



BMS 2021-22 Phase One: Continuous Improvement Diagnostic for Schools_09272021_10:45

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Bernheim Middle School
Katie Stephens
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United States of America

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2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Bernheim Middle School

Please enter your name and date below to certify.

Katie Stephens 9/27/21



2021-22 Phase Two: The Needs Assessment for Schools_10192021_10:18

2021-22 Phase Two: The Needs Assessment for Schools

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2021-22 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The process for analyzing data at the school level includes our curriculum, instruction and assessment (CIA) team which is made up of: Principal, Assistant principal, Instructional Coach, Counselor, All Grade Level Team leaders, All Content area PLC facilitators Student Learning, The ILT team meets weekly to assess school needs based on various sources of academic and non-academic data. In addition, the ILT team meets at regularly scheduled times throughout the week. The principal and ILT use the Plan-Do-Study-Act improvement model to identify areas of opportunity to create actionable plans based on data. Meetings are documented on our Google platform with a living calendar.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

See attached link

ATTACHMENTS

Attachment Name

 Needs Assessment

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

See attached link

ATTACHMENTS

Attachment Name



Needs Assessment

Priorities/Concerns

4. Clearly and concisely identify the greatest 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.

See attached link

ATTACHMENTS

Attachment Name



Needs Assessment

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

See attached link

ATTACHMENTS

Attachment Name



Needs Assessment

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the Key Elements Template.
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

See attached link



ATTACHMENTS

Attachment Name



BMS Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BMS Key Elements</u>		• 6
 <u>Needs Assessment</u>		• 2 • 3 • 4 • 5

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	-Standard alignment process -Pacing guides for all core contents -ODW vertical alignment -Feedback process in place through principals and instructional coach from teachers to revise/adjust pacing guides and submitting resources -Content and grade level PLCs assessing and planning the content around DuFour's questions
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	-Eleot data walkthrough -Thinking Focus professional learning -PLC Check-ins with principals and instructional coach using Solution Tree model -Graduate Profile Teacher Cohort -THRIVE Academy-first year teachers support on best practice instruction -Instructional coaching program available as a resource for teachers (special education, digital learning, and reg. education)
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	-CASE benchmark assessment (3 times a year) -Scrimmages in Science and Social Studies -MasteryConnect-items banks -High school courses and credit available for Algebra 1, Health, Digital Literacy, and other course offerings as appropriate -PLC Question #2 -ODW Assessment schoolwide (3 times a year)
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g.,	-CASE data analysis -ODW Trimester Data Review

Key Elements of the Teaching and Learning Environment - School

formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	-Teachers utilize Mastery Connect for common formative and summative assessments and teacher review and discuss this data through the PLC process
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	-Needs assessment related to CDIP for federal funding -PBIS/MTSS meetings weekly -Work Ethic -Utilize the PLC process to monitor data
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	-Every students has an Advisory class and a mentor - Use of specific social-emotional programs to create a sense belonging for students so they are successful -Connect 365 tier 2 mentoring -Rewards and recognition program for all students -Culture, Climate, Collaboration Committee

BMS CASE/KPREP Comparison

[illegible]

2020-2021							
CASE GAP Fall %PD		CASE Winter %PD		CASE Spring %PD			
48.7%		?		50.0%		44.0%	
50.4%		57.1%		53.2%		43.7%	
CASE GAP Fall %PD		CASE Winter %PD		CASE Spring %PD			
# of S	% of S	# of S	% of S	# of S	% of S	# of S	% of S
97	20.4%	84	18.7%	91	19.9%	140	28.5%
139	29.2%	109	24.2%	123	26.9%	137	27.7%
188	39.5%	211	46.9%	211	46.2%	140	28.5%
52	10.9%	46	10.2%	32	7.0%	75	15.2%
476		450		457		492	
CASE GAP Fall %PD		CASE Winter %PD		CASE Spring %PD		KPREP Spring %PD	
# of S	% of S	# of S	% of S	# of S	% of S	# of S	% of S
14	33.3%	19	40.4%	19	40.3%	27	58.1%
24	57.1%	21	44.7%	16	34.0%	7	16.3%
4	10.0%	6	12.7%	11	23.4%	11	23.3%
1	2.0%	1	2.1%	1	2.1%	1	2.3%
42		47		47		46	
CASE GAP Fall %PD		CASE Winter %PD		CASE Spring %PD		KPREP Spring %PD	
# of S	% of S	# of S	% of S	# of S	% of S	# of S	% of S
				44	20.6%		30.0%
				66	30.8%		32.2%
				95	44.4%		26.9%
				9	4.2%		11.0%
				214		?	

