreadsheet is maintained and updated for all seniors and juniors by college/career coach. Senior sheet is used to track student progress through college/career ready status. The following scores will be tracked; ACT, Compass, Kyote, workkeys, ASVAB, KOSSA and industry certification.	Academic Support Program	01/01/2017	07/31/2017	\$0	No Funding Required	College and Career coach maintains the sheet. The assigned counselors and admin will assist with tracking students.
Activity - Career Readiness Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Course sequences for career pathways and completion of the academic and certification components will be monitored on the senior progress monitoring sheet. Course specific teachers will assist with tracking and student preparation. Plan will be monitored by responsible administrator.	Career Preparation/Orientation	01/01/2017	07/31/2017	\$0	No Funding Required	The administrative staff will be responsible for monitoring completion. Progress will be tracked by college/career coach.

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Activity - CRC Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College and Career Readiness coach will be work to assist in facilitating the creation, implementation, and monitoring of college and career readiness goals.	Career Preparation/Orientation	01/01/2017	07/31/2017	\$20000	District Funding	Principal Counselors Assistant principals
Activity - Staff Professional Development on CCR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on the definitions of attaining college or career readiness status as defined by KDE. Staff will be trained in the various assessments given to attain CCR- ACT , KYOTE, ASVAB, KOSSA, etc. Staff will be trained on plans for preparing students for test. Teacher plan days and opening day will be used.	Professional Learning	01/01/2017	07/31/2017	\$200	General Fund	Administration CCR Coach District CCR Director
Activity - Close the Deal Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We implemented the Close the Deal program with many community partners and colleges. Close the deal will be held fall of 2017.	Community Engagement, Career Preparation/Orientation	01/01/2017	12/31/2017	\$1600	General Fund	Administration CCR Coach YSC Chamber of Commerce Colleges
Activity - CCR Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We have created several walls of distinction at NBHS. Our College ready, career ready, ACT high scores, and industry cert walls to highlight student success. Students who reach college/career status are announced every Friday. TV's in the school will stream students who reach college/career status.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$1800	General Fund	CCR Coach Counselors Teachers Principal Assistant Principal
Activity - Academic Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Time is a 30 minute daily period where students can be moved to required areas as needed. Academic time areas are KYOTE prep and testing, ASVAB prep, career pathway testing and prep. Students are sorted and monitored as needed. Academic Time Committee assists with Academic Time planing.	Tutoring, Career Preparation/Orientation, Academic Support Program, Class Size Reduction	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Assistant Principals, Counselors, College/Career Coach, and teachers.
Activity - KYOTE english	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Train English teachers to be able to grade and test KYOTE english tests.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	College career coach, principal, english teachers.
Activity - Teacher PD for CCR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD will be offered to staff to increase knowledge of CCR requirements and strategies. PD and training offered on 8/8/16, 10/17/16, 12/12/16, and 1/3/17.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Admin, College/Career Coach, Content Teachers
Activity - At risk student mentoring.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors who are behind in credits will work with PBIS sponsor and KY College Coach for pullouts weekly. Students will get assistance and counseling in preparing for college and career readiness.	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$2000	Grant Funds	PBIS coach and KY College Coach

Goal 2: 2016/2017 All certified staff will be a member of at least one professional learning community.

Measurable Objective 1:

collaborate to create functional professional learning communities as defined by the Dufour model by 12/31/2017 as measured by PLC agendas or minutes.

Strategy 1:

PLC - Teachers will be organized into professional learning communities (PLCs) based on the courses they teach. Planning periods for these PLCs will be prioritized by End of Course, Mathematics, and English (Reading.)

Category:

Research Cited: Rick Dufour, Becky Dufour, Robert Eakers, allthingsplc.info

Activity - PLC Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Scheduling teachers by multiple levels of the same course with common planning as possible. All core subjects have common planning.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal Counselors
Activity - PLC Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with their PLC on a regular basis. Faculty meetings will be minimized to give the needed time. PLC training will occur on 1/3/2017. PLC minutes will be tracked by google docs. Each PLC has a responsible principal. PLC roles will be defined.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Counselors
Activity - Teacher Planning Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Planning Days scheduled by the Bullitt County Board of Education will be used for PLC time.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Assistant Principals, Counselors, Department Chairs
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning communities and individual teachers will develop their professional development around the needs of the school while considering the Teacher Professional Growth and Effectiveness System, Program Review, and other school goals.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Department Chairs Principal Assistant Principals

Goal 3: 2016-2017 Identified at risk students will be paired with an adult in the building who will reach out to the student to offer guidance and mentoring.

Measurable Objective 1:

collaborate to create an environment where identified at risk students have an adult in the building as a resource by 10/31/2017 as measured by advisory rosters.

Strategy 1:

Academic Time - At risk identified students will be assigned to a faculty or staff member to facilitate communication on issues such as social issues, bullying, suicide prevention, transcript review, college and career readiness, etc.

Category: Persistence to Graduation

Research Cited: Johnson, B. (2009). Linchpins or lost time: Creating effective advisories. *Horace*, 25(2), 3-13.

McClure, L., Yonezawa, S., & Jones, M. (2010). Can school structures improve teacher student relationships? The relationship between advisory programs, personalization and students' academic achievement. *Education Policy Analysis Archives*, 18(17), 1-21.; MacLaury, S., & Gratz, Z. (2002). Advisories led by

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trained facilitators: Their impact on middle school students. Research in Middle Level Education Online, 26(1). Retrieved from Education Northwest Website: What the Research Says (or Doesn't Say): Advisory Programs

Activity - Scheduling: Advisory during Academic Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scheduling students with adults in the building and limiting the number of students to teachers will allow one adult to develop a relationship with students. Upon the completion of the inaugural year data would be analyzed to determine if students would loop with the teacher or be placed in another advisory group based on need.	Other	01/02/2017	12/31/2017	\$5000	Title I Schoolwide	Principal, Assistant Principal, Counselors, College & Career Readiness Coach

Strategy 2:

PBIS/RTI - PBIS team continue to look for innovative ways to support and encourage positive behavior. PBIS coach developing program to assist identified students during academic time.

Category: Persistence to Graduation

Research Cited: Buffum, A; Mattos, M; Weber C Pyramid Response to Intervention (2008)

Activity - RTI Committee-Academic Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Based Decision Making Council of North Bullitt High School created an RTI committee charged with solving problems involving both academics and behavior.	Other	01/01/2017	12/31/2017	\$1000	School Council Funds	Assistant Principal RTI Committee Members

Goal 4: 2016/2017 NBHS will increase graduation rate to 87.6 from 83.6.

Measurable Objective 1:

collaborate to increase our graduation rate from 83.6% to 87.6%. by 06/10/2017 as measured by Graduation Rate data..

Strategy 1:

Effective Monitoring of At Risk Students - We will put into place effective monitoring structures so that we can identify and address our students at risk of not graduating.

Category: Persistence to Graduation

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Activity - Performance Based Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One staff member will be designated to weekly check in with all PB students. They will check grades, progress, and assess needs of student. If student is not able to be found, student will be referred to court.	Policy and Process	01/04/2017	12/31/2017	\$0	No Funding Required	Clerical staff and counselor.
Activity - Create Behavioral RTI Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will create and implement an RTI program for behavior using check and connect. PBIS coach and Grant coach will work with at risk students in academic time once a week.	Behavioral Support Program	01/01/2017	12/31/2017	\$200	General Fund	PBIS coach Counselors Grant Coach CCR Coach
Activity - Academic Time Sorting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Time will be used to identify students who are in risk of not graduating and given opportunities for remediation.	Academic Support Program	01/01/2017	12/31/2017	\$1500	General Fund	CCR Coach, counselors, admin, academic time teachers.
Activity - Creation of an EBD Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We do not currently have an effective continuum of services for our severe EBD students at NBHS. Create EBD classroom within school.	Academic Support Program	01/01/2017	12/31/2017	\$1200	General Fund	Special Education Department, counselors, admin
Activity - YSC Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NBHS has a strong YSC program. We will continue this partnership and look for more avenues to improve the services provided by our YSC. Among these will be more grief/ counseling groups, guest speakers, and community partnerships. YSC will assist students with home situations that create barriers to graduation.	Community Engagement	01/01/2017	12/31/2017	\$77941	Grant Funds	YSC Coordinator Administration
Activity - Parent contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Senior class will be divided into three alphabetical sections and assigned to counselors and assistant principals. Each student who is at risk of graduating will have at least two parent contacts as year is progressing.	Community Engagement, Academic Support Program, Parent Involvement	01/01/2017	12/31/2017	\$0	No Funding Required	counselors assistant principals principal

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Activity - Failure Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student failure will be reduced by tracking failure rates per teacher and course. PLC activities will be used to investigate and find interventions.	Academic Support Program, Behavioral Support Program	01/02/2017	12/31/2017	\$0	No Funding Required	principals, teachers

Activity - Testing Prep on academic time.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Testing prep and testing will be scheduled for students during academic time who have not met benchmarks or who are at risk of not meeting them.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	CCR Coach, counselors, principals, teachers.

