



2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_01122021_10:33

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Bernheim Middle School
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United States of America

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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

I. Achievement Gap Group Identification

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

- . Complete the Achievement Gap Group spreadsheet and attach it.

See attachment

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

BMS has invested in the success of all students. Especially those who have additional challenges and barriers to overcome. The current climate is one of continual support for students individual needs. The culture is one of increasingly high expectations. We have put in place several programs and policies to support SWD and F/R lunch students. The Character Strong program, The Harbor program, and one on one mentoring to improve connections and relationships. The school's motto includes Be Bold in Excellent Work ethic and we find students struggle on the persevering end of hard work. We are a PBIS School with well established procedures and routines as well as tiered interventions. As we continue to work to meet the needs of students in a Covid-19.

ATTACHMENTS

Attachment Name

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

BMS has not closed achievement gaps though we have lessened them in the area of economically disadvantaged students for both reading and math. There was an increase of approximately 12% in P/D for reading for ED students and approximately 8% in math for ED students. There is still a gap but according to KPREP accountability system the gap was not significant though for BMS we want there to be no gap. Based on the current situation we know that we will need to do recovery when students return to school full force.

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

BMS has not closed achievement gaps though we have lessened them in the area of economically disadvantaged students for both reading and math. There was an increase of approximately 12% in P/D for reading for ED students and approximately 8% in math for ED students. While our goal is to have no gap, there is

still one, but according to KPREP accountability system the gap was not significant though for BMS.

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

According to KPREP data BMS has a significant gap between SWD students and the comparison group. The need is great as SWD students achieved 24.3% P/D and economically disadvantaged students achieved P/D in 57.1% P/D in reading. In Math SWD students achieved 16.2% P/D and economically disadvantaged students achieved 50.4% P/D. SWD students make up the largest gap by far, we continue to focus on growth for special education students and staff. This is the last data point we have from standardized testing practices in Spring 2020.

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

The school continues to struggle in meeting the needs of special education students. BMS currently has 24% MMD students and 1 FMD student. We have a 1 veteran special education teacher and the others are under three years of experience. We have high needs students and a staff that are doing a fantastic job learning how to meet student needs however they are inexperienced. Our current master schedule is built around SWD and it would be best if we could increase support for more students in the general education setting. Meeting the needs of all students all the time has been a challenge.

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

Jennifer Harrison, AP, Maegan Tepe IC, Amy Bush -Counselor Abri Team Lead, Katie Stephens Principal, James Carnes SBDM Member, 6th grade team leader, Amanda Korby 7th grade team leader, April Watkins 8th grade team leader Social Students PLC Facilitator , Tonya Cravens SWD team leader Tonya Cravens, Kimberly Newton UA team leader MTSS PLC facilitator, Josh Cravens SBDM, Beth Johnson SBDM, Hallie Polston, ELA PLC facilitator, Dominic McCamish Science PLC facilitator, Brea Breeze ELA teacher, Karla Elliott- Media Specialist , C3 committee members-ABRI committee Michael Hoben, Mackenzie Purdue Crystal Tomlinson and Angie Huffman Parents on SBDM

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

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

See Attachments

ATTACHMENTS

Attachment Name

III. Planning the Work

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

See Attachments

ATTACHMENTS

Attachment Name

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.

See Attachment

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BMS Achievement Gap Group</u>	BMS Achievement Gap Group	• I
 <u>BMS Achievement Gap Group Identification</u>	BMS Gap Groups	• II.A
 <u>BMS PD Plan 2020-21</u>		• II.G
 <u>Closing the GAP Plan BMS 2020 2021</u>	School Wide Plan Title 1 and CSIP, Closing the Gap	• III • III



2020-21 Phase Three: Professional Development Plan for Schools BMS

2020-21 Phase Three: Professional Development Plan for Schools

Bernheim Middle School
Katie Stephens
700 Audubon Drive
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United States of America

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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

Every Student, Every, Day- Creating a legacy of excellence

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

The most recent CASE data predictor shows that 50.4% of students are predicted to be P/D in reading and 39.4% are predicted to be P/D in Math. This is a drop from the previous years data wherein we were 69.4% P/D in Reading on KPREP and 64.5% in

Math on KPREP. Therefore Reading and Math are a focus area for growth and are one of the top areas of need. Non Academic data includes the IMPACT survey including the area of culture as an area of growth therefore school culture is the second top area of need.