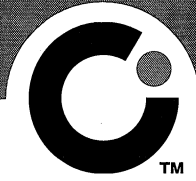
2019-2020							
CASE Fall %PD		CASE Winter %PD		CASE Spring %PD			
50.7%		52.3%		COVID			
54.9%		51.1%					
CASE Fall %PD		CASE Winter %PD		CASE Spring %PD			
# of S	% of S	# of S	% of S	# of S	% of S	# of S	% of S
				COVID			
CASE Fall %PD		CASE Winter %PD		CASE Spring %PD		KPREP Spring %PD	
# of S	% of S	# of S	% of S	# of S	% of S	# of S	% of S
				COVID			
CASE Fall %PD		CASE Winter %PD		CASE Spring %PD		KPREP Spring %PD	
# of S	% of S	# of S	% of S	# of S	% of S	# of S	% of S
				COVID			

[illegible][illegible]

2020-2021							
CASE GAP Fall %PD		CASE Winter %PD		CASE Spring %PD			
41.7%		?		37.0%		27.8%	
39.4%		42.0%		39.5%		28.1%	
CASE GAP Fall %PD		CASE Winter %PD		CASE Spring %PD			
# of S	% of S	# of S	% of S	# of S	% of S	# of S	% of S
76	16.0%	66	14.4%	84	18.2%	128	26.0%
212	44.6%	199	43.5%	195	42.3%	226	45.9%
144	30.3%	153	33.5%	146	31.7%	108	22.0%
43	9.1%	39	8.5%	36	7.8%	30	6.1%
475		457		461		492	
CASE GAP Fall %PD		CASE Winter %PD		CASE Spring %PD		KPREP Spring %PD	
# of S	% of S	# of S	% of S	# of S	% of S	# of S	% of S
20	47.6%	19	42.2%	26	52.0%	19	41.9%
16	38.0%	20	44.4%	17	36.0%	25	53.5%
7	16.7%	6	13.3%	6	12.0%	2	4.4%
0	0.0%	0	0.0%	2	4.0%	0	0.0%
42		45		50		46	
CASE GAP Fall %PD		CASE Winter %PD		CASE Spring %PD		KPREP Spring %PD	
# of S	% of S	# of S	% of S	# of S	% of S	# of S	% of S
				51	23.5%		29.5%
				94	43.3%		49.3%
				65	30.0%		18.1%
				7	3.2%		3.1%
				217		?	

2019-2020							
CASE Fall %PD		CASE Winter %PD		CASE Spring %PD			
36.0%		39.5%		COVID			
37.3%		41.2%					
CASE Fall %PD		CASE Winter %PD		CASE Spring %PD			
# of S	% of S	# of S	% of S	# of S	% of S	# of S	% of S
				COVID			
CASE Fall %PD		CASE Winter %PD		CASE Spring %PD		KPREP Spring %PD	
# of S	% of S	# of S	% of S	# of S	% of S	# of S	% of S
				COVID			
CASE Fall %PD		CASE Winter %PD		CASE Spring %PD		KPREP Spring %PD	
# of S	% of S	# of S	% of S	# of S	% of S	# of S	% of S
				COVID			

[illegible]



2021-22 Phase Two: School Safety Report_08272021_13:47

2021-22 Phase Two: School Safety Report

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2021-22 Phase Two: School Safety Report

School Safety Report

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) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) 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 September 13, 2021

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. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

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

Yes, March 2021

8. 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

9. 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

10. 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.

No because students were in NTI- When students returned in March Drills were completes.