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Credit Recovery options will be available for students in academic time, flex and at home online classes.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Flex teacher, academic teachers, counselors, principals.

Strategy 2:

Strict Selection Process for Performance Based Learning - In the past too many students were placed on performance base, a factor in the increased drop out rate.

Category: Management Systems

Activity - Selective Screening for Performance Base	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students applying for Performance Base will meet with principal and counselor to ensure that they meet the minimum requirements.	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Counselor and Principal

Goal 5: 2016/2017 NBHS will improve it's Special Education/ GAP percentage from 37.0 to 57.0

Measurable Objective 1:

collaborate to Implement a schoolwide RTI process for behavior and academic intervention by 09/19/2016 as measured by creation and implementation of an RTI process..

Strategy 1:

Create Academic and Behavior RTI Program - As referenced in several other goals we will create, implement and monitor an RTI program for behavior and academic.

Category: Learning Systems

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Activity - Edgenuity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NBHS will use the district provided Edgenuity software for credit recovery and district supplied chromebooks.	Academic Support Program	01/01/2017	12/31/2017	\$1	District Funding	District Administration - Asst. Superintendent Counselors FLEX teacher

Activity - Check and Connect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NBHS will create and implement a check and connect program for academic RTI. Focus will be on students who are behind in credits and GAP students.	Behavioral Support Program	01/09/2017	12/31/2017	\$300	General Fund	PBIS, Counselors and APs

Measurable Objective 2:

demonstrate a proficiency Gap group students will increase proficient/distinguished on English 2 EOC and Algebra 2 EOC. by 05/31/2017 as measured by Raising math GAP scores from 33.6 to 58.0. .

Strategy 1:

Differentiated instruction and intervention to raise GAP scores. - By increasing the students ability a higher percentage will reach proficiency. The actions will be implemented in the classes and in academic time.

Category: Continuous Improvement

Activity - Identifying students.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GAP students identified and targeted for following up data and targeting students. Academic time for differentiated instruction.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Teachers, admin, counselors,

Measurable Objective 3:

demonstrate a proficiency on the English 2 EOC for GAP students. by 05/31/2017 as measured by Student performance on English 2 EOC. .

Strategy 1:

Increase student capability on English 2 EOC. - By increasing the student's ability a higher percentage will reach proficiency. The actions will be implemented in the classes and in academic time.

Category: Continuous Improvement

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Activity - Identifying students.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GAP students identified and targeted for following up data and targeting students. Academic time for differentiated instruction.	Academic Support Program, Class Size Reduction	01/02/2017	12/31/2017	\$0	No Funding Required	Teachers, admin, counselors

Goal 6: 2016 - 2017 NBHS will improve it's stakeholder engagement and raise school publicity by utilizing a variety of methods.

Measurable Objective 1:

collaborate to Improve our climate, culture, teacher, and community involvement in decisions making. by 05/31/2016 as measured by TELL Survey, and Principal VAL ED Survey..

Strategy 1:

PLC Monitoring - Administration will create, manage, and implement a monitoring process for PLC work. We will ensure that it is being done, and that pertinent and relevant items are being discussed- Student Data, Common Assessments, Spec Education, ACT preparedness, Benchmark obtainers and non obtainers, etc.

Category: Continuous Improvement

Research Cited: DuFours work on PLCs.

Activity - Filed Minutes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs in the building will file minutes when they meet in standing meetings with administration. These will in electronic format maintained by principal. This will increase staff capability and satisfaction.	Professional Learning	01/01/2017	12/31/2017	\$150	General Fund	Teachers Administration

Activity - Scheduling to allow common planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedule classes so that each core content along with core content co-teachers have common planning.	Academic Support Program, Professional Learning, Recruitment and Retention	01/01/2017	12/31/2017	\$0	No Funding Required	admin, and counselors.

Strategy 2:

Celebrate Success - A culture of success and determination to demonstrate College/ Career Readiness, student achievement and staff achievement will be evident.

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Activities will address internal and external stakeholders.

Category: Human Capital Management

Activity - Posters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
utilizing the postermaker, the school will highlight individual student success by creating student success posters. Poster will include upcoming events and student academic achievement.	Community Engagement	01/01/2017	12/31/2017	\$4000	General Fund	All involved staff
Activity - Social Media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student success in attainment of CCR benchmarks, or scholarship awards will be celebrated on the following social media; facebook, remind, enews and school website.	Community Engagement	01/01/2017	12/31/2017	\$150	General Fund	Administration Teachers CCR Coach
Activity - PBIS Reward structure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A rewards system will continually be refined and utilized to support student success. Activities will include at least 3 pep rallies, soar tickets, academic awards and All A's breakfast.	Behavioral Support Program	01/01/2017	12/31/2017	\$3000	General Fund	PBIS Committee, admin and counselors.

Goal 7: 2016 2017 All teachers will meet Highly Qualified criteria

Measurable Objective 1:

demonstrate a proficiency All teaching staff will meet highly qualified criteria by 12/31/2017 as measured by Highly Qualified report .

Strategy 1:

Mentoring Program - Mentoring program for new teachers to increase assimilation and decrease attrition

Category: Management Systems

Research Cited: Rowley, J., & Hart, P. (1984). Mentoring the new teacher.

Activity - Mentoring Program meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers and mentors will meet at least monthly and participate in team building activities.	Career Preparation/Orientation, Recruitment and Retention	01/01/2017	12/31/2017	\$500	General Fund	Bramlage

Goal 8: 2016/2017 On the TELL Kentucky survey, raise the percentage of teachers who feel that "Teachers consistently enforce rules for student conduct" by 20% from 51% to 62%.

Measurable Objective 1:

increase student growth Less teacher turnover will result in greater student growth. by 12/31/2017 as measured by The TELL Kentucky survey. .

Strategy 1:

Raise teacher satisfaction by creating a consistent culture in the school. - Inconsistency within the building has resulted in teacher dissatisfaction. This has been a factor in teacher retention. The following activities will increase the consistency within the building.

Category: Human Capital Management

Activity - Daily walkthroughs by principals in all classrooms.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each day an administrator will go into every classroom in the school. While in the classroom they will address any student issues and address with teacher any inconsistencies from student code of conduct.	Behavioral Support Program, Recruitment and Retention	01/01/2017	12/31/2017	\$0	No Funding Required	Administration .
Activity - Quarterly reinforcement of student code of conduct.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the start of each quarter, all students will perform and activity to reinforce the North Bullitt Student Code of Conduct.	Behavioral Support Program, Recruitment and Retention	01/01/2017	12/31/2017	\$0	No Funding Required	admin and teachers.

Goal 9: 2016/2017 North Bullitt will meet the following novice reductions goals in Reading. Free/Reduced Novice percentage from 50.0 to 45.6. Disability with IEP 58.1 to 52.3. Gap Group from

Measurable Objective 1:

100% of Economically Disadvantaged and Students with Disabilities students will increase student growth English 2 and Algebra 2 EOC. in Mathematics by 05/31/2017 as measured by Novice Percentage. .

Strategy 1:

Increase students capability in math. - Activities listed below will enable students to perform better on the Algebra 2 EOC.

