

2018 - 2019 Phase One: Continuous Improvement Diagnostic_09122018_15:15

Phase One: Continuous Improvement Diagnostic

Bernheim Middle School
Katie Stephens
700 Audubon Drive
Shepherdsville, Kentucky, 40165
United States of America

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Part I Based on data provided through the school quality factors survey, Missing Piece Rubric, and Title I parent survey given to staff and parents, BMS results indicate we are not providing clear intentional way of meeting students social emotional needs. We strive to build relationships but need to devise process for intentionality. These inadequacies affect many of the students result in a lack of understanding of how to pursue a growth mindset, set goals, and to fail forward as a way of persisting thus affecting academic success. Parent involvement is a growth area for BMS. We strive to create two way communication with parents but have identified areas of need in our processes for garnering a collaborative productive relationships which lead toward academic success. Within an environment of high expectations learners experience rigorous and challenging tasks, activities and projects that focus on developing higher order thinking skills and problem-solving. BMS goal is to have this practice fully embedded in our culture for ALL students including all sub groups BMS serves. Currently approximately half of staff believe this is fully embedded. According to results staff believe there is a need to be intentional and direct with the process of helping learners set challenging goals for learning they set on their own or collaboratively with support from teachers and/or peers. We will engage parents in the learning of their child by connecting with our school community at a higher level and with by creating the opportunity for more frequent and meaningful interactions. Including but not limited to parent nights, student led conferences, parent connection events (ie muffins with mom, doughnuts with dad) We will be intentional with our connection to our PTSA, SBDM and parents of students through a multitude of ways. BMS will use Persistence to Graduation, behavior data and stakeholder input including, most importantly students, to identify needs and opportunity for creating a student body growing in social emotional intelligence. BMS will develop a process for intentional relationship building and mentoring with all students and a more intense process for students who are identified as Tier 2 or Tier 3 behavior intervention students. BMS will utilize the PLC process to create a culture that builds high expectations for learners to experience ENGAGING rigorous and challenging tasks, activities and projects that focus on developing higher order thinking skills and problem-solving skills. Learners will be given multiple opportunities throughout the year to set personal and academic growth goals. Students, staff and parents will have access to a student created platform highlighting students goals, achievements both personally and academically.

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Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

Part II The school will engage a variety of stakeholders in the development of processes that are truly ongoing and continuous BMS will garner the input of students through face to face meetings wherein students are given voice as a way help provide feedback specifically and in a solution focused setting. Parent input will be garnered through a strengthening of the relationship with BMS PTSA and parents will be surveyed to gain feedback on BMS progress toward success with each student. Parents have self selected in that they are active members of the PTSA and SBDM. These parents will help us garner the input of others to gain information and feedback on creating an atmosphere of high expectations and an environment that meets the needs of students social emotional learning. Meetings will occur at the parents convenience and feedback will be used to continue to improve the processes of growth toward academic success. BMS will engage collaborative teacher teams, Grade Level Teams, PLC teams, ILT, Teacher Leadership Team in the work of creating high expectations across the board as well as utilizing various pieces of evidence to determine the success of these efforts. Meeting are built into the school day and calendar and are currently being reorganized to promote more in depth results. This will be monitored by Teacher Leaders and school leadership. Within this process we will make stronger connections with the school community to create an atmosphere of ongoing continuous improvement. Students will be selected by staff and will be students of all groups, sub-groups, academic success levels and Tiered Behavior intervention levels. Students will be invited, and meet during lunch with student leader facilitators, (Principal and Counselor) The process will be implemented during the 2018-2019 school year. Meetings will be scheduled so as to not take away from instructional time and the Student Leadership facilitators will monitor the effectiveness through face to face interactions with this student group.

ATTACHMENTS

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BMS 2018-2019 Phase Two: The Needs Assessment for Schools_10

Phase Two: The Needs Assessment for Schools

Bernheim Middle School

Katie Stephens
700 Audubon Drive
Shepherdsville, Kentucky, 40165
United States of America

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

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

Data was given to all school stakeholders to dissect and find trends and patterns. Each individual was provided a data set with a reflection protocol- the ILT team met and dissected data to find areas for growth and areas of success. PLC teams were given the data along with a reflection protocol to review data for discussion. During PLC meetings the data was discussed with the PLC team, IC and School leadership. Together stakeholders determined the need to focus on Special education students, F/R lunch students and we noted that all but 4 of our special education students are boys. Therefore we are also making sure that we target those students for interventions. -ILT- Stephens, Bush, Harrison, Smith reviewed and analyzed data results. Teacher teams in PLC's reviewed and analyzed data KPREP data, MAP data and classroom assessment data. Polston (Carnes, Burress, Breeze, Purdue, Gray) Tepe (Johnson, McKenzie, Korby, Westerfield, Cravens) Watkins (Hoben, Noland, Gray) McCamish (Schell, Clack, Anderson, Leith, Amriott) Newton (Cravens, Elliott, Webb) PLC Facilitators (PLC team) Teachers share planning periods and meet informally daily, they meet formally bi-weekly and on Bullitt Days. Meetings are documented via PLC Agenda and Notes that are stored in a common drive. All staff have access to these agendas and notes on a regular basis.

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Current State

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

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State -F/R Reading remained the same at 45.1% P/D from 2016-2018, with a slight decline from 2017 (KPREP) -SWD Reading increased by 10.6% to 17.4% P/D in 2018 and increased by 3.4% from 2016 (KPREP) -57% of our students scored proficient/distinguished in Reading as compared to the state average of 60% P/D (K PREP) -F/R students scored 42.5% in Math in 2018 which is an increase of 1.7 over 2016, but a decrease of 2.7 from 2017 (KPREP) - SWD students scored 15.2% P/D in 2018 which is a .8% decrease from 2016 and a 5.3% decrease from 2017 (KPREP) -55.9% of students scored P/D in 2018 which is only a slight increase from 2017 (.1%) and a 2.8% increase from 2016 (KPREP) -12.9% gap between boys and girls in reading, 9.7% gap between boys and girls in Math with girls out performing the boys. This school year found us a TSI school for students identified as special education. All other academic indicators were above the state cuts cores. (KPREP) According to the new accountability system BMS scored a 75.2 academic indicator for Reading and Math, scored a 65.5 for other academic indicators and scored a 11.0 for the growth indicator. The reading and math academic indicator was 35.6 for our students with disabilities, the other academic indicators was at 32 and the growth indicator was 4.6 for students with disabilities. Non-Academic State -student attendance runs at an average of 95.96% (School Attendance Records) -the number of student referrals averaged at 4.1/day according to our PBIS data -teacher attendance was varied last year as we had 6 teachers have new babies, one significant illness, and one was deployed on military leave. (District Records/School Records)

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

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

According to the new accountability system BMS scored a 75.2 academic indicator for Reading and Math, scored a 65.5 for other academic indicators and scored a 11.0 for the growth indicator. The reading and math academic indicator was 35.6 for our students with disabilities, the other academic indicators was at 32 and the growth indicator was 4.6 for students with disabilities. Therefore our priority of concern is that of our students with disabilities. Our free and reduced lunch students were just barely above the cut scores therefore we focusing on their success as well.

ATTACHMENTS

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Trends

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

Over the course of the last two to three years BMS has remained within one or two percentage points of their current academic achievement. BMS has made progress using MAP data as a measure with students who are both SWD and F/R, 60% of those students made gains on their MAP testing at the end of last school year. Some students who made gains according to the MAP data did not show those same gains on the KPREP assessment. Overall MAP data predicted that students at BMS were 59.1% P/D in Reading and 60.3% P/D in Math. Reading was within 2.1% however the Math MAP data was significantly different from the KPREP data.

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Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Review, Analyze and Apply Data Results -school will develop effective PLC's that use data to drive instruction. -school leadership will monitor PLC effectiveness and use of research based practice in the Tier 1 setting Design and Deliver Instruction -school will design Tier I core instruction that is highly effective, culturally responsive, evidence based provided to all students in the classroom. - Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. Establish Learning Culture and Environment --The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement.

ATTACHMENTS

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

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

BMS has made progress using MAP data as a measure with students who are both SWD and F/R, 60% of those students made gains on their MAP testing at the end of last school year. SWD student made gains in reading by 50% according to KPREP. According to KPREP data our overall reading Novice has declined by approximately 2% since 2016, and Distinguished has increased by 4.3% since 2016, and 3.6% since 2017 F/R students have increased by 3.4% since 2017 in Reading Distinguished status. In Math F/R students Distinguished rating has increased by 5.7% . All math students increased by 3.6% from 2017 to 2018. overall we had success moving students from Proficient to Distinguished.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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BMS 2018 2019 Phase Two: School Assurances_10222018_09:36

Phase Two: School Assurances

Bernheim Middle School
Katie Stephens
700 Audubon Drive
Shepherdsville, Kentucky, 40165
United States of America

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Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
- ☐ Yes
 - ☐ No
 - ☒ N/A

COMMENTS

ATTACHMENTS

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Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
- ☒ Yes
 - ☐ No
 - ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. 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
 - ☐ No
 - ☐ N/A

COMMENTS

ATTACHMENTS

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4. 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, career, and transition ready.
- ☒ Yes
 - ☐ No

☐ N/A

COMMENTS

ATTACHMENTS

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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Targeted Assistance Activities

6. 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
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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7. 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
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Parent and Family Engagement

8. 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 and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No

☐ N/A

COMMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Attachment Name	Description	Item(s)
 BMS Master 18-19	BMS Master 18-19	11, 12
 BMS PD Plan 2018-2019	BMS PD Plan 2018-2019	2, 3
 CSIP 2017-2019	Closing the Achievement Gap	3
 Needs Assessment 2018 2019	Needs Assessment 2018 2019	3
 Parent Compact and SBDM Policy	Parent Compact and SBDM Policy	8

BMS 2018 2019 Phase Two: School Safety Report

Phase Two: School Safety Report

Bernheim Middle School
Katie Stephens
700 Audubon Drive
Shepherdsville, Kentucky, 40165
United States of America

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Phase Two: School Safety Report

School Safety Diagnostic for Schools

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

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

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

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

If the answer is "no," please explain below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Bullitt County Schools Policy Number: 02.18 and SBDM have adopted and implemented an emergency plan.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

If the answer is "no," please explain below.