11. Over the immediately preceding twelve months, did the principal 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 the school 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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2021-22 Phase Two: School Assurances_10122021_09:44

2021-22 Phase Two: School Assurances

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2021-22 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☐ Yes

☐ No

☒ N/A

COMMENTS

2. 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

Title I Programs

3. 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

4. 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

5. 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

6. 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

7. 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

8. 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

9. 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

10. 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

11. 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

12. 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

13. 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

14. 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

15. 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

Title I Schoolwide Programs

16. 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

17. 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

18. 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

19. 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

20. 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

21. 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 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

COMMENTS

22. 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

23. 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

24. 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

25. 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

26. 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

27. 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

28. 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

29. 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

30. 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

31. 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

32. 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

33. 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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Three: Professional Development Plan for Schools_12282021_16:01

2021-22 Phase Three: Professional Development Plan for Schools

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

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2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

The school strives to meet the needs of every student every day with the vision of 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 KRPEP data shows that there was a significant drop in both reading and math scores last school year. The spring of 2021 found BMS at 43.7 %P/D for reading and 28.1% P/D for Math. Both were significantly lower than previous years. We will work to find quality Professional Learning Opportunities for our Math teachers including strengthening our in house PLCs. Reading PL and PD will be incorporated across content areas and with ELA teachers. Thinking strategy work as well as specific reading MTSS PD will be incorporated.

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

The two areas are directly linked to supporting students success academically.

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.

Long term goals for Reading improvement are to create a sustainable reading culture where students are able to persevere through challenging text. Short Term goals include focusing on Reading MTSS skills and needs, utilizing in house staff to build on the reading strengths of students. Other Specific objectives include increased teacher efficacy in both Reading and Math as well as Literacy across content areas. 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. This is intended to grow all students academically, 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 targeted audience will be all teachers, certified staff and those who support the learning in the classroom.

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.)

BMS needs a quality pool of teachers to hire from. Turnover has been great in the last two years. Teachers are leaving the profession completely. How do we entice the best and the brightest to join a profession that grows all the rest of the best and the brightest? Though that is outside of my control it merits being stated. What is in my control is teachers will need time to collaborate within PLCs and House Teams to utilize the PLC process and discuss student progress, use data to make decisions that will impact instruction. We will need support for new and emergency certified teachers as stated above, the teacher shortage has become a challenge we are working to overcome. However we will continue to provide support for all. We will provide continued support with technology and human resources 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.

Long term goals for math improvement are to create a sustainable math numeracy culture where students are able to persevere through challenging real world problems. Short Term goals include focusing on Math MTSS skills and needs, utilizing in house staff to build on the mathematical strengths of students. Other Specific objectives include increased teacher efficacy and student perseverance levels in Math. 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.

5b. 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. This is intended to grow all students academically, seeing all students reach grade level mastery and beyond.

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.

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.

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

The targeted audience will be all teachers, certified staff and those who support the learning in the classroom.

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. Students will gain the support they need to master content through processes of intervention and extensions. Educators will grow in their efficacy to meet students needs academically.

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

Teachers need time to collaborate within PLCs and House Teams to utilize the PLC process and discuss student progress, use data to make decisions that will impact instruction. We will need support for new and emergency certified teachers as stated above, the teacher shortage has become a challenge we are working to overcome. They needs staff to spend days with them in their classrooms so that they can become proficient at the art and craft of teaching. We don't have unlimited staff for this purpose, however we will continue to provide support for all. We will provide continued support with technology and human resources with a variety of programs to best support teacher and student needs leading to student growth.

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

Teachers need time to collaborate within PLCs and House Teams to utilize the PLC process and discuss student progress, use data to make decisions that will impact instruction. We will need support for new and emergency certified teachers as

stated above, the teacher shortage has become a challenge we are working to overcome. They needs staff to spend days with them in their classrooms so that they can become proficient at the art and craft of teaching. We don't have unlimited staff for this purpose, however we will continue to provide support for all. We will provide continued support with technology and human resources with a variety of programs to best 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.

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.

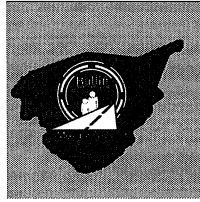
6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BMS PD Plan 2021-2022</u>	BMS PD Plan 2021-2022	.