Category: Learning Systems

Activity - Rescheduling students who fail Algebra 1 to retake Albegra 1.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fail the entire course of Algebra 1A and 1B with a 50% or lower will retake the class their next academic year.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Counselors, math teachers.

Goal 10: 2016/2017 NBHS will increase proficiency rate on our English 2 and Algebra 2 EOC exams from 47.1% to 62.4%

Measurable Objective 1:

59% of All Students will demonstrate a proficiency On algebra 2 EOC in Mathematics by 05/31/2017 as measured by Student performance on Algebra 2 EOC.

Strategy 1:

Increase student capability and readiness for Algebra 2 EOC - By increasing the students ability a higher percentage will reach proficiency. The actions will be implemented in the classes and in academic time.

Category: Continuous Improvement

Activity - Academic Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be sorted during academic time for targeted instruction for Algebra 2 EOC.	Academic Support Program, Class Size Reduction	01/01/2017	12/31/2017	\$0	No Funding Required	Teachers, admin, academic time committee

Activity - CERT Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CERT test performed on chromebooks to sort students for differentiated instruction. CERT test used at least two times per year.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Teachers, admin, counselors, testing coordinator

Activity - Co-Teaching PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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C0-teaching training and PD. District and in school staff assist with co-teaching strategies	Professional Learning	01/02/2017	12/31/2017	\$0	No Funding Required	Teachers, admin, PD committee, district consultants
Activity - Curriculum coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District curriculum coaches used to assist Math teachers in PLC's with data, strategies and intervention.	Academic Support Program, Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Teachers, admin, district consultants
Activity - Scheduling math classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Math so that additional classes are available so that students who failed algebra 1 can retake in the class.	Class Size Reduction, Direct Instruction	01/09/2017	12/31/2017	\$0	No Funding Required	Admin, counselors

Strategy 2:

Increase student capability on English 2 EOC. - By increasing the students ability a higher percentage will reach proficiency. The actions will be implemented in the classes and in academic time.

Category: Continuous Improvement

Activity - Academic Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be sorted during academic time for targeted instruction for English 2 EOC.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Admin committee, teachers, counselors
Activity - Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NBHS writing plan modified and implemented by SBDM. Folders stored electronically so that students can use chromebooks and google docs.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	English teachers.

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Activity - CERT test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CERT test performed on chromebooks to sort students for differentiated instruction. CERT test used at least two times per year.	Academic Support Program, Technology	01/01/2017	12/31/2017	\$0	No Funding Required	Teachers, admin and Testing Coordinator
Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Plus program used to raise student grade level reading ability.	Academic Support Program, Technology	01/01/2017	12/31/2017	\$7000	General Fund	english teachers, admin, media specialist.
Activity - Co Teaching PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
C0-teaching training and PD. District and in school staff assist with co-teaching strategies	Professional Learning	01/02/2017	12/31/2017	\$0	No Funding Required	Admin, spec ed consultant, teachers
Activity - District Curriculum Coaches.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District curriculum coaches used to assist English teachers in PLC's with data, strategies and intervention.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Curriculum coaches.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Co Teaching PD	C0-teaching training and PD. District and in school staff assist with co-teaching strategies	Professional Learning	01/02/2017	12/31/2017	\$0	Admin, spec ed consultant, teachers
PLC Scheduling	Scheduling teachers by multiple levels of the same course with common planning as possible. All core subjects have common planning.	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal Counselors
Academic Time	Students will be sorted during academic time for targeted instruction for English 2 EOC.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$0	Admin committee, teachers, counselors
Scheduling math classes	Staff Math so that additional classes are available so that students who failed algebra 1 can retake in the class.	Class Size Reduction, Direct Instruction	01/09/2017	12/31/2017	\$0	Admin, counselors
Quarterly reinforcement of student code of conduct.	At the start of each quarter, all students will perform and activity to reinforce the North Bullitt Student Code of Conduct.	Behavioral Support Program, Recruitment and Retention	01/01/2017	12/31/2017	\$0	admin and teachers.
Credit Recovery	Credit Recovery options will be available for students in academic time, flex and at home online classes.	Academic Support Program	01/01/2017	12/31/2017	\$0	Flex teacher, academic teachers, counselors, principals.
Teacher Planning Days	Teacher Planning Days scheduled by the Bullitt County Board of Education will be used for PLC time.	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Assistant Principals, Counselors, Department Chairs
Identifying students.	GAP students identified and targeted for following up data and targeting students. Academic time for differentiated instruction.	Academic Support Program, Class Size Reduction	01/02/2017	12/31/2017	\$0	Teachers, admin, counselors

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Academic Time	Academic Time is a 30 minute daily period where students can be moved to required areas as needed. Academic time areas are KYOTE prep and testing, ASVAB prep, career pathway testing and prep. Students are sorted and monitored as needed. Academic Time Committee assists with Academic Time planing.	Tutoring, Career Preparation/Orientation, Academic Support Program, Class Size Reduction	01/01/2017	12/31/2017	\$0	Principal, Assistant Principals, Counselors, College/Career Coach, and teachers.
Performance Based Monitoring	One staff member will be designated to weekly check in with all PB students. They will check grades, progress, and assess needs of student. If student is not able to be found, student will be referred to court.	Policy and Process	01/04/2017	12/31/2017	\$0	Clerical staff and counselor.
Parent contact	Senior class will be divided into three alphabetical sections and assigned to counselors and assistant principals. Each student who is at risk of graduating will have at least two parent contacts as year is progressing.	Community Engagement, Academic Support Program, Parent Involvement	01/01/2017	12/31/2017	\$0	counselors assistant principals principal
Teacher PD for CCR	PD will be offered to staff to increase knowledge of CCR requirements and strategies. PD and training offered on 8/8/16, 10/17/16, 12/12/16, and 1/3/17.	Professional Learning	01/01/2017	12/31/2017	\$0	Admin, College/Career Coach, Content Teachers
PLC Time	Teachers will meet with their PLC on a regular basis. Faculty meetings will be minimized to give the needed time. PLC training will occur on 1/3/2017. PLC minutes will be tracked by google docs. Each PLC has a responsible principal. PLC roles will be defined.	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Counselors
Selective Screening for Performance Base	Students applying for Performance Base will meet with principal and counselor to ensure that they meet the minimum requirements.	Policy and Process	01/01/2017	12/31/2017	\$0	Counselor and Principal
Writing Plan	NBHS writing plan modified and implemented by SBDM. Folders stored electronically so that students can use chromebooks and google docs.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$0	English teachers.
Rescheduling students who fail Algebra 1 to retake Algebra 1.	Students who fail the entire course of Algebra 1A and 1B with a 50% or lower will retake the class their next academic year.	Academic Support Program	01/01/2017	12/31/2017	\$0	Counselors, math teachers.
Testing Prep on academic time.	Testing prep and testing will be scheduled for students during academic time who have not met benchmarks or who are at risk of not meeting them.	Academic Support Program	01/01/2017	12/31/2017	\$0	CCR Coach, counselors, principals, teachers.