Bullitt County Schools Policy Number: 02.18 and SBDM have adopted and implemented an emergency plan and provided first responders with a copy of the plan.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

If the answer is "no," please explain below.

Bullitt County Schools Policy Number: 02.18 and SBDM have adopted and implemented an emergency plan and provided first responders with a copy of the plan. The school has posted primary and secondary evacuation routes in each room or area of the school.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

If the answer is "no," please explain below.

The school has posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

The school's emergency plan was reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

The principal discussed the emergency plan with all school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

ATTACHMENTS

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7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

During the first 30 instructional days of the current school year, the principal conducted at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

ATTACHMENTS

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8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

During the month of January during the prior school year, the principal conducted at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

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Phase Three: Comprehensive Improvement Plan for Schools 2018-2019

Phase Three: Comprehensive Improvement Plan for Schools

Bernheim Middle School

Katie Stephens
700 Audubon Drive
Shepherdsville, Kentucky, 40165
United States of America

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

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

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

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

Please see Goal Builder.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 BMS ESSA Evidence Based Programs	BMS ESSA Evidence Based Programs	
 BMS Goal Builder 2018-2019	BMS Goal Builder 2018 -2019	

Phase III: Closing the Achievement Gap_12012017_12:59

Phase III: Closing the Achievement Gap

Bernheim Middle School
Katie Stephens
700 Audubon Drive
Shepherdsville, Kentucky, 40165
United States of America

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Phase III: Closing the Achievement Gap

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

see attachment

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

The school climate is one of perseverance and growing excellent work ethic. The school as a whole communicates that all students can be successful and that is an expectation. We teach students to set goals and work to achieve them. We have embedded RtI as well as multiple resource classes for struggling students and we hold student students accountable for success. PBIS is in place and is used consistently across all settings. There are clear and appropriate consequences to address student issues. Students feel safe and connected, we celebrate students with Be Bold Cards, Renaissance Rally, Bruin Bash, Honor Roll, Game On Cards, students of the week, student of the month and many other team/club celebrations. There is a strong collaborative relationship between faculty and school leader as well as between faculty. We have positive teacher- student interactions and the school focus is on learning and high expectations for every student. We work to specifically grow our gap population along with all other students at Bernheim Middle School.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Our gaps include Special Education, F/R lunch status and Hispanic students. Over the course of the last two years we have decreased the Novice rate by 6.1% going from 70.6% to 64.4% between 2015 to 2017 in reading for special education students. We have had a decline in the P/D percentage for special education students in reading achieving the P/D rating by 2.9%. We have decreased the Novice rate from 58.8% by 5.6% from 2015 to 2017 for students with disabilities in the area of Math. We have increased the P/D rating for special education students from 14.7% to 22.2% achieving P/D rating in math. BMS has not successfully closed either of the gaps we are accountable for however we are making some gains in moving students to proficiency in the area of Math and making strides in reducing the number of novice students in the area of Reading among the special education population.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

For the combined reading and math score from we have increased from 42.1% to 45.2% from 2016 to 2017. The delivery target for F/R students in Math was 55.5% for 2016, we did not meet that target we did however cause growth in our special education population for math in 2017 with an increase of 2.7% according to 2017 KPREP data. We reduced novice in Reading with the special education gap group by 8.4% according to 2017 KPREP data, which met our Novice reduction goal.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Based on analysis of the gap data we have not made progress in the area of F/R students in Math. We need to continue to push reading scores up across all levels of learners. We continue to work to raise scores in the areas of writing for all students and reading across content areas.

E. Describe, in detail, the school's professional development plan and extended school services plan as related to its achievement gaps.

BMS PD plan includes specific information regarding technology in the classroom, progress monitoring through a variety of web based programs including but not limited to, Reading Plus, IXL, Read Theory, No Red Ink, among others. We have included google classroom as part of our learning management system for all students including our gap students. We are incorporating Thinking Strategy instruction across all content areas via the Thinking Focus Cadre with the

expectation that all teachers are implementing this model of teaching and attacking challenging text sets in the context of their classes. We are providing PLC time using the DeFour model for a professional learning community including analyzing student data. Teachers identify students in the gap areas who are below the 25% in MAP or are Novice in reading or math and providing them the extra support they need throughout the day through strategic scheduling. These students have a Reading/Math Strategies class within their schedule and most are still able to take a unified arts class. We have Rtl classes for any student who scores in the 25th percentile or lower in the areas of Math and Reading. These courses employ strategies that are matched to each students individual needs. We have added a Special Education Resource Math class for students who are significantly behind in basic skills. Our ESS program incorporates both Reading and Math and has a certified teacher who is working with students in those areas after school. We also employ teachers to work with students in all content areas if the students are falling behind or unable to incorporate comprehension strategies to be successful in their work. We are including in PLC work reading and writing across the content areas and are working through assessments where in students are held accountable through self- assessment scoring guides and rubrics. We are intentionally teaching students that writing and reading (literacy) are life long skills and are found in their every day lives and will be so found for the rest of their life.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

We frequently struggle with student attendance and the ability to catch up from when they are behind. The work our struggling students do seems to be almost 100% done at school. We have incorporated much of our poverty training work however we still find attendance is low and students level of GRIT is not what we would hope. Our IEP group struggles in many areas and we continue to strive to meet their needs. There is a working memory issue with many students as well as many of our IEP students are also our F/R students and they have many outside forces vying for their thoughts. We are continuously working to improve our core instruction as all BMS teachers strive to keep a growth mind-set. Strong Tier 1 instruction with literacy embedded in all content areas creates the most growth in students across the board. Teachers are working to intentionally provide students with real world, challenging text related to their content areas. Teachers are working to have students dissect the text and make meaning from the information while providing real world context in all core content areas. They are also working to have students respond to their reading with writing in a variety of forms. Teachers are at varying levels of proficiency with these strategies. BMS teachers are excellent and know we need to grow and need to find ways to move all students therefore we are working through PLC's / TPD's, TFC, PBIS and other professional development opportunities to improve all core instruction.

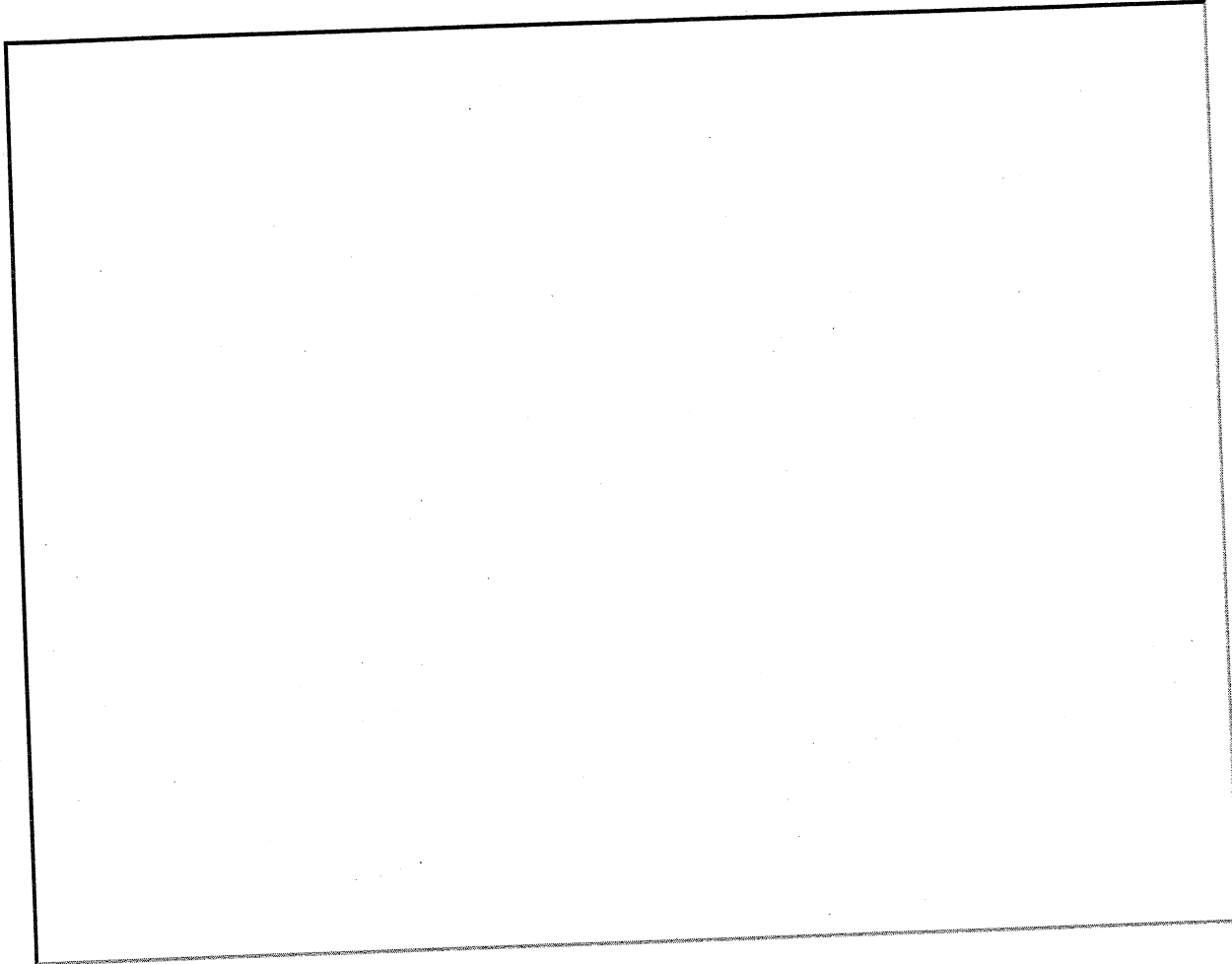
G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