Bullitt County Public Schools



Professional Development Plan 2021-2022

School Name: Bernheim Middle School

Date: 5/1/21

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 school year. Approved by SBDM_____ (Pending Approval)

Principal's Signature _____

Council Member Signature _____

Council Member Signature _____

Council Member Signature _____

Council Member Signature _____

Council Member Signature _____

Bullitt County Public Schools
Professional Development Plan
2021-2022

School:	Bernheim Middle School
Persons Involved In Planning Process	All Teaching Staff/Instructional Coach, Counselor, Assistant Principal, Principal
Description of Needs Assessment	Students and Staff will be working to effectively incorporate and use one to one technology and engaging in personalized learning /project based learning. We will continue to work through high-level instruction, discourse and questioning. We will embed our MTSS program into our master schedule with intentional instructional practices utilizing data to drive instruction. We have been focusing on meeting the needs of our gap students in the area of reading and math. We will continue to focus on high level reading instruction across all content areas and incorporate literacy across all content areas- speaking, reading, writing and listening. We are working on creating effective Professional Learning Communities around the DuFour model. We are working on specific Curriculum Development as it pertains to the PLC process. We are working to incorporate intentional mentoring/social emotional support for students through PBIS and social emotional learning. We are working to support special education students and teachers so that all students can grow.
Description of Planning Process	We have organized PD based on teacher need and student needs. We are providing as many opportunities to meet teachers specific needs as we can in order to support student achievement. I have communicated with each teacher, the instructional coach and the district SLD team to make a personalized plan for each teacher's needs. A survey was sent out to get additional teacher feedback for Professional Learning for the 2019-2020 school year. Each teacher is utilizing opportunities that will support academic growth for students in their classrooms.

Final Plan Due to Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

Professional Development Plan 2021-2022

Identified Student Learning/School Improvement Need(s): <i>(connect to student data, CSIP, etc.)</i>	Professional Learning Activity	Description of Activity	Intended Participants & Learning Outcomes	Start, End Date and # of Hours	Estimated Cost and Funding Source	Outcomes/Progress/Successes Evidence <i>(to be reviewed by SBDM council throughout the year)</i>
Increased Academic achievement Reading, Math, Social Students, Science	Curriculum Development	Teachers investigate and process new standards as they work through the 4 PLC questions incorporating interventions for recovery, extensions and power standards.	Core Content teachers - Understanding of New Standards and Instructional Process	This work will be ongoing -possible 12 hours of PL hours. - work will continue through PLC work.	\$120	Curriculum guides-
Increased effectiveness of PLC facilitation	PLC Facilitator collaboration	Continued Professional Development on effective facilitation of PLC's through DuFour's PLC process.	IC and PLC facilitators Understanding of Instructional Process	Starting Aug 2018 Continuing and Ongoing	\$0	MTSS/Recovery processes and Extension processes.
Adaptive Schools Training	PLC Facilitators/Team Leaders	Cognitive coaching/Leading effective meetings	Teacher Leaders engaging in leading adults through effective decision making processes.	Starting Aug 2021 Continuing and Ongoing	\$800	Even more efficient and effective PLC processes
Increased literacy across content areas: The need to embed	Thinking Strategies /Thinking Focus Cadre	High Level Questioning	Teachers/IC/ allows teachers to create TSI classrooms.	August 2021 then ongoing and embedded.	\$200 General	High Level of Literacy throughout core instruction.

across content areas		High Levels of Student Discourse Strategies for comprehending difficult text and vocabulary- Gradual Release of Responsibility Workshop Model Instruction Strong Community in the classroom High levels of discourse Thinking Strategies more effective comprehension strategies.				
Increased effectiveness of instruction for special education teachers	Accommodation vs Modification vs Specially Designed Instruction What??	Teacher leaders presenting and guiding staff to a common understanding of Sped intentions, vocabulary and time for Q & A and solution finding.	Special Education Team of Teachers	August 2021 and then embedded through PLCs	\$0	Teacher effectiveness meeting the needs of special needs students.
Increased social emotional strength for students	Connect 365/Behavior intervention Team Collaboration	Creating systems and processes for sharing positive behavior interventions with teams when faced with various needs of students.	UA Team/PBIS Coach	June 2021 Ongoing through collaborative team meetings.	\$200 General	Embedding positive interventions through the day for struggling students- differentiating between consequences and positive interventions to change behaviors and increase perseverance.
The need to have all teachers proficient in the co- teaching model	<i>BMS Collaboration Camp for General Education and</i>	Creates a model of teaching that is proactive and	School Sped Team Lead/Co Teacher and /IC,	Start August 2021 Embedded Ongoing	\$500 General	Embedding equity and differentiation throughout the day for