3. How do the identified **top two priorities** of professional development relate to school goals?

The PD Plan is aligned with all areas of our area of need. There are PD activities specific to certain contents that are related through the need to improve school culture. Most all activities are related to growth academically for all students including reading, math and literacy and improving school culture through SEL, PBIS, and student recognitions.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Specific objectives include increased teacher efficacy in both Reading and Math as well as Literacy across content areas in Science and Social studies. We are including support for special education teachers so that all students will be included. We are including support for PLC practices that when done effectively become the change agent for student growth. We are including support for differentiation so that interventions, recovery and enrichment are a common practice for all students. We continue to support teachers on thinking strategies and other meaningful literacy practices.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results include stronger PLC practices, including but not limited to regularly looking at student data in Reading and Math in order to determine student levels of performance and the implementation of interventions/extensions as needed. It is also intended to grow all students, seeing all students reach grade level mastery and beyond.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Indicators of success will be the percentage of students making academic gains in both Reading and Math; percentage of students demonstrating mastery of grade

level standards in both subjects. Grade level, district and state assessment data will serve as evidence of these indicators.

4d. Who is the targeted audience for the professional development?

The audience includes staffulty schoolwide.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

The whole school community is impacted by the PD plan. Students will grow academically through the structures created with the assistance of the PD plan. Educators will grow in their efficacy to meet students needs academically through the structure of school wide PLC processes including all collaborative teams.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Teachers will need time to collaborate within PLCs and House Teams to utilize the PLC process and discuss student progress and impacts on instruction. We will provide continued support with technology with a variety of programs to best support teacher and student needs leading to student growth.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing supports will include weekly PLC collaboration and ongoing unofficial PLC conversations, whole group and one-on-one meetings between the instructional coach and PLC facilitators, and coaching cycles between the instructional coach and teachers. Continued support between teachers, IC and Principal with opportunity for teacher input on PD needs.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Monitoring of evidence will include weekly PLC agendas/notes, grade level common assessment data comparison/analysis through weekly PLCs, district benchmark data comparison/analysis through PLCs and among the principal and instructional coach (3x per year), and intervention data analysis through PLCs, instructional

coach and intervention teachers. The natural processes that occur at BMS will allow monitoring of all areas including classroom visits, observations and collegial conversations.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The specific object is to provide students the opportunity to grow in the area of perseverance/grit while developing appropriate social emotional skills that will provide them the skills they need to be successful in a 21st century world not only now, but in a post graduation environment.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are that students will gain a sense of belonging and self confidence while learning the skills enveloped in the BCPS graduate profile. Relationships matter most when meeting the needs of all students especially those from ED settings, educator beliefs will be supported through the PD plan specifically providing tools for SEL growth, Advisory, Mentoring and ways to celebrate student success. Practices include a multitude of student celebrations, Advisory, SEL lessons and a student advisory group.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Success indicators may include student survey data measuring their perception of their sense of belonging. We will use the percentage of student on the honor roll and conversely the students who are failing courses. We will continue to use academic markers such as CASE, KPREP and school level assessments to determine the success the PD.

5d. Who is the targeted audience for the professional development?

The audience includes our staffulty community.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

The whole school community is impacted by the PD plan. Students will grow academically and social emotionally through the structures created with the

assistance of the PD plan. Educators will grow in their efficacy to meet students needs both academically and their SEL needs.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

The resources required to support the professional development include funding to support the PBIS/Renaissance program, time for educators to collaborate and a continued focus on

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

We will continue to use collaborative team meetings (House, C3, Abri, PLC meetings) to provide supports. The counselor will continue to provide support for mentoring and advisory lessons for all educators and students. We will continue to grow our PBIS/Renaissance program by providing funding as necessary, time and support.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The program will be monitored via behavior data, student survey data, academic data, house competition scoreboards measuring specific school wide data and qualitative data shared by educators in the various collaborative teams.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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BMS 2020-21 Phase Two: School Assurances_10262020_17:30