All teachers/ILT members are involved as this document was built based on synthesis of PLC and ILT conversations. PLC leaders Hallie Polston, RTI char and PLC/ELA leader, Maegan Tepe, Rick Westerfield, PLC Leaders-Math_ Kelli Clack, April Watkins, PLC Leaders Science/Social studies, Amy Bush Instructional Coach, Karen Smith Counselor, Jennifer Harrison AP, Jimmy Carnes, Ashely Schell, Tonya Cravens, John Green, Kim Newton, Team leaders part of the instructional leadership team. Tiffany Jenkins Youth Service Center, Angela Harper, PTSA, Brance Gould, Angie Huffman SBDM. Beth Johnson, Josh Cravens and Jimmy Carnes Teacher SBDM Members, SBDM parents and PTSA parents are invited to share ideas for student growth regularly both

officially and unofficially. ILT (Admin) meet once a week to provide input, PLC's meet bi-weekly and ILT (Team-leaders) meet once a month to provide input. Teams meet bi-weekly to provide input.

III. Planning the Work

Review the following flowchart to aid in completing the work.



Closing the Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.

Step 2: Complete your findings and answers.

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

We are working with all students to grow all in the areas of reading/writing and math. We are providing F/R students and Special Education students additional support as is outlined in the attachment. We have a intentional RtI program for both reading and Math. Students are identified based on need using at least three pieces of data and are then placed into a section of reading or math strategies. We have a certified LA/Math teacher who is orchestrating our program and is using a combination of computer based programs along with classroom instruction to improve achievement. Progress monitoring occurs weekly and is discussed regularly in PLC. We are working with all students on writing across all content areas. We have incorporated a Writers Tool Kit and common writing language across all areas. Students are learning to self-assess more accurately and efficiently.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 BMS Achievement Gap Group Identification	BMS Achievement Gap Group Identification	II E
 BMS Measurable Gap Goal	BMS Measurable Gap Goal	III

1: Proficiency**State your Proficiency Goal****Goal 1:**

By 2021 increase the combined reading and math score from 75.2 to 79.2 as determined by the academic indicator as measured by KPREP for BMS students.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) - KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	Design and Deliver Instruction- -teachers responding to the question “what do we want students to know and be able to do?” must be paired with How do we know if they know it and how do we respond to the data.	Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) - KCWP1: Design and Deploy Standards - Continuous Improvement Activities - KCWP2: Design and Deliver Instruction - Continuous Improvement Activities - KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities - KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	Ongoing ILT, all PLC members PLC Agendas/Notes to reflect evidence of work and implementation focused on PLC questions	\$400 General Fund
Objective 1: By 2019 BMS students will go from 57% to 60% proficient/distinguished in Reading as measured by the KPREP data for spring 2019.		Highly qualified Teachers will meet regularly in content PLC's to assess, review, and revise school curricula to ensure high levels of teaching and learning are occurring across all content areas. Highly Qualified teachers will assure Learning Targets are congruent to standards taught and are used as a meaningful portion of instruction, and work to guarantee the same high level of rigor is taught across all classrooms. Highly qualified teachers will guarantee that all students are met with work that challenges and pushes each student to the next level, they will provide opportunities to read, write and use problem solving strategies while incorporating the four pillars of the thinking strategies. (SWP 1, 2, 3, 4, 5, 8,)	MAP Data, KPREP, Classroom Assessments. Classroom observations, PLC notes, agendas that reflect evidence of work and implementation focused on PLC question 1 and 2.		
		Highly Qualified Teachers will be trained in the best practice model of thinking strategies so that school wide practices in all content areas in reading comprehension and writing are consistent and cause growth. Each teacher is expected to engage students at high levels through the four pillars of the Thinking Strategy Model of Best Practice including student discourse, (speaking and listening) {all components of Literacy} (SWP 1,2,3,4,5,8,9.)	MAP Data, Classroom assessments. Classroom observations, lab classroom visits.	Classroom Assessments PLC Agendas/Notes to reflect evidence of work and implementation focused on PLC questions	\$500 General Fund

Objective 2: By 2019 BMS students will go from 55.9 to 57% performing at the proficient/distinguished range in Math as measured by local KPREP Data.	Review, Analyze, and Apply Data -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data.	Instructional Feedback provided to teachers effectiveness based on the "Artisan Teacher" by Mike Rutherford. Feedback is targeted and specific to the teacher and the classroom. (SWP 1,2,3,4, 8) (Turn around Leadership) Develop highly effective content PLC's with Highly Qualified teachers taking an active and Lead role in the process of determining the best formative assessments, scoring guides, anchor answers, and ways to engage students in high levels of learning as well as assess that learning. (SWP 1,2,3,4, 8) District Supported and Facilitation of School Leadership training. Solution Tree PLC/Collaborative Teams Training for administrator, instructional coach and select teacher facilitators to ensure that the PLC process is teacher-led data driven and student centered. (SWP 1,2,3,4,8) (Turn around Leadership)	Monitoring by principal through feedback to teachers to see if instruction improves and increases based upon feedback provided.	Ongoing and observational	\$0
	Establishing Learning Culture and Environment. - BMS struggles to have parent involvement we are working to improve this in a variety of ways so that students can be successful.	Parental involvement is solicited by the school. We seek input on everything from how we communicate to how to conduct 8th grade promotion to best meet parents needs. The more involved parents are the higher the achievement of BMS students. These activities include. PTSA, Parent Involvement meeting, SBDM, Be a Bruin Night, Literacy Title 1 night, Meet and Greet the FRYSC(Muffins with Mom), Doughnuts with Dad, Fall Festival Band Choir Concerts and Spring Title 1 Student Led Conference Night for parents and students. (SWP 6,10) The Second Step program is an evidence based program which students themselves chose to help students at BMS gain key emotional intelligence skills. Highly Qualified teachers will support and facilitate student driven social emotional learning program. This is being embedded to help students develop a growth mindset. (SWP 2,7)	MAP Data, PLC minutes, Classroom observations The school is growing and utilizing the PLC continuous monitoring process of improvement for instruction analysis of data and adaptation of instruction based on collaborative team data.	Ongoing ILT, all PLC members PLC Agendas, monthly facilitator meeting	\$0
		District Supported and Facilitation of School Leadership training. Solution Tree PLC/Collaborative Teams Training for administrator, instructional coach and select teacher facilitators to ensure that the PLC process is teacher-led data driven and student centered. (SWP 1,2,3,4,8) (Turn around Leadership)	Parent attendance at various events, parent feedback post event.	June 2019 Sign in sheets/ Noted input from parents via FB/Twitter/BMS News Bytes	\$900
		District Supported and Facilitation of School Leadership training. Solution Tree PLC/Collaborative Teams Training for administrator, instructional coach and select teacher facilitators to ensure that the PLC process is teacher-led data driven and student centered. (SWP 1,2,3,4,8) (Turn around Leadership)	Behavior Data, Academic Gains, student passing rate, student input.	June 2019 Meeting with students and teachers throughout the year. Students meet with their teams weekly.	\$2800
		Highly qualified Teachers will meet regularly in content PLC's to assess, review, and revise school curricula to ensure high levels of teaching and learning are occurring across all content areas. Highly Qualified teachers will assure Learning Targets are congruent to standards taught and are used as a meaningful portion of instruction, and work to guarantee the same high level of rigor is taught across all classrooms. Highly qualified teachers will incorporate the high levels of <u>reading and writing</u>, as well as speaking and listening into	The school is growing and utilizing the PLC continuous monitoring process of improvement for instruction analysis of data and adaptation of instruction based on collaborative team data.	Ongoing monitoring of PLC notes and agendas and classroom observations	\$500
	Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data.	Classroom Assessments, PLC observations, Classroom observations, MAP, KPREP <u>MAP Data</u>	Ongoing ILT, all PLC members PLC Agendas/Notes reflect evidence of work and implementation focused on PLC questions		\$0

		their everyday instruction, they will provide challenging text sets to students to challenge individual reading levels. (SWP 1,2,3,4, 8)	KPREP Data, Map Data, Classroom Observations, Elcort data	Classroom Assessment and PLC work around questions 1,2	\$500
		Highly Qualified Teachers will be trained in the best practice model of thinking strategies so that school wide practices in all content areas in <u>reading comprehension and writing</u> are consistent and cause growth. Each teacher is expected to engage students at high levels through the four pillars of the Thinking Strategy Model of Best Practice including student discourse, (speaking and listening) (all components of Literacy) (SWP 1,2,3,4,5, 8)	Monitoring by principal as seen in feedback to teachers to see if instruction improves and increases based upon feedback provided.	Ongoing and observational	\$0
		Instructional Feedback provided to teachers effectiveness based on the "Artisan Teacher" by Mike Rutherford. Feedback is targeted and specific to the teacher and the classroom. (SWP 1,2,3,4, 8) (Turn around Leadership)	Observations of PLC practices Observations of classroom Classroom Assessments	June 2019 ILT, all PLC members, PLC observations, Notes/Agendas	\$500
	Review, Analyze, and Apply Data -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data.	Develop highly effective content PLC's with Highly Qualified teachers taking an active and Lead role in the process focused on the DeFour model for PLC collaboration. Developing a uniform way of examining and interpreting and utilizing all pertinent data to determine priorities for school success. (SWP 1,2,3, 4,8, 9) District Supported and Facilitation of School Leadership training. Solution Tree PLC/Collaborative Teams Training for administrator, instructional coach and select teacher facilitators to ensure that the PLC process is teacher -led data driven and student centered. (SWP 1,2,3,4,8) (Turn around Leadership)	The school is growing and utilizing the PLC continuous monitoring process of improvement for instruction analysis of data and adaptation of instruction based on collaborative team data.	Ongoing monitoring of PLC notes and agendas and classroom observations to ensure products developed are moving students toward proficiency	\$500