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College Readiness Monitoring	Spreadsheet is maintained and updated for all seniors and juniors by college/career coach. Senior sheet is used to track student progress through college/career ready status. The following scores will be tracked; ACT, Compass, Kyote, workkeys, ASVAB, KOSSA and industry certification.	Academic Support Program	01/01/2017	07/31/2017	\$0	College and Career coach maintains the sheet. The assigned counselors and admin will assist with tracking students.
CERT test	CERT test performed on chromebooks to sort students for differentiated instruction. CERT test used at least two times per year.	Academic Support Program, Technology	01/01/2017	12/31/2017	\$0	Teachers, admin and Testing Coordinator
KYOTE english	Train English teachers to be able to grade and test KYOTE english tests.	Academic Support Program	01/01/2017	12/31/2017	\$0	College career coach, principal, english teachers.
Co-Teaching PD	C0-teaching training and PD. District and in school staff assist with co-teaching strategies	Professional Learning	01/02/2017	12/31/2017	\$0	Teachers, admin, PD committee, district consultants
Failure Reduction	Student failure will be reduced by tracking failure rates per teacher and course. PLC activities will be used to investigate and find interventions.	Academic Support Program, Behavioral Support Program	01/02/2017	12/31/2017	\$0	principals, teachers
Academic Time	Students will be sorted during academic time for targeted instruction for Algebra 2 EOC.	Academic Support Program, Class Size Reduction	01/01/2017	12/31/2017	\$0	Teachers, admin, academic time committee
Career Readiness Monitoring	Course sequences for career pathways and completion of the academic and certification components will be monitored on the senior progress monitoring sheet. Course specific teachers will assist with tracking and student preparation. Plan will be monitored by responsible administrator.	Career Preparation/Orientation	01/01/2017	07/31/2017	\$0	The administrative staff will be responsible for monitoring completion. Progress will be tracked by college/career coach.
Identifying students.	GAP students identified and targeted for following up data and targeting students. Academic time for differentiated instruction.	Academic Support Program	01/01/2017	12/31/2017	\$0	Teachers, admin, counselors,

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CERT Test	CERT test performed on chromebooks to sort students for differentiated instruction. CERT test used at least two times per year.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$0	Teachers, admin, counselors, testing coordinator
District Curriculum Coaches.	District curriculum coaches used to assist English teachers in PLC's with data, strategies and intervention.	Professional Learning	01/01/2017	12/31/2017	\$0	Curriculum coaches.
Curriculum coaches	District curriculum coaches used to assist Math teachers in PLC's with data, strategies and intervention.	Academic Support Program, Professional Learning	01/01/2017	12/31/2017	\$0	Teachers, admin, district consultants
Scheduling to allow common planning	Schedule classes so that each core content along with core content co-teachers have common planning.	Academic Support Program, Professional Learning, Recruitment and Retention	01/01/2017	12/31/2017	\$0	admin, and counselors.
Professional Development	Professional Learning communities and individual teachers will develop their professional development around the needs of the school while considering the Teacher Professional Growth and Effectiveness System, Program Review, and other school goals.	Professional Learning	01/01/2017	12/31/2017	\$0	Department Chairs Principal Assistant Principals
Daily walkthroughs by principals in all classrooms.	Each day an administrator will go into every classroom in the school. While in the classroom they will address any student issues and address with teacher any inconsistencies from student code of conduct.	Behavioral Support Program, Recruitment and Retention	01/01/2017	12/31/2017	\$0	Administration
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Media	Student success in attainment of CCR benchmarks, or scholarship awards will be celebrated on the following social media; facebook, remind, enews and school website.	Community Engagement	01/01/2017	12/31/2017	\$150	Administration Teachers CCR Coach
Create Behavioral RTI Program	We will create and implement an RTI program for behavior using check and connect. PBIS coach and Grant coach will work with at risk students in academic time once a week.	Behavioral Support Program	01/01/2017	12/31/2017	\$200	PBIS coach Counselors Grant Coach CCR Coach
Close the Deal Program	We implemented the Close the Deal program with many community partners and colleges. Close the deal will be held fall of 2017.	Community Engagement, Career Preparation/Orientation	01/01/2017	12/31/2017	\$1600	Administration CCR Coach YSC Chamber of Commerce Colleges

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Staff Professional Development on CCR	Staff will be trained on the definitions of attaining college or career readiness status as defined by KDE. Staff will be trained in the various assessments given to attain CCR-ACT , KYOTE, ASVAB, KOSSA, etc. Staff will be trained on plans for preparing students for test. Teacher plan days and opening day will be used.	Professional Learning	01/01/2017	07/31/2017	\$200	Administration CCR Coach District CCR Director
Academic Time Sorting	Academic Time will be used to identify students who are in risk of not graduating and given opportunities for remediation.	Academic Support Program	01/01/2017	12/31/2017	\$1500	CCR Coach, counselors, admin, academic time teachers.
Creation of an EBD Classroom	We do not currently have an effective continuum of services for our severe EBD students at NBHS. Create EBD classroom within school.	Academic Support Program	01/01/2017	12/31/2017	\$1200	Special Education Department, counselors, admin
PBIS Reward structure	A rewards system will continually be refined and utilized to support student success. Activities will include at least 3 pep rallies, soar tickets, academic awards and All A's breakfast.	Behavioral Support Program	01/01/2017	12/31/2017	\$3000	PBIS Commitee, admin and counselors.
Check and Connect	NBHS will create and implement a check and connect program for academic RTI. Focus will be on students who are behind in credits and GAP students,.	Behavioral Support Program	01/09/2017	12/31/2017	\$300	PBIS, Counselors and APs
Reading Plus	Reading Plus program used to raise student grade level reading ability.	Academic Support Program, Technology	01/01/2017	12/31/2017	\$7000	english teachers, admin, media specialist.
Mentoring Program meetings	New teachers and mentors will meet at least monthly and participate in team building activities.	Career Preparation/Orientation, Recruitment and Retention	01/01/2017	12/31/2017	\$500	Bramlage
Filed Minutes	PLCs in the building will file minutes when they meet in standing meetings with administration. These will in electronic format maintained by principal. This will increase staff capability and satisfaction.	Professional Learning	01/01/2017	12/31/2017	\$150	Teachers Administration
Posters	utiliziing the postermaker, the school will highlight individual student success by creating student success posters. Poster will include upcoming events and student academic achievement.	Community Engagement	01/01/2017	12/31/2017	\$4000	All involved staff
CCR Awareness	We have created several walls of distinction at NBHS. Our College ready, career ready, ACT high scores, and industry cert walls to highlight student success. Students who reach college/career status are announced every Friday. TV's in the school will stream students who reach college/career status.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$1800	CCR Coach Counselors Teachers Principal Assistant Principal
Total					\$21600	

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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Scheduling: Advisory during Academic Time	Scheduling students with adults in the building and limiting the number of students to teachers will allow one adult to develop a relationship with students. Upon the completion of the inaugural year data would be analyzed to determine if students would loop with the teacher or be placed in another advisory group based on need.	Other	01/02/2017	12/31/2017	\$5000	Principal, Assistant Principal, Counselors, College & Career Readiness Coach
Total					\$5000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Edgenuity	NBHS will use the district provided Edgenuity software for credit recovery and district supplied chromebooks.	Academic Support Program	01/01/2017	12/31/2017	\$1	District Administration - Asst. Superintendent Counselors FLEX teacher
CRC Coach	College and Career Readiness coach will be work to assist in facilitating the creation, implementation, and monitoring of college and career readiness goals.	Career Preparation/Orientation	01/01/2017	07/31/2017	\$20000	Principal Counselors Assistant principals
Total					\$20001	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
At risk student mentoring.	Seniors who are behind in credits will work with PBIS sponsor and KY College Coach for pullouts weekly. Students will get assistance and counseling in preparing for college and career readiness.	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$2000	PBIS coach and KY College Coach

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YSC Involement	NBHS has a strong YSC program. We will continue this partnership and look for more avenues to improve the services provided by our YSC. Among these will be more grief/ counseling groups, guest speakers, and community partnerships. YSC will assist students with home situations that create barriers to graduation.	Community Engagement	01/01/2017	12/31/2017	\$77941	YSC Coordinator Administration
Total					\$79941	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI Committee-Academic Time	The School Based Decision Making Council of North Bullitt High School created an RTI committee charged with solving problems involving both academics and behavior.	Other	01/01/2017	12/31/2017	\$1000	Assistant Principal RTI Committee Members
Total					\$1000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	School used state and ACT test data, TELL survey data and CCR data.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	30 minute academic time for focused differentiation.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	PLC's and teacher committees plan interventions for academic time and class time. Students sorted according to testing and grade performance.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Comprehensive School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parent compact developed this year.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	With all components that comply.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	PD committee involved in PD planning.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	Data reviewed at a regular time intervals.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Academic interventions are planned for in class and academic time. Student data is analyzed by PLC's and academic time teams. Interventions are planned based on student performance. For example, seniors who do not meet math college benchmarks are put in math intervention prior to KYOTE testing.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Comprehensive School Improvement Plan

North Bullitt High School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	30 minute academic time allows intervention without interfering with scheduled classes.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	All instructional aides and paraprofessionals are hired within district guidelines.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	PD activities planned by PD committee which also looks at student data.	