2020-21 Phase Two: School Assurances

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2020-21 Phase Two: School Assurances

Introduction

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

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

☐ Yes

☐ No

☒ N/A

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

All School Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. The school jointly develops 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 standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ Yes

☐ No

☐ N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

35. To the extent practicable, the school provides 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), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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BMS 2020-21 Phase Two: School Safety Report_10212020_18:28

2020-21 Phase Two: School Safety Report

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

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2020-21 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, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

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

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

yes

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 in the comment box.

yes

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 in the comment box.

yes

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 in the comment box.

yes

5. Was the school's emergency plan reviewed following 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)?

Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.

yes

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)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

yes

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(5)?

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

Yes as soon as students were able to be in the building 10/22/20 which was the 3rd day they were in the building.

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(5)?

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

yes

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

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

yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: The Needs Assessment for Schools_09142020_09:55

2020-21 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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2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

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

The BMS ILT, Katie Stephens, Jennifer Harrison, Amy Bush, Maegan Tepe and Tiffany Jenkins, PLCs which include all content teachers at BMS, Team Leaders, James Carnes, Amanda, Korby, April Watkins, Ashley Schell, Tonya Cravens, Kimberly Newton, SBDM Josh Cravens, James Carnes, Elizabeth Johnson, PLC facilitators Dominic McCamish, Tonya Cravens, Kimberly Newton, Hallie Polston and Elizabeth Johnson as well as the ABRI team, C3 Teams, all share data and review data to move learning forward. These are regularly scheduled meetings with Agendas and Minutes posted in a common area for all to review. These teams meet at least bi weekly, most meet weekly.

Current State

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

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

The current state due to COVID 19 is that we do not have data encompassing the past 6 months. The most recent data indicates that as of January 2020 BMS was predicted to be 50.4% P/D in reading and 39.4% P/D in Math on CASE assessment which is a predictor of KPREP. This is a drop from the previous years data wherein we were 69.4% P/D in Reading on KPREP and 64.5% in Math on KPREP. Therefore Reading and Math are a focus area for growth. Non Academic data includes the IMPACT survey including the area of climate as an area of growth and the area of staff leadership relationships as an area of strength.

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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

The most recent data indicates that as of January 2020 BMS was predicted to be 50.4% P/D in reading and 39.4% P/D in Math on CASE assessment which is a predictor of KPREP. This is a significant drop from the previous year's actual data. This a concern and a priority. BMS Special Education Students have earned 19.7%P/D in Reading and 13.9% P/D in Math according to CASE KPrep predictor as of January 2020. There is a significant gap between our general education students and our special education students according to this data.

Trends

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

The current state due to COVID 19 is that we do not have data encompassing the past 6 months. The most recent data indicates that as of January 2020 BMS was predicted to be 50.4% P/D in reading and 39.4% P/D in Math on CASE assessment which is a predictor of KPREP. This is a drop from the previous years data wherein we were 69.4% P/D in Reading on KPREP and 64.5% in Math on KPREP. IF Case predictor is accurate this is a drop in reading schoolwide of 19 and a drop in math of 25%. The data from 2017-2018 indicates a 57% in Reading Schoolwide and a 55.9%P/D in Math KPREP. In 2017 The reading was 59.3 and the Math was 55.8. Therefore Reading and Math experienced tremendous growth in 2019, but are actively an area of focus for growth based on current data.

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

Per the statement above we will continue to work through all of the KCWP. However we will be continuously working on KCWP 2: Design and Deliver Instruction, KCWP Review, Analyze and Apply Data along with KCWP Design, Align and Deliver Support. As a result of remote learning and NTI KCWP 6 will also be emphasized as we bring students back to the classroom and work on grit and motivation in an empathic and culturally responsive atmosphere.