2: Gap

State your Gap Goal

Goal 2: By 2021 BMS SWD will increase in proficiency enough to reach or surpass the cut score academic indicator for reading and math combined. BMS SWD will need to increase the proficiency indicator by a minimum of 26.4 points as determined by the KPREP. 2018 accountability BMS is a T.S.I school in the area of SWD. The improvement plan for this subgroup is included below.		Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.) - KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.) - KCWP1: Design and Deploy Standards - Continuous Improvement Activities - KCWP2: Design and Deliver Instruction - Continuous Improvement Activities - KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
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Objective		Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2018 we will increase the number of SWD students in the Proficient/Distinguished category by 15% in reading from 17.4% to 20% for the Special Education population.		<u>Review, Analyze, and Apply Data</u> -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data. Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data.	KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities -Highly qualified Teachers will assess with formative and summative assessments that are aligned to the KCAS and analyze the data garnered from these assessments, using it to drive instruction forward. -Students in need of response to intervention will be placed in specific courses to meet those students individual needs. Students will be progress monitored and this data will be analyzed Teams and PLC's (SWP1,2,3,4,8) -Highly qualified teachers will facilitate reading instruction in a multifaceted way. Students are provided differentiated instruction to meet their needs, regular education, special education, reading specialists and instructional coach work together to create the best program possible to meet students needs. Materials used included Reading Plus, Readworks, Direct Instruction, Corrective Reading and Teacher created materials. Students may have a reading support class in addition to their ELA classes (SWP1,2,3,4,8) In Content Area PLCs, highly qualified teachers will work collaboratively to plan for and implement active student engagement strategies meeting students individual needs. PBIS strategies will be utilized including student motivation and celebration strategies Students in need of specially designed instruction will receive the best SDI possible by regular and special education teachers. (SWP1,2,3,4,8,9,10)	Classroom Assessment data, MAP data, Readworks Data, Reading Plus data Classroom Assessment data, MAP data, Readworks Data, Reading Plus data Classroom Assessment Data, MAP Data	June 2019 ILT, all PLC members Ongoing ILT, all PLC members/Notes and Agendas Ongoing ILT, all PLC members/Notes and Agendas	\$0 \$6500 General Fund \$0
Objective 2: By 2019 BMS will increase from 15.2 to 20% in the P/D category for the SWD in Math.		Establishing Learning Culture and Environment. -part of the MTSS process is separating those who can't from those who won't- we need have several mechanisms in place to identify specific needs.	Students at risk for remediation, failure, and/or untimely graduation will be identified utilizing the Persistence to Graduation Tool/Early Warning Tool. Upon identification a name and claim/mentoring process will be established for those students. (PtG, 365) In addition to mentoring these students may be invited to services via BMS Cafe in both reading and math. They will also be invited to Working Lunch/Academic Support as needed to be successful in all content areas with support provided by an additional teacher after school. PBIS strategies will be utilized including student motivation and celebration strategies (SWP1,2,3,4,7,8) Highly Qualified Teachers will engage students in reading conversations to encourage all students to read for enjoyment. BMS will seek to establish a reading culture where reading is celebrated and students are encouraged to discuss what they are reading. (SWP 2) Highly qualified Teachers will assess with formative and summative assessments that are aligned to the KCAS and analyze the data garnered from these assessments, using it to drive instruction forward. Students in need of intervention will be provided specific and personally designed instruction to meet those students	MAP Data, Attendance Data, Behavior Data Book Circulation from Library. Number of classrooms that engage in the competition. Classroom Assessment data, MAP data	Ongoing Persistence to Graduation monitoring tool Ongoing Ongoing	\$0 \$200 \$0

it and how do we respond to the data.	individual needs based on data. Students will be progress monitored and this data will be analyzed by teams and PLC's to further growth (SWP1,2,3,4,7,8) In Content Area PLCs, highly qualified teachers will work collaboratively to plan for and implement active student engagement strategies meeting students individual needs. Students in need of specially designed instruction will receive the best SDI possible by regular and special education teachers in all classroom settings. (SWP1,2,3,4,8) Students at risk for remediation, failure, and/or untimely graduation will be identified utilizing the Persistence to Graduation Tool/Early Warning Tool. Upon identification a name and claim/mentoring process will be established for those students.(PiG, Connect 365) In addition to mentoring these students may be invited ESS services via BMS Cafe in both reading and math after school. They will also be invited to Academic Support as needed to be successful in all content areas with support provided by an additional teacher after school.PBIS strategies will be utilized including student motivation and celebration strategies. (SWP1,2,3,4,7,8)	Classroom Assessment Data, MAP Data, PLC Minutes	June 2019 KPREP MAP	
Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data. Establishing Learning Culture and Environment. -part of the MTSS process is separating those who can't from those who won't- we need have several mechanisms in place to identify specific needs.	Highly Qualified teachers will assist students as they participate in a boys group designed specifically for SWD/R students who have gaps in their social emotional learning or are students with high incidence of trauma. We found a significant gap in achievement between boys and girls and even more drastic gap between SWD boys and girls. (SWP1,2,3,4,8)	MAP Data, Attendance Data, Behavior Data	Ongoing	
Establishing Learning Culture and Environment. -part of the MTSS process is separating those who can't from those who won't- we need have several mechanisms in place to identify specific needs.	Develop highly effective content PLC's with Highly Qualified teachers taking an active and Lead role in the process focused on the DeFour model for PLC collaboration. Developing a uniform way of examining and interpreting and utilizing all pertinent data to determine priorities for school success. (SWP 2,3, 4) District Supported and Facilitation of School Leadership training. Solution Tree PLC/Collaborative Teams Training for administrator, instructional coach and select teacher facilitators to ensure that the PLC process is teacher-led data driven and student centered. (SWP 1,2,3,4,8) (Turn around Leadership)	Observations of PLC practices Observations of classroom Classroom Assessments	June 2019 ILT, all PLC members, PLC observations, Notes/Agendas	\$500
Review, Analyze, and Apply Data -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data.		The school is growing and utilizing the PLC continuous monitoring process of improvement for instruction analysis of	Ongoing monitoring of PLC notes and agendas and classroom observations	\$500

				data and adaptation of instruction based on collaborative team data.		
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3: Growth

State your Growth Goal

Goal 3: By the year 2021 BMS will achieve an increase of 10% for growth for combined reading and math improvement percentages BMS will go from 54% to 59.4% of students showing growth through scale score monitoring via KPREP data.				
Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.) - KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.) - KCWP1: Design and Deploy Standards - Continuous Improvement Activities - KCWP2: Design and Deliver Instruction - Continuous Improvement Activities - KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities - KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.		
Objective	Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019 BMS will increase the number of students moving up in scale score by 10% from 53.7% of students moving up to 58.7% of students moving up in scale score combined for reading.	Review, Analyze, and Apply Data Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data. Establishing Learning Culture and Environment.	Highly qualified teachers will meet in PLCs to ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. Highly Qualified teachers will take note of each student and what their need for categorical growth is, planning for each child's success-students on the cusp of moving up to the next level will have specific goal setting conversations making that clear to each student.- (SWP1,2,3,4,8) -Highly qualified teachers will facilitate reading instruction in a multifaceted way. Students are provided differentiated instruction to meet their needs, regular education, special education, reading specialists and instructional coach work together to create the best program possible to meet students needs. Materials used included Reading Plus, Readworks, Direct Instruction, Corrective Reading and Teacher created materials. Students may have a reading support class in addition to their(SWP1,2,3,4,8) Highly qualified teachers will work collaboratively to utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Highly qualified teachers will plan for and	June 2019 MAP Data, KPrep, Classroom Formative and Summative Assessments June 2019 MAP Data, KPrep, Classroom Formative and Summative Assessments June 2019 MAP Data, KPrep, Classroom Formative and Summative Assessments	