Comprehensive School Improvement Plan

North Bullitt High School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.bullitt.k12.ky.us/userfiles/104/my%20files/csip%202015-2016%20all.pdf?id=560442	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

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Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Phase II - KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

2016/2017 On the TELL Kentucky survey, raise the percentage of teachers who feel that "Teachers consistently enforce rules for student conduct" by 20% from 51% to 62%.

Measurable Objective 1:

increase student growth Less teacher turnover will result in greater student growth. by 12/31/2017 as measured by The TELL Kentucky survey. .

Strategy1:

Raise teacher satisfaction by creating a consistent culture in the school. - Inconsistency within the building has resulted in teacher dissatisfaction. This has been a factor in teacher retention. The following activities will increase the consistency within the building.

Category: Human Capital Management

Research Cited:

Activity - Daily walkthroughs by principals in all classrooms.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each day an administrator will go into every classroom in the school. While in the classroom they will address any student issues and address with teacher any inconsistencies from student code of conduct.	Recruitment and Retention Behavioral Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Administration.

Activity - Quarterly reinforcement of student code of conduct.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the start of each quarter, all students will perform an activity to reinforce the North Bullitt Student Code of Conduct.	Recruitment and Retention Behavioral Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	admin and teachers.

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

2016/2017 NBHS will improve its Special Education/ GAP percentage from 37.0 to 57.0

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Measurable Objective 1:

demonstrate a proficiency on the English 2 EOC for GAP students. by 05/31/2017 as measured by Student performance on English 2 EOC.

Strategy1:

Increase student capability on English 2 EOC. - By increasing the student's ability a higher percentage will reach proficiency. The actions will be implemented in the classes and in academic time.

Category: Continuous Improvement

Research Cited:

Activity - Identifying students.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GAP students identified and targeted for following up data and targeting students. Academic time for differentiated instruction.	Academic Support Program Class Size Reduction	01/02/2017	12/31/2017	\$0 - No Funding Required	Teachers, admin, counselors

Measurable Objective 2:

demonstrate a proficiency Gap group students will increase proficient/distinguished on English 2 EOC and Algebra 2 EOC. by 05/31/2017 as measured by Raising math GAP scores from 33.6 to 58.0. .

Strategy1:

Differentiated instruction and intervention to raise GAP scores. - By increasing the students ability a higher percentage will reach proficiency. The actions will be implemented in the classes and in academic time.

Category: Continuous Improvement

Research Cited:

Activity - Identifying students.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GAP students identified and targeted for following up data and targeting students. Academic time for differentiated instruction.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers, admin, counselors,

Measurable Objective 3:

collaborate to Implement a schoolwide RTI process for behavior and academic intervention by 09/19/2016 as measured by creation and implementation of an RTI process..

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Strategy1:

Create Academic and Behavior RTI Program - As referenced in several other goals we will create, implement and monitor an RTI program for behavior and academic.

Category: Learning Systems

Research Cited:

Activity - Check and Connect	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NBHS will create and implement a check and connect program for academic RTI. Focus will be on students who are behind in credits and GAP students,.	Behavioral Support Program	01/09/2017	12/31/2017	\$300 - General Fund	PBIS, Counselors and APs

Activity - Edgenuity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NBHS will use the district provided Edgenuity software for credit recovery and district supplied chromebooks.	Academic Support Program	01/01/2017	12/31/2017	\$1 - District Funding	District Administration-Asst. Superintendent Counselors FLEX teacher

Goal 2:

2016/2017 North Bullitt will meet the following novice reductions goals in Reading. Free/Reduced Novice percentage from 50.0 to 45.6. Disability with IEP 58.1 to 52.3. Gap Group from

Measurable Objective 1:

100% of Economically Disadvantaged and Students with Disabilities students will increase student growth English 2 and Algebra 2 EOC. in Mathematics by 05/31/2017 as measured by Novice Percentage. .

Strategy1:

Increase students capability in math. - Activities listed below will enable students to perform better on the Algebra 2 EOC.

Category: Learning Systems

Research Cited:

Activity - Rescheduling students who fail Algebra 1 to retake Algebra 1.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fail the entire course of Algebra 1A and 1B with a 50% or lower will retake the class their next academic year.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Counselors, math teachers.

Goal 3:

2016/2017 NBHS will increase proficiency rate on our English 2 and Algebra 2 EOC exams from 47.1% to 62.4%

Measurable Objective 1:

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59% of All Students will demonstrate a proficiency On algebra 2 EOC in Mathematics by 05/31/2017 as measured by Student performance on Algebra 2 EOC.

Strategy1:

Increase student capability on English 2 EOC. - By increasing the students ability a higher percentage will reach proficiency. The actions will be implemented in the classes and in academic time.

Category: Continuous Improvement

Research Cited:

Activity - Co Teaching PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
C0-teaching training and PD. District and in school staff assist with co-teaching strategies	Professional Learning	01/02/2017	12/31/2017	\$0 - No Funding Required	Admin, spec ed consultant, teachers

Activity - District Curriculum Coaches.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District curriculum coaches used to assist English teachers in PLC's with data, strategies and intervention.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Curriculum coaches.

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NBHS writing plan modified and implemented by SBDM. Folders stored electronically so that students can use chromebooks and google docs.	Direct Instruction Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	English teachers.

Activity - Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Plus program used to raise student grade level reading ability.	Technology Academic Support Program	01/01/2017	12/31/2017	\$7000 - General Fund	english teachers, admin, media specialist.

Activity - Academic Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be sorted during academic time for targeted instruction for English 2 EOC.	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Admin committee, teachers, counselors

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Activity - CERT test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CERT test performed on chromebooks to sort students for differentiated instruction. CERT test used at least two times per year.	Technology Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers, admin and Testing Coordinator

Strategy2:

Increase student capability and readiness for Algebra 2 EOC - By increasing the students ability a higher percentage will reach proficiency. The actions will be implemented in the classes and in academic time.

Category: Continuous Improvement

Research Cited:

Activity - Co-Teaching PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
C0-teaching training and PD. District and in school staff assist with co-teaching strategies	Professional Learning	01/02/2017	12/31/2017	\$0 - No Funding Required	Teachers, admin, PD committee, district consultants

Activity - CERT Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CERT test performed on chromebooks to sort students for differentiated instruction. CERT test used at least two times per year.	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers, admin, counselors, testing coordinator

Activity - Curriculum coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District curriculum coaches used to assist Math teachers in PLC's with data, strategies and intervention.	Professional Learning Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers, admin, district consultants

Activity - Academic Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be sorted during academic time for targeted instruction for Algebra 2 EOC.	Class Size Reduction Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers, admin, academic time committee

Activity - Scheduling math classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff Math so that additional classes are available so that students who failed algebra 1 can retake in the class.	Direct Instruction Class Size Reduction	01/09/2017	12/31/2017	\$0 - No Funding Required	Admin, counselors

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All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

2016/2017 NBHS will increase graduation rate to 87.6 from 83.6.

Measurable Objective 1:

collaborate to increase our graduation rate from 83.6% to 87.6%. by 06/10/2017 as measured by Graduation Rate data..

Strategy1:

Effective Monitoring of At Risk Students - We will put into place effective monitoring structures so that we can identify and address our students at risk of not graduating.

Category: Persistence to Graduation

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery options will be available for students in academic time, flex and at home online classes.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Flex teacher, academic teachers, counselors, principals.

Activity - YSC Involment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NBHS has a strong YSC program. We will continue this partnership and look for more avenues to improve the services provided by our YSC. Among these will be more grief/counseling groups, guest speakers, and community partnerships. YSC will assist students with home situations that create barriers to graduation.	Community Engagement	01/01/2017	12/31/2017	\$77941 - Grant Funds	YSC Coordinator Administration

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Activity - Testing Prep on academic time.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Testing prep and testing will be scheduled for students during academic time who have not met benchmarks or who are at risk of not meeting them.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	CCR Coach, counselors, principals, teachers.