Strengths/Leverages

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

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

The current PLC process is an area of strength. Teachers use data and standards to drive instruction. We will continue to work with our PLC process to overcome the immediate challenges and cause growth for students. Based 2019 KPREP data student were able to achieve 69.4% P/D in Reading on KPREP and 64.5% in math. 100% of our teachers can identify the positive impact on learning that current PLC process provide.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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BMS 2020-21 Phase One: Continuous Improvement Diagnostic for Schools_08272020_10:25

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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2020-21 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Bernheim Middle School

Katie Stephens 9/14/20



Phase Three: Executive Summary for Schools BMS 2018-2019

Phase Three: Executive Summary for Schools

Bernheim Middle School
Katie Stephens
700 Audubon Drive
Shepherdsville, Kentucky, 40165
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Executive Summary for Schools

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 school is located in Bullitt County, considered a suburb of Louisville the area however is highly rural. There are no densely populated neighborhoods within walking distance and the majority of our students travel more than 1 mile to school each day with some students traveling to school from as far as 13 miles away. Bernheim's district covers the southernmost part of Bullitt County with the borders touching the surrounding counties of Nelson and Hardin. Bernheim Middle School is considered a neighborhood school. Our students have grown up and attended school together for most of their lives. Bernheim Middle School is a Title 1 School with 54% of students formally qualifying for Free/Reduced Lunch. The school population has about a 20% transient population and the average daily attendance being around 94%. We have seen an increase in community partners through grants obtained for our STEM/PLTW labs as well as Problem Based Learning Projects in 6th Grade math. When asked to partner with our school most community members are willing to participate and this is seen in career day and other events the school has sponsored. Bernheim's staff is comprised of highly qualified veteran and new teachers as the turnover of teachers results mainly from teachers retiring. Bernheim offers students many ways to become engaged in school through numerous extra curricular activities including, but not limited to, basketball, cheerleading, baseball, volleyball, cross country, track and field, academic team, chess, archery, energy team, KYA, KUNA, STEM, STLP, BETA Club, Planet BMS, Civics Club, pep band, choir, and band. Students are also part of "houses" where they can earn points for their house based on attendance, behavior, grades, etc.

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

The mission statement of Bernheim middle school 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. . 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. The students are offered multiple opportunities to succeed and experience the world as we know it. We have incorporated foreign language into our Unified Arts Rotation. We have PLTW and STEM classes as well as coding. Students have the opportunity to explore careers in our career class. At this time, 8th grade students may earn high school credits in the areas of: Health, PE, Spanish 1 and Algebra 1. This opens up opportunities for our advanced students as they enter high school. The master schedule meets the needs of all students by giving students who fall below the 30th percentile in reading or math the opportunity to receive interventions on a daily basis. For our special education students we have provided more opportunities for support in content areas. Teachers are meeting in PLCs to ensure that students' needs are being met within Tier 1 core instruction. PLC's are being trained on the most effective practices to help students achieve academic growth. Bernheim has also instituted a school wide mentoring program so that all students will have a meaningful conversation with an adult at least one time per month.

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.

Bernheim has reduced the number of SWD scoring novice in Reading by 13.6% and has reduced the number of Novice in Math by 13.3% for students with SWD. Bernheim needs to increase the number of SWD scoring proficient in all areas, we had a decrease in reading, and social studies, we scored low in science and had remained constant in writing and math, both were up by .1 % in each.

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

BMS has a staff that is dedicate to the success of every student. BMS is working to be the number one school in the district regardless of the barriers and challenges our students face. Our goal is to embed social emotional learning and teach resiliency to all learners at BMS. BMS staff continues to have a growth mindset, they are working to develop effective PLC processes so that we can focus on what students need to know, develop process for what to do if they don't and how to measure those deficits and we are working on how to push students who have already mastered concepts. The whole child is extremely important and in the end a student can be a successful productive citizen based on the foundation that the

BMS community instills for the students. That may or may not be measured by state accountability. We continue to serve every student, every day as we push them and ourselves to be distinguished by excellence.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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BMS CSIP PHASE III 2021

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley Baldridge*, etc.).

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

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

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

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

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

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

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.