	-part of the MTSS process is separating those who can't from those who won't- we need have several mechanisms in place to identify specific needs.	incorporate and provide students the opportunity to self assess- providing a high impact on achievement.(SWP1,2,3,4,8) The school leadership will be actively involved in Instructional Coaching Conversations for all teachers across all content areas providing specific instructional feedback. (SWP1,2,3,4,8)	classroom observations PLC minutes/notes and aged	and Summative Assessments Ongoing classroom observations PLC minutes
Objective 2: By 2019 BMS Students will increase in growth by 10% by determining students who moved up in scale score, BMS will go from 54.3% of students having increased to 59.7% of students showing an increase in scale score in Math.	Review, Analyze, and Apply Data -teacher leaders need to be developed and supported through the PLC process working with colleagues. Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data. -we need to create learners who can push through difficult materials and provide support when they struggle.	Highly qualified teachers will meet in PLCs to ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. Highly Qualified teachers will take note of each student and what their need for categorical growth is, planning for each child's success-students on the "cusp" of moving up to the next level will have specific goal setting conversations making that clear to each student. Teachers will help all students set their own growth goals. - (SWP1,2,3,4,8) -Highly qualified teachers will work collaboratively to utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments to push all students to the next level, this might include but is not limited to: incorporate and provide students the opportunity to self assess- providing a high impact on achievement, administering weekly probes to inform instruction in students' specific area of weakness. Teachers will also use these probes to increase students' stamina and increase math numeracy and fluency.(SWP 1,2) -Highly qualified teachers will work to personalize learning for all students. Teachers will differentiate using teacher created materials, IXL, My Path, Delta Math, Khan Academy among other evidence based resources that meet the needs of individual students. (SWP1,2,3,4,7,8)	MAP Data, KPrep, Classroom Formative and Summative Assessments	June 2019 MAP Data, KPrep, Classroom Formative and Summative Assessments
	Review, Analyze, and Apply Data -teacher leaders need to be developed and supported through the PLC process working with colleagues.	Develop highly effective content PLC's with Highly Qualified teachers taking an active and Lead role in the process focused on the DeFour model for PLC collaboration. Developing a uniform way of examining and interpreting and utilizing all pertinent data to determine priorities for school success. (SWP 2,3, 4) District Supported and Facilitation of School Leadership training. Solution Tree PLC/Collaborative Teams Training for administrator, instructional coach and select teacher facilitators to ensure that the PLC process is teacher -led data driven and student centered. (SWP 1,2,3,4,8) (Turn around Leadership)	Observations of PLC practices Observations of classroom Classroom Assessments	June 2019 ILT, all PLC members, PLC observations, Notes/Agendas
			MAP Data, KPrep, Classroom Formative and Summative Assessments	PLC notes/agendas that address questions 3,4
			Observations of PLC practices Observations of classroom Classroom Assessments	June 2019 ILT, all PLC members, PLC observations, Notes/Agendas
			The school is growing and utilizing the PLC continuous monitoring process of improvement for instruction analysis of data and adaptation of instruction based on collaborative team data.	Ongoing monitoring of PLC notes and agendas and classroom observations
				\$500
				\$500

4: Transition readiness

State your *Transition readiness* Goal

Goal 4:

By the year 2021, at least 35% 8th Grade Students will be High School Ready in both Reading and Math as measured by MAP Data and high school benchmarks.

Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)		Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective		Strategy		Measure of Success	
Objective 1: By 2019 the percentage of 8th Grade students who are High School Ready in Reading will increase from 37% to 42%.		Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data. Review, Analyze and Apply Data		Spring MAP Data June 2019 MAP DATA PLC NOTES/Agendas	
Objective 2: By 2019 the percentage of 8th Grade students who are High School Ready in Math will increase from 26% to 32%.		Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data. Review, Analyze and Apply Data		Spring MAP Data June 2019 MAP DATA PLC NOTES/Agendas	
Objective 3: By 2019 75% of BMS students will have the opportunity to participate in Health/PE, Art/Music, and/or Careers including but not limited to-Careers, PLTW 1, PLTW 2, STEM, Coding and Foreign Language		Establishing Learning Culture and Environment. -students need to have a well rounded education to determine their talents.		Infinite Campus pull June 2020 Infinite Campus pull	

5: Separate Academic Indicator
State your Other Goal (optional)

Goal 5: By 2021 BMS will achieve a separate academic indicator score of 70 as measured by the KPREP data for Science, Social Studies and ODW combined.			
Objective	Strategy	Measure of Success	Progress Monitoring Date & Notes
Objective 1: By 2019 BMS will increase the Writing Score by 10% from 65.6 to 72.1 in ODW.	Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data.	KPrep, Classroom Formative and Summative Assessments	Ongoing monitoring of literacy across the content areas by administration and IC as well as PLC facilitators.
Objective 2: By 2019 BMS will increase the Social Studies score by 10% from 74.4 to 81.8.	Review, Analyze and Apply Data Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data.	KPrep, Classroom Formative and Summative Assessments	PLC minutes/notes - products developed through meetings revolving around questions 1,2
Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.			
Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> • <u>KCWP1: Design and Deploy Standards - Continuous Improvement Activities</u> • <u>KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</u> • <u>KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</u> • <u>KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</u> Activities to deploy strategy In Content Area PLCs, highly qualified teachers will work collaboratively to plan for and implement active student engagement strategies meeting students individual needs. (SWP1,2,3,4,8) All Highly Qualified ELA teachers are participating in the LWP professional learning based on claims and evidence, argument writing. (SWP1,2,3,4,8) Highly Qualified teachers will use common language in teaching writing ERQ's as well as ODW efforts. Writing scaffolds and graphic organizers will be shared with content area teachers and there will be a common practice vertically and horizontally. (SWP1,2,3,4,8) Highly Qualified teachers will use the PLC model to determine the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy) This will be monitored through PLC notes/agendas and classroom observations formal and informal. PLC's will convene to help assure learning targets are correctly written clearly and precisely and are the correct focus for the lessons. Through PLC systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative.(SWP 1,2,4)			
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u>		Funding \$0	

Objective 3	Review, Analyze and Apply Data	Highly qualified teachers will embed Literacy Instruction through their content to provide students with high levels of reading and writing. (SWP 1,2,3,4)	KPrep, Classroom Formative and Summative Assessments	PLC minutes/notes - products developed through meetings revolving around questions 1,2	\$0
By 2019 BMS will increase the Science score by 10% from 56.6 to 62.2.	Design and Deploy Standards -science standards are key to students being successful, teachers must review the NGSS to determine if what they are teaching is congruent with the three strands of NGSS. Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data.	Highly qualified teachers will use the PLC model to determine the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy) This will be monitored through PLC notes/agendas and classroom observations formal and informal. PLC's will convene to help assure learning targets are correctly written clearly and precisely and are the correct focus for the lessons. Through PLC systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative.(SWP 2,4,8,			
		Highly qualified teachers will use the PLC model to embed NGSS Science and engineering practices into daily instruction. (SWP 4,8)			
		Highly qualified teachers will embed Literacy Instruction through their content to provide students with high levels of reading and writing. (SWP 3,8)			
		Develop highly effective content PLC's with Highly Qualified teachers taking an active and Lead role in the process focused on the DeFour model for PLC collaboration. Developing a uniform way of examining and interpreting and utilizing all pertinent data to determine priorities for school success. (SWP 2,3, 4)			
	Review, Analyze, and Apply Data -teacher leaders need to be developed and supported through the PLC process working with colleagues.	District Supported and Facilitation of School Leadership training, Solution Tree PLC/Collaborative Teams Training for administrator, instructional coach and select teacher facilitators to ensure that the PLC process is teacher -led data driven and student centered. (SWP 1,2,3,4,8) (Turn around Leadership)	Observations of PLC practices Observations of classroom Classroom Assessments	June 2019 ILT, all PLC members, PLC observations, Notes/Agendas	\$500
			The school is growing and utilizing the PLC continuous monitoring process of improvement for instruction analysis of data and adaptation of instruction based on collaborative team data.	Ongoing monitoring of PLC notes and agendas and classroom observations	\$500

1: Proficiency State your Proficiency Goal			
Goal 1: By 2021 increase the combined reading and math score from 75.2 to 79.2 as determined by the academic indicator as measured by KPREP for BMS students.			
Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
- KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	- KCWP1: Design and Deploy Standards - Continuous Improvement Activities - KCWP2: Design and Deliver Instruction - Continuous Improvement Activities - KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities - KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		
Objective	Strategy	Measure of Success	Progress Monitoring Date & Notes
Objective 1: By 2019 BMS students will go from 57% to 60% proficient/distinguished in Reading as measured by the KPREP data for spring 2019.	Design and Deliver Instruction- -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data.	MAP Data, KPREP, Classroom Assessments. Classroom observations, PLC notes, agendas that reflect evidence of work and implementation focused on PLC question 1 and 2.	Ongoing ILT, all PLC members PLC Agendas/Notes to reflect evidence of work and implementation focused on PLC questions
	Highly Qualified Teachers will be trained in the best practice model of thinking strategies so that school wide practices in all content areas in reading comprehension and writing are consistent and cause growth. Each teacher is expected to engage students at high levels through the four pillars of the Thinking Strategy Model of Best Practice including student discourse, (speaking and listening) {all components of Literacy} (SWP 1,2,3,4,5,8,9.)	MAP Data, Classroom assessments. Classroom observations, lab classroom visits.	Classroom Assessments PLC Agendas/Notes to reflect evidence of work and implementation focused on PLC questions
			\$500 General Fund