Activity - Academic Time Sorting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Time will be used to identify students who are in risk of not graduating and given opportunities for remediation.	Academic Support Program	01/01/2017	12/31/2017	\$1500 - General Fund	CCR Coach, counselors, admin, academic time teachers.

Activity - Create Behavioral RTI Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will create and implement an RTI program for behavior using check and connect. PBIS coach and Grant coach will work with at risk students in academic time once a week.	Behavioral Support Program	01/01/2017	12/31/2017	\$200 - General Fund	PBIS coach Counselors Grant Coach CCR Coach

Activity - Failure Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student failure will be reduced by tracking failure rates per teacher and course. PLC activities will be used to investigate and find interventions.	Behavioral Support Program Academic Support Program	01/02/2017	12/31/2017	\$0 - No Funding Required	principals, teachers

Activity - Performance Based Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One staff member will be designated to weekly check in with all PB students. They will check grades, progress, and assess needs of student. If student is not able to be found, student will be referred to court.	Policy and Process	01/04/2017	12/31/2017	\$0 - No Funding Required	Clerical staff and counselor.

Activity - Creation of an EBD Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We do not currently have an effective continuum of services for our severe EBD students at NBHS. Create EBD classroom within school.	Academic Support Program	01/01/2017	12/31/2017	\$1200 - General Fund	Special Education Department, counselors, admin

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Activity - Parent contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Senior class will be divided into three alphabetical sections and assigned to counselors and assistant principals. Each student who is at risk of graduating will have at least two parent contacts as year is progressing.	Community Engagement Academic Support Program Parent Involvement	01/01/2017	12/31/2017	\$0 - No Funding Required	counselors assistant principals principal

Strategy2:

Strict Selection Process for Performance Based Learning - In the past too many students were placed on performance base, a factor in the increased drop out rate.

Category: Management Systems

Research Cited:

Activity - Selective Screening for Performance Base	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students applying for Performance Base will meet with principal and counselor to ensure that they meet the minimum requirements.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Counselor and Principal

Goal 2:

2016/2017 NBHS will improve it's Special Education/ GAP percentage from 37.0 to 57.0

Measurable Objective 1:

demonstrate a proficiency Gap group students will increase proficient/distinguished on English 2 EOC and Algebra 2 EOC. by 05/31/2017 as measured by Raising math GAP scores from 33.6 to 58.0. .

Strategy1:

Differentiated instruction and intervention to raise GAP scores. - By increasing the students ability a higher percentage will reach proficiency. The actions will be implemented in the classes and in academic time.

Category: Continuous Improvement

Research Cited:

Activity - Identifying students.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GAP students identified and targeted for following up data and targeting students. Academic time for differentiated instruction.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers, admin, counselors,

Measurable Objective 2:

demonstrate a proficiency on the English 2 EOC for GAP students. by 05/31/2017 as measured by Student performance on English 2 EOC.

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Strategy1:

Increase student capability on English 2 EOC. - By increasing the student's ability a higher percentage will reach proficiency. The actions will be implemented in the classes and in academic time.

Category: Continuous Improvement

Research Cited:

Activity - Identifying students.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GAP students identified and targeted for following up data and targeting students. Academic time for differentiated instruction.	Class Size Reduction Academic Support Program	01/02/2017	12/31/2017	\$0 - No Funding Required	Teachers, admin, counselors

Measurable Objective 3:

collaborate to Implement a schoolwide RTI process for behavior and academic intervention by 09/19/2016 as measured by creation and implementation of an RTI process..

Strategy1:

Create Academic and Behavior RTI Program - As referenced in several other goals we will create, implement and monitor an RTI program for behavior and academic.

Category: Learning Systems

Research Cited:

Activity - Check and Connect	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NBHS will create and implement a check and connect program for academic RTI. Focus will be on students who are behind in credits and GAP students,.	Behavioral Support Program	01/09/2017	12/31/2017	\$300 - General Fund	PBIS, Counselors and APs

Activity - Edgenuity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NBHS will use the district provided Edgenuity software for credit recovery and district supplied chromebooks.	Academic Support Program	01/01/2017	12/31/2017	\$1 - District Funding	District Administration-Asst. Superintendent Counselors FLEX teacher

Goal 3:

2016/2017 North Bullitt will meet the following novice reductions goals in Reading. Free/Reduced Novice percentage from 50.0 to 45.6. Disability with IEP 58.1 to 52.3. Gap Group from

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Measurable Objective 1:

100% of Economically Disadvantaged and Students with Disabilities students will increase student growth English 2 and Algebra 2 EOC. in Mathematics by 05/31/2017 as measured by Novice Percentage. .

Strategy1:

Increase students capability in math. - Activities listed below will enable students to perform better on the Algebra 2 EOC.

Category: Learning Systems

Research Cited:

Activity - Rescheduling students who fail Algebra 1 to retake Albegra 1.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fail the entire course of Algebra 1A and 1B with a 50% or lower will retake the class their next academic year.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Counselors, math teachers.

Goal 4:

2016/2017 NBHS will increase proficiency rate on our English 2 and Algebra 2 EOC exams from 47.1% to 62.4%

Measurable Objective 1:

59% of All Students will demonstrate a proficiency On algebra 2 EOC in Mathematics by 05/31/2017 as measured by Student performance on Algebra 2 EOC.

Strategy1:

Increase student capability and readiness for Algebra 2 EOC - By increasing the students ability a higher percentage will reach proficiency.

The actions will be implemented in the classes and in academic time.

Category: Continuous Improvement

Research Cited:

Activity - Curriculum coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District curriculum coaches used to assist Math teachers in PLC's with data, strategies and intervention.	Professional Learning Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers, admin, district consultants

Activity - Scheduling math classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff Math so that additional classes are available so that students who failed algebra 1 can retake in the class.	Class Size Reduction Direct Instruction	01/09/2017	12/31/2017	\$0 - No Funding Required	Admin, counselors

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Activity - CERT Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CERT test performed on chromebooks to sort students for differentiated instruction. CERT test used at least two times per year.	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers, admin, counselors, testing coordinator

Activity - Academic Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be sorted during academic time for targeted instruction for Algebra 2 EOC.	Class Size Reduction Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers, admin, academic time committee

Activity - Co-Teaching PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
C0-teaching training and PD. District and in school staff assist with co-teaching strategies	Professional Learning	01/02/2017	12/31/2017	\$0 - No Funding Required	Teachers, admin, PD committee, district consultants

Strategy2:

Increase student capability on English 2 EOC. - By increasing the students ability a higher percentage will reach proficiency. The actions will be implemented in the classes and in academic time.

Category: Continuous Improvement

Research Cited:

Activity - Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Plus program used to raise student grade level reading ability.	Academic Support Program Technology	01/01/2017	12/31/2017	\$7000 - General Fund	english teachers, admin, media specialist.

Activity - District Curriculum Coaches.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District curriculum coaches used to assist English teachers in PLC's with data, strategies and intervention.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Curriculum coaches.

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Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NBHS writing plan modified and implemented by SBDM. Folders stored electronically so that students can use chromebooks and google docs.	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	English teachers.

Activity - CERT test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CERT test performed on chromebooks to sort students for differentiated instruction. CERT test used at least two times per year.	Technology Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers, admin and Testing Coordinator

Activity - Academic Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be sorted during academic time for targeted instruction for English 2 EOC.	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Admin committee, teachers, counselors

Activity - Co Teaching PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
C0-teaching training and PD. District and in school staff assist with co-teaching strategies	Professional Learning	01/02/2017	12/31/2017	\$0 - No Funding Required	Admin, spec ed consultant, teachers

The school identified specific strategies to increase the average freshman graduation rate.

Goal 1:

2016/2017 NBHS will increase College/Career Ready rate from 94.8 to 100% for our graduates

Measurable Objective 1:

demonstrate a proficiency in college and/or career readiness by 07/31/2017 as measured by a student's designation of college and/or career readiness.

Strategy1:

College & Career Readiness Monitoring - Student organized by graduating class will be monitored for college and/or career readiness by college ready benchmarks. Students will also be monitored for progress in a career pathway based on the required courses and industry and/or Kentucky Occupational Skills Standards Assessment (KOSSA.) The academic component of the career readiness piece will also be collected from Armed Services Vocational Aptitude Battery (ASVAB) scores and ACT WorkKeys.