For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Proficiency/Gap/Growth Goals (3 year target for each)					
<ul style="list-style-type: none">Proficiency Goal (all levels)- By 2023 BMS students will reach 75% P/D in reading for all students as measured by KPREP.Proficiency Goal (all levels) - By 2023 BMS students will reach 71% P/D in math for all students as measured by KPREP.Gap Goal (all levels) By 2023 BMS students will increase the combined GAP RATE from 40.7 P/D in reading to 44% and will go from 33.3% combined P/D in math to 40%as measured by KPREP. (Average of ED and SPED p/d%)Growth Goal (ES/MS levels) By 2023 BMS will achieve a combined math and reading P/D percentage of 56.9%, up from 44.9% combined math and reading from Fall 2020.					
Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding
By 2023 BMS students will reach 76% P/D in KPREP in reading. Literacy is a continued area of focus for BMS, reading is a key focus of content area PLC work.	76% of all students will score P/D in reading. 71% of all students will score P/D in math.	KCWP 2, 4, 5,	-Embedded PD on Bullitt Days linked to Literacy across the content areas. -Thinking Strategy continued work throughout entire staff - Instructional Strategies and best practices monitored through classroom observations,eleot data, and instructional conversations. -PLC process focusing on analyzing student work and reviewing data -Students will be using specific tools including graphic organizers to organize thinking while writing to demonstrate learning. -Students will have ESSA supported computer based programs to supplement instruction in both Reading and Math as part of specific interventions.	-Analyzing CASE data for the purpose of identifying individual students and their specific areas of need based on standards. -Analyzing Classroom Assessments for congruency with standards and appropriate DOK levels. -Analyzing Mastery Connect data for pre-assessments, formative and summative assessments to determine mastery of grade level standards to inform instruction - Analyzing ER and SCR answers from CASE assessments through PLC process. -Timed Read Data -analyzing student work samples through PLC Process. -Eleot, Walk Through and Observation Data	Title 1, additional Math Class, \$54,000 Title 1 ESS, for Intervention Tutor \$9,000 General Funds \$500 YSC Funding
By 2023 BMS students will reach 71% P/D in KPREP in Math. Math reasoning is a continued focus of our Math PLC, Case, formative assessment data as well as unit assessments indicate students struggle with communicating math reasoning.					-Through PLC processes teachers analyzed data to determine needs assessment. -Weekly ILT meetings every Monday to review data. -Monthly ABRI meetings to review data -Title 1 Evaluation Survey administered Spring/Summer 2021 -Title 1 Family Literacy Night October 28, 2020 -Title 1 Student Showcase Student Led Conferences April 2021 -Parent Communication through social media, email, face-to-face meetings or virtual. -Title 1 staff provides support in math all 3 grade levels. There is an extra Math teacher to support students. -Monthly review at SBDM meetings of Title 1 -School communication via social media for Title 1 communications -Jostens Renaissance Program support programs for Character education/Social Emotional Learning-Improved Culture/Climate Training for Teachers