Objective 2: By 2019 BMS students will go from 55.9 to 57% performing at the proficient/distinguished range in Math as measured by local KPREP Data.	Review, Analyze, and Apply Data -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data.	Instructional Feedback provided to teachers effectiveness based on the "Artisan Teacher" by Mike Rutherford. Feedback is targeted and specific to the teacher and the classroom. (SWP 1,2,3,4, 8) (Turn around Leadership) Develop highly effective content PLC's with Highly Qualified teachers taking an active and Lead role in the process of determining the best formative assessments, scoring guides, anchor answers, and ways to engage students in high levels of learning as well as assess that learning. (SWP 1,2,3,4, 8) District Supported and Facilitation of School Leadership training. Solution Tree PLC/Collaborative Teams Training for administrator, instructional coach and select teacher facilitators to ensure that the PLC process is teacher -led data driven and student centered. (SWP 1,2,3,4,8) (Turn around Leadership)	Monitoring by principal through feedback to teachers to see if instruction improves and increases based upon feedback provided.	Ongoing and observational	\$0
	Establishing Learning Culture and Environment. - BMS struggles to have parent involvement we are working to improve this in a variety of ways so that students can be successful.	Parental involvement is solicited by the school. We seek input on everything from how we communicate to how to conduct 8th grade promotion to best meet parents needs. The more involved parents are the higher the achievement of BMS students. These activities include: PTSA, Parent Involvement meeting, SBDM, Be a Bruin Night, Literacy Title 1 night, Meet and Greet the FRYSC(Muffins with Mom), Doughnuts with Dad, Fall Festival Band Choir Concerts and Spring Title 1 Student Led Conference Night for parents and students. (SWP 6,10) The Second Step program is an evidence based program which students themselves chose to help students at BMS gain key emotional intelligence skills. Highly Qualified teachers will support and facilitate student driven social emotional learning program. This is being embedded to help students develop a growth mindset. (SWP 2,7) District Supported and Facilitation of School Leadership training. Solution Tree PLC/Collaborative Teams Training for administrator, instructional coach and select teacher facilitators to ensure that the PLC process is teacher -led data driven and student centered. (SWP 1,2,3,4,8) (Turn around Leadership)	MAP Data, PLC minutes, Classroom observations The school is growing and utilizing the PLC continuous monitoring process of improvement for instruction analysis of data and adaptation of instruction based on collaborative team data.	Ongoing ILT, all PLC members PLC Agendas, monthly facilitator meeting	\$0
Objective 2: By 2019 BMS students will go from 55.9 to 57% performing at the proficient/distinguished range in Math as measured by local KPREP Data.	Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data.	Parent attendance at various events, parent feedback post event.	June 2019 Sign in sheets/ Noted input from parents via FB/Twitter/BMS News Bytes	Ongoing monitoring of PLC notes and agendas and classroom observations to support PLC work and guide monthly facilitator meetings	\$900
		Behavior Data, Academic Gains, student passing rate, student input.	June 2019 Meeting with students and teachers throughout the year. Students meet with their teams weekly.	Ongoing monitoring of PLC notes and agendas and classroom observations	\$2800
Objective 2: By 2019 BMS students will go from 55.9 to 57% performing at the proficient/distinguished range in Math as measured by local KPREP Data.	Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data.	The school is growing and utilizing the PLC continuous monitoring process of improvement for instruction analysis of data and adaptation of instruction based on collaborative team data.	Ongoing monitoring of PLC notes and agendas and classroom observations	Ongoing ILT, all PLC members PLC Agendas/Notes reflect evidence of work and implementation focused on PLC questions	\$500
		Classroom Assessments, PLC observations, MAP, KPREP MAP Data	Classroom Assessments, PLC observations, MAP, KPREP MAP Data	Ongoing ILT, all PLC members PLC Agendas/Notes reflect evidence of work and implementation focused on PLC questions	\$0

1/4/2019

	their everyday instruction, they will provide challenging text sets to students to challenge individual reading levels. (SWP 1,2,3,4, 8)			
	Highly Qualified Teachers will be trained in the best practice model of thinking strategies so that school wide practices in all content areas in reading comprehension and writing are consistent and cause growth. Each teacher is expected to engage students at high levels through the four pillars of the Thinking Strategy Model of Best Practice including student discourse, (speaking and listening) {all components of Literacy} (SWP 1,2,3,4,5, 8)		KPREP Data, Map Data, Classroom Observations, Elcote data	\$500
	Instructional Feedback provided to teachers effectiveness based on the "Artisan Teacher" by Mike Rutherford. Feedback is targeted and specific to the teacher and the classroom. (SWP 1,2,3,4, 8) (Turn around Leadership)		Monitoring by principal as seen in feedback to teachers to see if instruction improves and increases based upon feedback provided.	\$0
	Develop highly effective content PLC's with Highly Qualified teachers taking an active and Lead role in the process focused on the Defour model for PLC collaboration. Developing a uniform way of examining and interpreting and utilizing all pertinent data to determine priorities for school success. (SWP 1,2,3, 4,8, 9)		Observations of PLC practices Observations of classroom Classroom Assessments	\$500
	District Supported and Facilitation of School Leadership training, Solution Tree PLC/Collaborative Teams Training for administrator, instructional coach and select teacher facilitators to ensure that the PLC process is teacher -led data driven and student centered. (SWP 1,2,3,4,8) (Turn around Leadership)		The school is growing and utilizing the PLC continuous monitoring process of improvement for instruction analysis of data and adaptation of instruction based on collaborative team data.	\$500

2: Gap State your Gap Goal

Goal 2: By 2021 BMS SWD will increase in proficiency enough to reach or surpass the cut score academic indicator for reading and math combined. BMS SWD will need to increase the proficiency indicator by a minimum of 26.4 points as determined by the KPREP. 2018 accountability BMS is a T.S.I school in the area of SWD. The improvement plan for this subgroup is included below.	Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
	- KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	- KCWP1: Design and Deliver Instruction - Continuous Improvement Activities - KCWP2: Design and Deliver Instruction - Continuous Improvement Activities - KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities	

Phase III: Executive Summary for Schools_12072017_04:47

Phase III: Executive Summary for Schools

Bernheim Middle School
Katie Stephens
700 Audubon Drive
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/13/2018
Status: Open

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Phase III: Executive Summary for Schools

Executive Summary

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?

Bernheim Middle is a school located in a field off I-65 at Exit 112. There are no highly populated neighborhoods within walking distance, yet we are a neighborhood school. Our students have grown up and attended school together for most of their lives. They are bonded by geography and experience, coming largely from rural homesteads. It is from the tradition of a rural society that we draw both our strength and our challenges. We have long been a Title I school, given the percentage of our students who are considered economically disadvantaged. Our percentage of students who qualify for Free/Reduced Lunch is up to roughly 54%. We have an Average Daily Attendance rate of roughly 94%, and our school is nearly 450 students. We offer a variety extra-curricular activities for our students to participate; including basketball, cheer-leading, baseball, volleyball, cross country, track and field, academic team, chess, archery, energy team, KYA, KUNA, STEM, STEAM, STLP, Beta Club, Planet BMS as well as pep band, choir, student council, student leadership opportunities and others. Our staff is comprised of both veteran and new teachers; all possessing a special talent for growing students from a variety of backgrounds.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.

Our goal is to create an environment where students will strive to excel and are successful academically, socially and behaviorally as well as attain soft skills needed to be well rounded 21st Century citizens. Our mission statement is "Every Student, Every day". Our belief is this applies to students, teachers, all staff and even our BMS community. The vision statement is "Distinguished by Excellence", again this applies to each and every member of our school community. We strive to be distinguished in our craft no matter our role. The students are offered multiple opportunities to succeed and experience the world as we know it. We have incorporated foreign language into our UA rotation, French, German, Spanish and others. We have brought PLTW and STEM classes to BMS as well Coding, and at least five high school credit courses: Health, PE, Spanish I and Alg I. This opens up opportunities for our advanced students as they enter high school. We have also altered the master schedule to encompass RtI programs in both reading and math. The bottom 30% of students as measured by the NWEA or Novice on KPREP are supported through individualized instruction five days a week for a full class period in either reading or math, some may have both. For our special education students we have provided more opportunity for support in content areas and built a resource class to help students make up specific mathematical gaps. Our core instruction is being maximized every day for every student.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.

BMS was labeled a Needs Improvement School for the 2015-2016 school year as based on KPREP data. The learner score was 47.2 and in spring the learner score was 62.9 this is an improvement of 13.8 points. We made gains with our gap groups as a result of our increased time devoted to meeting students needs and moving students toward being on grade level. This success is coupled with the need to meet all students and needs and push all students up in categorical growth in both reading and math.

ATTACHMENTS

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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.