Category: Persistence to Graduation

Research Cited: These will be used for needs based placement and conversations to assist students in meeting the college readiness

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benchmarks set forth by KDE. KDE also requires students who are not considered college ready earn career readiness status.

Activity - At risk student mentoring.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors who are behind in credits will work with PBIS sponsor and KY College Coach for pullouts weekly. Students will get assistance and counseling in preparing for college and career readiness.	Career Preparation/ Orientation Behavioral Support Program Academic Support Program	01/01/2017	12/31/2017	\$2000 - Grant Funds	PBIS coach and KY College Coach

Activity - Compass Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arrange compass testing with JCTC Bullitt County campus.	Academic Support Program	09/25/2016	12/01/2016	\$1500 - General Fund	Principal, College/Career Coach.

Activity - Teacher PD for CCR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD will be offered to staff to increase knowledge of CCR requirements and strategies. PD and training offered on 8/8/16, 10/17/16, 12/12/16, and 1/3/17.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Admin, College/Career Coach, Content Teachers

Activity - Close the Deal Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We implemented the Close the Deal program with many community partners and colleges. Close the deal will be held fall of 2017.	Community Engagement Career Preparation/ Orientation	01/01/2017	12/31/2017	\$1600 - General Fund	Administration CCR Coach YSC Chamber of Commerce Colleges

Activity - Staff Professional Development on CCR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be trained on the definitions of attaining college or career readiness status as defined by KDE. Staff will be trained in the various assessments given to attain CCR- ACT, KYOTE, ASVAB, KOSSA, etc. Staff will be trained on plans for preparing students for test. Teacher plan days and opening day will be used.	Professional Learning	01/01/2017	07/31/2017	\$200 - General Fund	Administration CCR Coach District CCR Director

Activity - College Readiness Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spreadsheet is maintained and updated for all seniors and juniors by college/career coach. Senior sheet is used to track student progress through college/career ready status. The following scores will be tracked; ACT, Compass, Kyote, workkeys, ASVAB, KOSSA and industry certification.	Academic Support Program	01/01/2017	07/31/2017	\$0 - No Funding Required	College and Career coach maintains the sheet. The assigned counselors and admin will assist with tracking students.

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Activity - Academic Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Time is a 30 minute daily period where students can be moved to required areas as needed. Academic time areas are KYOTE prep and testing, ASVAB prep, career pathway testing and prep. Students are sorted and monitored as needed. Academic Time Committee assists with Academic Time planing.	Academic Support Program Class Size Reduction Tutoring Career Preparation/Orientation	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Assistant Principals, Counselors, College/Career Coach, and teachers.

Activity - KYOTE english	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train English teachers to be able to grade and test KYOTE english tests.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	College career coach, principal, english teachers.

Activity - Career Readiness Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Course sequences for career pathways and completion of the academic and certification components will be monitored on the senior progress monitoring sheet. Course specific teachers will assist with tracking and student preparation. Plan will be monitored by responsible administrator.	Career Preparation/Orientation	01/01/2017	07/31/2017	\$0 - No Funding Required	The administrative staff will be responsible for monitoring completion. Progress will be tracked by college/career coach.

Activity - CRC Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
College and Career Readiness coach will be work to assist in facilitating the creation, implementation, and monitoring of college and career readiness goals.	Career Preparation/Orientation	01/01/2017	07/31/2017	\$20000 - District Funding	Principal Counselors Assistant principals

Activity - CCR Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have created several walls of distinction at NBHS. Our College ready, career ready, ACT high scores, and industry cert walls to highlight student success. Students who reach college/career status are announced every Friday. TV's in the school will stream students who reach college/career status.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$1800 - General Fund	CCR Coach Counselors Teachers Principal Assistant Principal

Goal 2:

2016/2017 NBHS will increase graduation rate to 87.6 from 83.6.

Measurable Objective 1:

collaborate to increase our graduation rate from 83.6% to 87.6%. by 06/10/2017 as measured by Graduation Rate data..

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Strategy1:

Effective Monitoring of At Risk Students - We will put into place effective monitoring structures so that we can identify and address our students at risk of not graduating.

Category: Persistence to Graduation

Research Cited:

Activity - Parent contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Senior class will be divided into three alphabetical sections and assigned to counselors and assistant principals. Each student who is at risk of graduating will have at least two parent contacts as year is progressing.	Academic Support Program Parent Involvement Community Engagement	01/01/2017	12/31/2017	\$0 - No Funding Required	counselors assistant principals principal

Activity - Creation of an EBD Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We do not currently have an effective continuum of services for our severe EBD students at NBHS. Create EBD classroom within school.	Academic Support Program	01/01/2017	12/31/2017	\$1200 - General Fund	Special Education Department, counselors, admin

Activity - Academic Time Sorting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Time will be used to identify students who are in risk of not graduating and given opportunities for remediation.	Academic Support Program	01/01/2017	12/31/2017	\$1500 - General Fund	CCR Coach, counselors, admin, academic time teachers.

Activity - Testing Prep on academic time.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Testing prep and testing will be scheduled for students during academic time who have not met benchmarks or who are at risk of not meeting them.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	CCR Coach, counselors, principals, teachers.

Activity - Create Behavioral RTI Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will create and implement an RTI program for behavior using check and connect. PBIS coach and Grant coach will work with at risk students in academic time once a week.	Behavioral Support Program	01/01/2017	12/31/2017	\$200 - General Fund	PBIS coach Counselors Grant Coach CCR Coach

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Activity - Failure Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student failure will be reduced by tracking failure rates per teacher and course. PLC activities will be used to investigate and find interventions.	Academic Support Program Behavioral Support Program	01/02/2017	12/31/2017	\$0 - No Funding Required	principals, teachers

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery options will be available for students in academic time, flex and at home online classes.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Flex teacher, academic teachers, counselors, principals.

Activity - Performance Based Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One staff member will be designated to weekly check in with all PB students. They will check grades, progress, and assess needs of student. If student is not able to be found, student will be referred to court.	Policy and Process	01/04/2017	12/31/2017	\$0 - No Funding Required	Clerical staff and counselor.

Activity - YSC Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NBHS has a strong YSC program. We will continue this partnership and look for more avenues to improve the services provided by our YSC. Among these will be more grief/counseling groups, guest speakers, and community partnerships. YSC will assist students with home situations that create barriers to graduation.	Community Engagement	01/01/2017	12/31/2017	\$77941 - Grant Funds	YSC Coordinator Administration

Strategy2:

Strict Selection Process for Performance Based Learning - In the past too many students were placed on performance base, a factor in the increased drop out rate.

Category: Management Systems

Research Cited:

Activity - Selective Screening for Performance Base	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students applying for Performance Base will meet with principal and counselor to ensure that they meet the minimum requirements.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Counselor and Principal

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

2016/2017 NBHS will increase College/Career Ready rate from 94.8 to 100% for our graduates

SY 2016-2017

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Measurable Objective 1:

demonstrate a proficiency in college and/or career readiness by 07/31/2017 as measured by a student's designation of college and/or career readiness.

Strategy1:

College & Career Readiness Monitoring - Student organized by graduating class will be monitored for college and/or career readiness by college ready benchmarks. Students will also be monitored for progress in a career pathway based on the required courses and industry and/or Kentucky Occupational Skills Standards Assessment (KOSSA.) The academic component of the career readiness piece will also be collected from Armed Services Vocational Aptitude Battery (ASVAB) scores and ACT WorkKeys.

Category: Persistence to Graduation

Research Cited: These will be used for needs based placement and conversations to assist students in meeting the college readiness benchmarks set forth by KDE. KDE also requires students who are not considered college ready earn career readiness status.