<p>The need is great as SWD students achieved 24.3% P/D and economically disadvantaged students achieved P/D in 57.1% P/D in reading.</p> <p>In Math SWD students achieved 16.2% P/D and economically disadvantaged students achieved 50.4% P/D in math.</p>	<p>Gap groups will score a combined 44% P/D in reading as measured by KPREP</p> <p>Gap Groups will score a combined 40% in math as measured by KPREP.</p>	<p>KCWP 2,3,4, 6</p>	<p>-PLC process for Sped Instruction with with District Sped I.C. as part of the process and supporting the team.</p> <p>-PLC will focus on how to support each student needs individually.</p> <p>--Whole Child supports for all students-</p> <p>-SEL/TIC to help support Economically Disadvantaged students/SWD (all students)</p> <p>-- Instructional Strategies and best practices monitored through classroom observations,eleot data, and instructional conversations.</p> <p>-Tier 2 interventions will occur through Power Path days as well as additional time for students who are below grade level in strategy courses.</p> <p>--Students will have ESSA supported computer based programs to supplement instruction in both Reading and Math as part of specific interventions.</p>	<p>-Analyzing CASE data</p> <p>-Analyzing Classroom Formative Assessments</p> <p>-analyzing student work samples</p> <p>-SPAGs for special education students.</p> <p>- Behavior Intervention data for SWD/E.D. students</p> <p>-Eleot, Walk Through and Observation Data</p>	<p>\$500 General Fund</p> <p>\$5000 Title 1</p> <p>\$3000 ESS fund</p>	<p>-Second Step Social Emotional Program for students</p> <p>-Support Growth mindset with student participation Advisory and mentoring programs</p> <p>-ESSA programs for reading and math</p> <p>-MTSS services enhanced through Title 1</p>
<p>Growth Goal (ES/MS levels)</p> <p>By 2023 BMS will achieve a combined math and reading P/D percentage of 56.9% on the CASE assessment, up from 44.9% combined math and reading from Fall 2020.</p>	<p>48% of all students will score P/D combined on Math and Reading on CASE by Spring 2021</p>	<p>KCWP 1, 2, 4, 5</p>	<p>-Embedded PD on Bullitt Days linked to Literacy across the content areas.</p> <p>-Thinking Strategy continued work throughout entire staff</p> <p>- Instructional Strategies and best practices monitored through classroom observations,eleot data, and</p>	<p>-Analyzing CASE data</p> <p>-Analyzing Classroom Formative Assessments</p> <p>-analyzing student work samples through the PLC process, identifying areas of growth and student specific standards needed for recovery.</p>	<p>\$8000 General Funds</p> <p>\$7000 Title 1 Funds</p>	

			<p>instructional conversations.</p> <ul style="list-style-type: none"> -PLC processes focusing on analyzing student growth based on CASE data and classroom formative assessment -Students will be using specific tools including graphic organizers to organize thinking while writing to demonstrate learning. -Students will have ESSA supported computer based programs to supplement instruction in both Reading and Math as part of specific interventions. -PLC processes focusing on analyzing student growth based on CASE data and classroom formative assessment -Use of power path days for both recovery and extension for individual growth. -Student goal setting conversations -helping students identify area growth and specific standards still needing mastery. - 	<p>-PLC minutes will be monitored regularly to determine effectiveness and intentionality of power path days.</p> <ul style="list-style-type: none"> -PLC process focusing on analyzing student work and reviewing Mastery Connect grade level standard data -Eleot, Walk Through and Observation Data- 		
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Separate Academic Indicator (3 year target)						
● SAI Goal-- By 2023 BMS will achieve a 43.5% Proficient/Distinguished according to KPREP in Writing.						
Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
Students achieved 31% P/D in Writing on KPREP 2019, down from 42.4% the year	Writing Students will score 40 % P/D as measured by KPREP	KCWP 1,2,4	-PLC processes will be used to make sure instruction is aligned to standards	-Formative Assessment Data -PLC minutes/agendas	\$1500 General Fund	Title 1, October 28, 2020 Literacy night Title 1, Spring 2021 Student

<p>prior. By 2023 BMS will achieve a 43.5% Proficient/Distinguished according to KPREP in Writing.</p>	<p>2021.</p>		<ul style="list-style-type: none"> -analyzing student work through the PLC process -Unpacking standards and creating appropriate assessments for writing through the PLC process. - common organizers for responding to CER and SCR questions such as Claim/Evidence/Reasoning & R.A.C.E will be taught -On Demand Writing Scrimmage assessments will occur with PLCs using student work protocols to analyze student work and help students set appropriate goals. -Schoolwide system for grading and administering feedback for ODW argument pieces, with a focus of analyzing data within PLCs to set goals and action steps -Integration of ODW argument rubric into other classes 	<ul style="list-style-type: none"> -Classroom Assessments- -Student work analysis. -Eleot, Walkthrough data -Schoolwide ODW data collected and analyzed within PLC -Mastery Connect data from CFAs analyzed to inform instruction 	<p>Led Conferences and student showcase, Title 1 family Orientation August 2020</p> <p>Support Growth mindset with student participation Advisory and mentoring programs</p>
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