BMS is a school that cares deeply about students. They work to celebrate students in multiple ways, the staff recognize students with Be Bold cards when students are seen demonstrating the Bruin Way [Be Respectful, Be Responsible, Be Safe, Be Here and Be Bold in Kindness, Courage and Excellent Work Ethic. They are provided Game On Cards for being on the Honor Roll, we have students of the month, students of the week, and have a house system in place to encourage students feel they are part of the community. We have established the Renaissance Rally where students are again celebrated for their success.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Progress Monitoring Date & Notes		Funding		
Activities to deploy strategy		Measure of Success				
Objective	Strategy					
Objective 1: By 2018 we will increase the number of SWD students in the Proficient/Distinguished category by 15% in reading from 17.4% to 20% for the Special Education population.	<u>Review, Analyze, and Apply Data</u> -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data.	-Highly qualified Teachers will assess with formative and summative assessments that are aligned to the KCAS and analyze the data garnered from these assessments, using it to drive instruction forward.-Students in need of response to intervention will be placed in specific courses to meet those students individual needs. Students will be progress monitored and this data will be analyzed Teams and PLC's (SWP1,2,3,4,8)		Classroom Assessment data, MAP data, Readworks Data, Reading Plus data	June 2019 ILT, all PLC members	\$0
	Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data.	-Highly qualified teachers will facilitate reading instruction in a multifaceted way. Students are provided differentiated instruction to meet their needs, regular education, special education, reading specialists and instructional coach work together to create the best program possible to meet students needs. Materials used included Reading Plus, Readworks, Direct Instruction, Corrective Reading and Teacher created materials. Students may have a reading support class in addition to their ELA classes (SWP1,2,3,4,8) In Content Area PLCs, highly qualified teachers will work collaboratively to plan for and implement active student engagement strategies meeting students individual needs. PBIS strategies will be utilized including student motivation and celebration strategies Students in need of specially designed instruction will receive the best SDI possible by regular and special education teachers. (SWP1,2,3,4,8,9,10)		Classroom Assessment data, MAP data, Readworks Data, Reading Plus data	Ongoing ILT, all PLC members/Notes and Agendas	\$6500 General Fund
	Establishing Learning Culture and Environment. -part of the MTSS process is separating those who can't from those who won't- we need have several mechanisms in place to identify specific needs.	Students at risk for remediation, failure, and/or untimely graduation will be identified utilizing the Persistence to Graduation Tool/Early Warning Tool. Upon identification a name and claim/mentoring process will be established for those students. (PtG, 365) In addition to mentoring these students may be invited to services via BMS Cafe in both reading and math. They will also be invited to Working Lunch/Academic Support as needed to be successful in all content areas with support provided by an additional teacher after school. PBIS strategies will be utilized including student motivation and celebration strategies (SWP1,2,3,4,7,8) Highly Qualified Teachers will engage students in reading conversations to encourage all students to read for enjoyment. BMS will seek to establish a reading culture where reading is celebrated and students are encouraged to discuss what they are reading. (SWP 2) Highly qualified Teachers will assess with formative and summative assessments that are aligned to the KCAS and analyze the data garnered from these assessments, using it to drive instruction forward. Students in need of intervention will be provided specific and personally designed instruction to meet those students		MAP Data, Attendance Data, Behavior Data	Ongoing Persistence to Graduation monitoring tool	\$0
Objective 2: By 2019 BMS will increase from 15.2 to 20% in the P/D category for the SWD in Math.	<u>Review, Analyze, and Apply Data</u> -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know	Highly qualified Teachers will assess with formative and summative assessments that are aligned to the KCAS and analyze the data garnered from these assessments, using it to drive instruction forward. Students in need of intervention will be provided specific and personally designed instruction to meet those students		Book Circulation from Library. Number of classrooms that engage in the competition.	Ongoing	\$200
				Classroom Assessment data, MAP data	Ongoing	\$0

	it and how do we respond to the data. Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data. Establishing Learning Culture and Environment. -part of the MTSS process is separating those who can't from those who won't- we need have several mechanisms in place to identify specific needs.	individual needs based on data. Students will be progress monitored and this data will be analyzed by teams and PLC's to further growth (SWP1,2,3,4,7,8) In Content Area PLCs, highly qualified teachers will work collaboratively to plan for and implement active student engagement strategies meeting students individual needs. Students in need of specially designed instruction will receive the best SDI possible by regular and special education teachers in all classroom settings. (SWP1,2,3,4,8) Students at risk for remediation, failure, and/or untimely graduation will be identified utilizing the Persistence to Graduation Tool/Early Warning Tool. Upon identification a name and claim/mentoring process will be established for those students (PiG, Connect 365) In addition to mentoring these students may be invited ESS services via BMS Cafe in both reading and math after school. They will also be invited to Academic Support as needed to be successful in all content areas with support provided by an additional teacher after school. PBIS strategies will be utilized including student motivation and celebration strategies. (SWP1,2,3,4,7,8)	Classroom Assessment Data, MAP Data, PLC Minutes	June 2019 KPREP MAP	
	Establishing Learning Culture and Environment. -part of the MTSS process is separating those who can't from those who won't- we need have several mechanisms in place to identify specific needs.	Highly Qualified teachers will assist students as they participate in a boys group designed specifically for SWD/F/R students who have gaps in their social emotional learning or are students with high incidence of trauma. We found a significant gap in achievement between boys and girls and even more drastic gap between SWD boys and girls. (SWP1,2,3,4,8)	MAP Data, Attendance Data, Behavior Data	Ongoing	
	Review, Analyze, and Apply Data -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data.	Develop highly effective content PLC's with Highly Qualified teachers taking an active and Lead role in the process focused on the Defour model for PLC collaboration. Developing a uniform way of examining and interpreting and utilizing all pertinent data to determine priorities for school success. (SWP 2,3, 4) District Supported and Facilitation of School Leadership training. Solution Tree PLC/Collaborative Teams Training for administrator, instructional coach and select teacher facilitators to ensure that the PLC process is teacher-led data driven and student centered. (SWP 1,2,3,4,8) (Turn around Leadership)	Observations of PLC practices Observations of classroom Classroom Assessments The school is growing and utilizing the PLC continuous monitoring process of improvement for instruction analysis of	June 2019 ILT, all PLC members, PLC observations, Notes/Agendas	\$500
				Ongoing monitoring of PLC notes and agendas and classroom observations	\$500

[illegible]

Date for signature

State you are:

Goal 3: By the year 2021 BMS will students will achieve an increase of 10% for growth for combined reading and math improvement percentages BMS will go from 34.7% to 39.7% of students		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Measure of Success	Progress Monitoring Date & Notes
Objective 1: By 2019 BMS will increase the number of students moving up in scale score by 10% from 53.7% of students moving up to 58.7% of students moving up in scale score combined for reading.	Review, Analyze, and Apply Data Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data.	MAP Data, KPrep, Classroom Formative and Summative Assessments, Reading Plus Progress Monitoring, Readworks data	June 2019 MAP Data, KPrep, Classroom Formative and Summative Assessments
	Establishing Learning Culture and Environment.	MAP Data, KPrep, Classroom Formative and Summative Assessments	June 2019 MAP Data, KPrep, Classroom Formative

Objective 2: By 2019 BMS Students will increase in growth by 10% by determining students who moved up in scale score, BMS will go from 54.3% of students having increased to 59.7% of students showing an increase in scale score in Math.	-part of the MTSS process is separating those who can't from those who won't- we need have several mechanisms in place to identify specific needs.	incorporate and provide students the opportunity to self assess- providing a high impact on achievement.(SWP1,2,3,4,8) The school leadership will be actively involved in Instructional Coaching Conversations for all teachers across all content areas providing specific instructional feedback. (SWP1,2,3,4,8) Highly qualified teachers will meet in PLCs to ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. Highly Qualified teachers will take note of each student and what their need for categorical growth is, planning for each child's success-students on the "cusp" of moving up to the next level will have specific goal setting conversations making that clear to each student. Teachers will help all students set their own growth goals. - (SWP1,2,3,4,8) -Highly qualified teachers will work collaboratively to utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments to push all students to the next level, this might include but is not limited to: incorporate and provide students the opportunity to self assess- providing a high impact on achievement, administering weekly probes to inform instruction in students' specific area of weakness. Teachers will also use these probes to increase students' stamina and increase math numeracy and fluency.(SWP 1,2) -Highly qualified teachers will work to personalize learning for all students. Teachers will differentiate using teacher created materials, IXL, My Path, Delta Math, Khan Academy among other evidence based resources that meet the needs of individual students. (SWP1,2,3,4,7,8)	classroom observations PLC minutes/notes and aged	and Summative Assessments Ongoing classroom observations PLC minutes June 2019 MAP Data, KPrep, Classroom Formative and Summative Assessments
	Review, Analyze, and Apply Data -teacher leaders need to be developed and supported through the PLC process working with colleagues. Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data. -we need to create learners who can push through difficult materials and provide support when they struggle.	Develop highly effective content PLC's with Highly Qualified teachers taking an active and Lead role in the process focused on the DeFour model for PLC collaboration. Developing a uniform way of examining and interpreting and utilizing all pertinent data to determine priorities for school success. (SWP 2,3, 4) District Supported and Facilitation of School Leadership training. Solution Tree PLC/Collaborative Teams Training for administrator, instructional coach and select teacher facilitators to ensure that the PLC process is teacher-led data driven and student centered. (SWP 1,2,3,4,8) (Turn around Leadership)	MAP Data, KPrep, Classroom Formative and Summative Assessments	June 2018 MAP Data, KPrep, Classroom Formative and Summative Assessments
	Review, Analyze, and Apply Data -teacher leaders need to be developed and supported through the PLC process working with colleagues.	Observations of PLC practices Observations of classroom Classroom Assessments The school is growing and utilizing the PLC continuous monitoring process of improvement for instruction analysis of data and adaptation of instruction based on collaborative team data.	MAP Data, KPrep, Classroom Formative and Summative Assessments	PLC notes/agendas that address questions 3,4
		Observations of PLC practices Observations of classroom Classroom Assessments The school is growing and utilizing the PLC continuous monitoring process of improvement for instruction analysis of data and adaptation of instruction based on collaborative team data.	June 2019 ILT, all PLC members, PLC observations, Notes/Agendas Ongoing monitoring of PLC notes and agendas and classroom observations	\$500 \$500

4: Transition readiness

State your *Transition readiness* Goal

Goal 4:

By the year 2021, at least 35% 8th Grade Students will be High School Ready in both Reading and Math as measured by MAP Data and high school benchmarks.

