

Bluegrass Phase Three: Executive Summary for Schools 2018-2019

Phase Three: Executive Summary for Schools

Bluegrass Middle School
Michael Elmore
170 W.A. Jenkins Hwy
Elizabethtown, Kentucky, 42701
United States of America

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Bluegrass Middle School constantly works to make change in areas of the school for our students. We are seated on a large campus between one of our feeder schools - New Highland Elementary School and the school we feed to - John Hardin High School. This unique setting allows vertical programs to work between the schools such as tutoring programs, access to higher level courses both for the

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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 Bluegrass Middle School is to transform our youth into responsible citizens by providing academic, emotional and social standards of excellence. Our core values are respect, responsibility, and safety which support our culture of accepting all students as Bluegrass students. Serving a diverse population of learners, we operate within a departmental setting to allow for flexibility in meeting student needs. Bluegrass Middle School offers a challenging curriculum grounded in the Common Core Standards for math, science, social studies, reading and

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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.

Bluegrass Middle School distinguishes itself through its various accomplishments. Through the years we have had students present their extensive technology projects at the regional competition and some went on to the state competition. We have had our morning news crew score the highest in the district which qualified them to go on to the state as well. Our football team has been to the regional championship and placed several times. Our cheerleaders consistently won or placed in the Cheer Elite Bluegrass Classic National Championship and went on to win the US Nationals in their division as well as the overall US National Champions two years in a row! We have had a Governor's Cup State Finals against 47 other teams and placed 28th out of the state. We have had the band to be invited to participate in All District Band. These are just a few recent past accomplishments of Bluegrass. We look forward to many more! Academically, we are proud our students which scored number one out of five middle schools in the area of growth in math. We continue to show growth overall within the five middle schools holding a tight 3rd place with comparison scores. Bluegrass Middle School also offers a variety of extracurricular activities during the school year, including Student Technology Leadership Program (STLP), BETA,

Yearbook, BGTV News Team, Academic Team, Kentucky Youth Assembly (KYA), Kentucky United Nation Assembly (KUNA), football, basketball, volleyball, and cheer leading as well as the programs at John Hardin High School. Students are encouraged to participate in intramural sporting events, clubs, and team activities to become a part of the Bluegrass Middle School experience. Honor Roll and Duke TIP are two ways students are recognized for academic achievement as well as in school incentive programs like the Red and Black Cards. Academic Team, STLP, KYA and KUNA students compete annually in local, regional and state competitions. We have fully implemented the Positive Behavior Interventions program which has reduced our suspension rate by 90% and our referral rate by 50%. These efforts won us state recognition for a "Fully Implemented School" under the PBIS umbrella. Bluegrass feels that we should recognize students for being a good example to all others whom they influence. Although we offer several programs and activities for students to participate, there are areas in which we would like to improve. Many schools have choir programs, Rocket Teams, BRIMS Bridge Building Teams, Student Council and various after school clubs, like the chess club, which research shows improves academic achievement. It is our goal to add these activities to the Bluegrass repertoire alongside our continued effort to increase test scores, have students college and career ready, and have access to challenging curricula within the community which simply fosters more and more belonging within Bluegrass. Bluegrass has overcome several obstacles over the past few years. We have shown growth on the state assessment two years in a row which has not happened in five years. Bluegrass's transient population has slowed down with the administration part of Fort Knox transferred in. Teacher turnover has gone down to a normal/average percentage compared to other schools and our TELL survey results are the highest they have ever been. However, with all of these positive happenings at Bluegrass we continue to struggle getting a strong reading and writing cross curricular program in place. There have been so many changes mandated by the state we have struggled to keep consistency across the school and refine instructional practices. The true academic focus of the school is to assess students, change instruction based on what they know, re-assess then readjust and asses at the end of the year to see what was learned. Each of these steps are celebrated for those who increase or meet their goal. This consistency and continued refinement of our discipline code / implementation makes us on track to move forward.

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Additional Information

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

Academic achievement and academic improvement is our top priority. Each department reviewed specific data from their content area and recommended priority needs to be addressed in our school improvement plan. The team members developed measurable goals and drafted strategies to accomplish these goals. In our review of last year's state KPREP data, there is a clear need to closely review our data and to continue using high quality research based professional development that is both systemic and comprehensive in nature with built in monitoring strategies to guarantee success. Specific measurable targets for student subgroups not meeting progress in reading and math based on the common core curriculum are set. A data room has been created and we are now able to watch the movement of students in all content areas. During the process of setting targets we determined that while the progress of our sub populations has not reached the levels defined by Kentucky we have continued to see signs of positive growth in most of our accountable areas. We need to continue with the initiatives that are currently in place, while developing monitoring strategies to properly assess the effectiveness of these strategies. Individual students will continue to require specialized interventions if academic achievement is to

be achieved for all. For students, this idea of achievement means identifying individual abilities and skills and tailoring their educational experience accordingly. For teachers, this idea of achievement means determining instructional strengths and growth areas through a data-based review of the performance of their students and creating professional development plans that will lead to individual student and classroom improvements. We use the new Professional Growth and Effectiveness System (PGES) to foster this growth through Professional Growth Plans, Student Growth Goals, and Student Voice.

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ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
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