Activity - CCR Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have created several walls of distinction at NBHS. Our College ready, career ready, ACT high scores, and industry cert walls to highlight student success. Students who reach college/career status are announced every Friday. TV's in the school will stream students who reach college/career status.	Career Preparation/ Orientation	01/01/2017	12/31/2017	\$1800 - General Fund	CCR Coach Counselors Teachers Principal Assistant Principal

Activity - Academic Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Time is a 30 minute daily period where students can be moved to required areas as needed. Academic time areas are KYOTE prep and testing, ASVAB prep, career pathway testing and prep. Students are sorted and monitored as needed. Academic Time Committee assists with Academic Time planing.	Academic Support Program Tutoring Career Preparation/ Orientation Class Size Reduction	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Assistant Principals, Counselors, College/Career Coach, and teachers.

Activity - At risk student mentoring.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors who are behind in credits will work with PBIS sponsor and KY College Coach for pullouts weekly. Students will get assistance and counseling in preparing for college and career readiness.	Academic Support Program Behavioral Support Program Career Preparation/ Orientation	01/01/2017	12/31/2017	\$2000 - Grant Funds	PBIS coach and KY College Coach

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Activity - Close the Deal Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We implemented the Close the Deal program with many community partners and colleges. Close the deal will be held fall of 2017.	Community Engagement Career Preparation/ Orientation	01/01/2017	12/31/2017	\$1600 - General Fund	Administration CCR Coach YSC Chamber of Commerce Colleges

Activity - CRC Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
College and Career Readiness coach will be work to assist in facilitating the creation, implementation, and monitoring of college and career readiness goals.	Career Preparation/ Orientation	01/01/2017	07/31/2017	\$20000 - District Funding	Principal Counselors Assistant principals

Activity - Career Readiness Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Course sequences for career pathways and completion of the academic and certification components will be monitored on the senior progress monitoring sheet. Course specific teachers will assist with tracking and student preparation. Plan will be monitored by responsible administrator.	Career Preparation/ Orientation	01/01/2017	07/31/2017	\$0 - No Funding Required	The administrative staff will be responsible for monitoring completion. Progress will be tracked by college/career coach.

Activity - Staff Professional Development on CCR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be trained on the definitions of attaining college or career readiness status as defined by KDE. Staff will be trained in the various assessments given to attain CCR- ACT, KYOTE, ASVAB, KOSSA, etc. Staff will be trained on plans for preparing students for test. Teacher plan days and opening day will be used.	Professional Learning	01/01/2017	07/31/2017	\$200 - General Fund	Administration CCR Coach District CCR Director

Activity - Compass Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arrange compass testing with JCTC Bullitt County campus.	Academic Support Program	09/25/2016	12/01/2016	\$1500 - General Fund	Principal, College/Career Coach.

Activity - College Readiness Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spreadsheet is maintained and updated for all seniors and juniors by college/career coach. Senior sheet is used to track student progress through college/career ready status. The following scores will be tracked; ACT, Compass, Kyote, workkeys, ASVAB, KOSSA and industry certification.	Academic Support Program	01/01/2017	07/31/2017	\$0 - No Funding Required	College and Career coach maintains the sheet. The assigned counselors and admin will assist with tracking students.

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Activity - KYOTE english	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train English teachers to be able to grade and test KYOTE english tests.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	College career coach, principal, english teachers.

Activity - Teacher PD for CCR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD will be offered to staff to increase knowledge of CCR requirements and strategies. PD and training offered on 8/8/16, 10/17/16, 12/12/16, and 1/3/17.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Admin, College/Career Coach, Content Teachers

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PLCS and writing.

Goal 1:

NBHS will be proficient or distinguished in all program reviews given particular focus to World Language this year.

Measurable Objective 1:

collaborate to maintain our proficient status and increase opportunities, infrastructure, and programs to receive a distinguished rating. by 05/31/2016 as measured by Ratings on Program Review..

Strategy1:

Comprehensive Program Review process - Program Review artifact collection and documentation will be revamped. Each teacher will be required to submit 1 artifact to be uploaded. Content areas will assist the principal in writing rationales, and auditing the results.

Category: Management Systems

Research Cited:

Activity - Funding Course Offerings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM funding for Arts/ Humanities and PLCS programming and electives at NBHS	Academic Support Program	12/01/2014	05/06/2016	\$7500 - General Fund	Arts and Humanities PLC PLCS PLC Administration SBDM

Activity - Program Review Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training on expectations, documentation, and review of PR guidelines and artifacts.	Professional Learning	08/03/2015	05/31/2016	\$0 - No Funding Required	Principal.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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?

We are North Bullitt. We are the Eagles.

We strive to be one of the best high schools in the Commonwealth. We recognize we have a ways to go to SOAR, but we believe our students, staff, and community are all onBoard with #proveit that our graduates will be college and or career ready.

The acronyms above are ideas central to NBHS:

SOAR- (KYCID Acronym) S how respect O wnership A chievement R esponsibility. onBoard- Athletic slogan for our extracurricular programs #Proveit- Social media hastag for College and Career readiness graduation requirements.

The school and district has a strong focus on College/ Career readiness, celebration of student and staff success, and the idea that we must #proveit to the community that our learners are College and or Career Ready. We are committed to improving lines of communication with our community. We have a host of veteran teachers, intermixed with young professionals, and a few new to profession. Our diversity among our staff is a strength. They bring a competitive, highly qualified skills and abilities for our students. Many of our staff are alumni, or have students in our building. They 'buy in' to the idea of NBHS.

North Bullitt High School (NBHS) was established in 1975 at the north end of Bullitt County. The school is located near the border shared with Jefferson County. This location melds the locations of rural and urban in a unique setting. The current average household income for Bullitt County is approximately \$51,000 according to census estimates, although 45% of NBHS households qualify for free or reduced lunch. Assessment data for the 14-15 school year showed no increase in ACT scores and growth, a decrease in some areas of the EOCs KPREP, and an increase in Program Review scoring. Math being the bright point on EOCs and KPREP with big gains in proficiency. 94.9% of the students are classified as white and non-Hispanic. Hispanic students are 2% of NBHS population. This mirrors the demographics reported by the Census Bureau. Bullitt County Public Schools teaches approximately 13,000 students. The tax base in the county is one of the lowest in the State of Kentucky. The per pupil spending for the county is approximately 8,400 dollars. The neighboring county to the north has a per pupil spending of approximately 12,400 dollars.

The anecdotal data shows an inclusive population that accepts students. The special education population is comprises approximately 11% of the student population.

The current work is creating a collaborative culture in collaborative classrooms.

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.

The mission of North Bullitt High School is to provide a strong academic and social foundation, within a safe and nurturing environment, whereby all students can achieve their maximum potential and become responsible productive members of society. Our goal is for each student to earn their diploma and maximize their growth potential before they enter the adult world. The students come from a widely varied background, but we strive to help each of them be successful.

We are currently developing a school wide reading and writing vision. Currently our scheduling process is being refined for the 2017- 2018 school year. Our focus is having the scheduling done with time to make the specific student changes. We are adding a math class to address student math and English deficiencies. We are also actively celebrating college/ career readiness for individual students via the school and social media and Enews. Our intention is to create a vibrant college/ career focused culture. We want a school that produces graduates that are ready for college, or to go into a career. We want our community to be proud of NBHS graduates.

For our NBHS community to be proud of our accomplishments, we have to be able to spread the word. We are doing this by upgrading our lobby with student achievements posted. Facebook, Enews and remind are used to spread information. School mounted TV's are used to promote student achievement. For the first time in years, we have pictures of our classes posted in the front lobby.

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.

Areas of strength--

Program Review improvements and proficiency.

Social Studies EOC.

Math EOC and Gap reduction

Teacher efficacy with TPGES/ PD selections

Teacher National Board Certification rates

YSC community involvement

AP test performance

--Areas for improvement--

Graduation Rate

Drop Out Rate

GAP and novice reduction

RTI process

EOC growth (ELA, biology)

Celebration of individual student achievement

Communication with community.

Dissemination of scheduled events to community

Additional Information

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

We have representatives from all departments working on CSIP this year. The committee is very collegial and motivated to do what is best for the students.

Teacher committees have been formed and are active for the following areas.

Budget

Curriculum and Instruction

Student Activities and Culture

Improvement Planning - CSIP - Title 1 - Program Review

Academic Time

Teacher PD and Activities