1/4/2019

Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)		Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
Objective	Strategy	Activities to deploy strategy	Progress Monitoring Date & Notes
Objective 1:	Design and Deliver Instruction	Highly qualified teachers will meet in PLCs to ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap and have students meet benchmark of High School Ready according to MAP Highly Qualified ELA teachers will administer weekly Timed Reads assessments and use the data gathered to target individual student needs in Reading. Teachers will help students set their own growth goals. (SWP1,2,3,4,8)	Spring MAP Data June 2019 MAP DATA PLC NOTES/Agendas
By 2019 the percentage of 8th Grade students who are High School Ready in Reading will increase from 37% to 42%.	-teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data. Review, Analyze and Apply Data	Highly qualified teachers will meet in PLCs to ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. Teachers will help students set their own growth goals. (SWP1,2,3,4,8)	June 2019 MAP DATA PLC NOTES/Agendas
By 2019 the percentage of 8th Grade students who are High School Ready in Math will increase from 26% to 32%.	Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data. Review, Analyze and Apply Data	Highly qualified teachers will meet in PLCs to ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. Teachers will help students set their own growth goals. (SWP1,2,3,4,8)	June 2019 MAP DATA PLC NOTES/Agendas
By 2019 75% of BMS students will have the opportunity to participate in Health/PE, Art/Music, and/or Careers including but not limited to-Careers, PLTW 1, PLTW 2, STEM, Coding and Foreign Language	Review, Analyze and Apply Data Establishing Learning Culture and Environment. -students need to have a well rounded education to determine their talents.	Highly qualified teachers will provide instruction to at least 75% of BMS students in areas outside the core content for instruction to provide students with the opportunity to discover their interests and work toward determining a path to become college and career ready. (SWP1,2,3,4,8)	June 2020 Infinite Campus pull

5: Separate Academic Indicator
State your Other Goal (optional)

Goal 5: By 2021 BMS will achieve a separate academic indicator score of 70 as measured by the KPREP data for Science, Social Studies and ODW combined.				
Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)		Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)		
- KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment		- KCWP1: Design and Deploy Standards - Continuous Improvement Activities - KCWP2: Design and Deliver Instruction - Continuous Improvement Activities - KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities - KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		
Objective		Strategy		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
Objective 1: By 2019 BMS will increase the Writing Score by 10% from 65.6 to 72.1 in ODW.		Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data. Review, Analyze and Apply Data Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data.		Measure of Success KPrep, Classroom Formative and Summative Assessments
Objective 2: By 2019 BMS will increase the Social Studies score by 10% from 74.4 to 81.8.		In Content Area PLCs, highly qualified teachers will work collaboratively to plan for and implement active student engagement strategies meeting students individual needs. (SWP1,2,3,4,8) All Highly Qualified ELA teachers are participating in the LWP professional learning based on claims and evidence, argument writing. (SWP1,2,3,4,8) Highly Qualified teachers will use common language in teaching writing ERQ's as well as ODW efforts. Writing scaffolds and graphic organizers will be shared with content area teachers and there will be a common practice vertically and horizontally. (SWP1,2,3,4,8) Highly Qualified teachers will use the PLC model to determine the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy) This will be monitored through PLC notes/agendas and classroom observations formal and informal. PLC's will convene to help assure learning targets are correctly written clearly and precisely and are the correct focus for the lessons. Through PLC systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative.(SWP 1,2,4)		Ongoing monitoring of literacy across the content areas by administration and IC as well as PLC facilitators.
				Funding \$0
				\$0

Objective 3 By 2019 BMS will increase the Science score by 10% from 56.6 to 62.2.	Review, Analyze and Apply Data	Highly qualified teachers will embed Literacy Instruction through their content to provide students with high levels of reading and writing. (SWP 1,2,3,4)	KPrep, Classroom Formative and Summative Assessments	PLC minutes/notes - products developed through meetings revolving around questions 1,2	\$0
	Design and Deploy Standards -science standards are key to students being successful, teachers must review the NGSS to determine if what they are teaching is congruent with the three strands of NGSS.	Highly Qualified teachers will use the PLC model to determine the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy) This will be monitored through PLC notes/agendas and classroom observations formal and informal. PLC's will convene to help assure learning targets are correctly written clearly and precisely and are the correct focus for the lessons. Through PLC systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative.(SWP 2,4,8,			
	Design and Deliver Instruction -teachers responding to the question "what do we want students to know and be able to do?" must be paired with How do we know if they know it and how do we respond to the data.	Highly qualified teachers will use the PLC model to embed NGSS Science and engineering practices into daily instruction. (SWP 4,8) Highly qualified teachers will embed Literacy Instruction through their content to provide students with high levels of reading and writing. (SWP 3,8)			
	Review, Analyze, and Apply Data -teacher leaders need to be developed and supported through the PLC process working with colleagues.	Develop highly effective content PLC's with Highly Qualified teachers taking an active and Lead role in the process focused on the DeFour model for PLC collaboration. Developing a uniform way of examining and interpreting and utilizing all pertinent data to determine priorities for school success. (SWP 2,3, 4)	Observations of PLC practices Observations of classroom Classroom Assessments	June 2019 ILT, all PLC members, PLC observations, Notes/Agendas	\$500
		District Supported and Facilitation of School Leadership training. Solution Tree PLC/Collaborative Teams Training for administrator, instructional coach and select teacher facilitators to ensure that the PLC process is teacher -led data driven and student centered. (SWP 1,2,3,4,8) (Turn around Leadership)	The school is growing and utilizing the PLC continuous monitoring process of improvement for instruction analysis of data and adaptation of instruction based on collaborative team data.	Ongoing monitoring of PLC notes and agendas and classroom observations	\$500

Phase Three: Title I Annual Review 2018-2019

Phase Three: Title I Annual Review

Bernheim Middle School
Katie Stephens
700 Audubon Drive
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/21/2018
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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under 34 CFR §200.26 and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the Title I Handbook and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Data sources used: Title I Parent Survey; KPrep Scores; MAP Data; Teacher surveys Identified Needs based on the data included gap areas in Reading and Math, low percentage of parent involvement. Our priority is Reading and Math for SWD and F/R students. Of our special ed population 73% of those student are also F/R. We found achievement gaps in our F/R population in both Reading and Math as the number of P/D was about 10 percentage points lower than the overall population, even though we did meet the cut score this year for F/R students in proficiency we know we can push them to excel further. Title I funds were used to support Math funding an additional teacher so that we have 2 math teachers at each grade level Title 1 funds to host literacy nights to bring in Parents to showcase academics to help parents better understand what students are learning including student led conferences. We feel that our use of Title I funding was effective as we had a great turn out at our Title I Literacy Night in October of 2018, we had between 200 - 250 parents and students. We are working to improve communication with students and parents so to create a better home school bond.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

Title I funding is being used to fund an additional Math teachers so that all students have access to 2 math teachers in order to delve deeper into content so all students can become Proficient/Distinguished. Title I funding was also used for Title I literacy instruction across content areas. Title I literacy night so that parents and students could interact through an academic night which helps to increase a positive culture. As the core content was originally aligned there were gaps in student background based on the discrepancies between CCA (2006) and the current Common Core math standards Title 1 funds have been used to provide each student with two full math classes. Title 1 students also have supporting math classes and opportunities in the area of reading for growth. We saw an increase in the reduction of Novice Students in Math in gap areas such SWD by 13.3% .

ATTACHMENTS

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Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

We are still working on engaging parents. SBDM elections and PTSA elections have small voter turnout with less than 20 voters each. Parents are very responsive to BMS social media sites such as Facebook and the school blog, BMS News Bytes. When we have activities for parents we do see about 30% of the student body having at least one parent represented. So we are engaging parents via communications and they do attend the community/family events we produce, however parent volunteers, SBDM interest and PTSA help and support are low. We will continue to hold Title 1 Parent nights, Title 1 Parent Involvement meetings, Review of Title 1 Parent Compact and review the SBDM policy each year.

ATTACHMENTS

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3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

We will continue to work to support parents and bring them into the process of helping the school community. BMS News Bytes, the School Website, Twitter, and Facebook are important communication tools. We will continue to have events like Be A Bruin Literacy Night, Student Led Conferences night, Muffins with Mom, Doughnuts with Dad, Band Concerts, Grandparents day etc to provide parents the opportunity to engage in their students education. We will continue to hold Title 1 Parent nights, Title 1 Parent Involvement meetings, Review of Title 1 Parent Compact and review the SBDM policy each year.

ATTACHMENTS

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Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

MAP, KREP, attendance data, behavior data are used to evaluate the success of SWP at BMS.

ATTACHMENTS

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4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

KPREP, MAP, Title 1 parent survey, Teacher Survey and one on one interviews with parents have provided us feed back on what is working and what is not. The SWP will continue to focus on engaging parents, moving students up academically and focusing on support for our Free and Reduced Lunch students. We found students need additional mentoring, additional assistance and support with attendance and students need strong meaningful relationships to keep them coming to school.

ATTACHMENTS

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4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

We will evaluate how we use our MTSS programs to support students, we will work to remove barriers to students success by engaging our FRYSC in helping to meet student's physical needs. We will work to meet students social and emotional needs through our Boys and Girls Groups, student led second step program and the Why Try program. We will evaluate the success of the dual maths on SWP and the use of human resources on the success of F/R students.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 BMS SWP 2018-2019 Title I	BMS SWP Title I 2018-2019	1, 2, 3A, 3B, 4A, 4B, 4C