	<i>Special Education teachers.</i> Co-Teaching Training between special education and regular education teachers	inclusive as well as promotes equity.	All teachers teaching co teaching settings.			all students.
Supports for Music Instructor Support for Art Instructor	VPA Professional Organization Conferences	Providing teachers with the tools to help students engage in the Arts	Music/Art Teachers	Fall 2021	\$500/ General	Increased skill set for young artists.
Support for teacher use of technology	Digital Learning	Technology training for teachers to create personalized lessons in conjunction with project based learning projects.	District DLC, School Level TIS All Staff	June 2021 ongoing after initial training	\$0 General/PD funds	Increased and interactive use of technology for students.
Need to implement positive behavior interventions	PBIS Conference	To help teachers focus on positive behaviors and interventions.	Teacher/PBIS Coach	TBD	\$2500 Title 1	Increased positive behavior intervention skills for teachers to use with at-risk students.
Need to provide teachers with support in helping students grow in SEL	SEL/Tied to academic growth.	Professional Growth opportunities for Social/Emotional Intelligence Learning for students.	Teachers/Admin. PBIS coach	Ongoing	\$2500 District Grant	Increase in positive climate and culture as well as student participation in the positive impact programs BMS has instituted.
Need to incorporate student celebrations and recognition and increase the positive Culture of BMS to promote creating a	Renaissance Student Celebration- and School Wide Change Agent for positive behavior	Renaissance Team would attend conferences and bring work back to staff. - Equitable student recognition and ESSA	PBIS Coach/ Renaissance Team will share with all teachers.	July 2020	\$10,000/Title 1	Increase in positive climate and culture as well as student participation in the positive impact programs BMS has

Legacy of Excellence	and academic success motivation.	approved.				instituted. Increase in long term success of students as individuals beyond the school house boundaries of time and space.
Need to establish community among the staff building collegial relationships	Team Building	Staff would engage in challenging teamwork activities utilizing strategies that work with both students and adults.	Instructional Staff	August 2021 3hours	\$1000	Increase in positive climate and culture as well improve the positive impact programs of BMS on teachers and students.
Safe Crisis Management	Provide support for ECE Students	Provides training to teachers who may work with students in crisis.	Special Education Teachers/Safe Crisis Team	July 2021, 6-12 hours	\$0	Effective Student Crisis management
Project Based Learning incorporating-extensions and recovery.	PBL and the PLC Model-	Provides support and training for teachers wishing to create/modify and grow in their ability to create /teach/facilitate problem based learning.	IC/All Teachers	August 2021 Then embedded throughout the year.	\$0	Increase of use of effective PBL through grade levels and content areas.
Differentiation of Instruction-Extension Students	PLC Question 4- What to do when they already know it?	Provides support for g/t or advanced students to engage in PBL and challenging instructional activities	IC and All teachers	June and Ongoing	\$120 General	Noted in Pacing guides and overall academic growth of all students.
Differentiation of Instruction-intervention students	PLC Question 3 What do we do when they didn't get it?	Provides support for MTSS in both reading and math- as well as all content areas	IC and All Teachers	June and Ongoing	\$120 General	Noted in Pacing guides and overall academic growth of all students

Book Studies for Core Instruction/SEL/ Support of PBIS Model	Books Studies	All teachers may participate in a book study relating to the area of need for content and social emotional growth for students.	All Teachers/Cert Staff	August-Dec 3 Hours	\$250 General	Increased use of key ideas through content and behavior that will help students be successful.
Need to communicate with families and community regarding best practices, and student success data.	Strategy sharing with students and families. Engaging in academic conversations with students and parents.	Be A Bruin Literacy Night- Share with parents and community best practice strategies used in the classroom and why. Engaging in Student Led Conferences: Preparing students and families for success through mastery of content and goal setting.	All staff	6 hours total September & April 2021-2022	\$0	Families more highly engaged in student success journey. Teachers will have created better connections with students and families.

<p><i>-BCPS Certified Evaluation Plan requires new teachers (teachers with 0 years experience) to gain 12 hours of professional learning through the district New Teacher Induction Program</i></p>	<p><i>New Teacher Induction</i></p>	<p><i>-Teachers with 0 years experience</i> Will engage in District created Professional development-</p>	<p><i>-The outcomes for new teachers will be focused around the following essential questions:</i></p> <p><i>(1) How has teacher planning, classroom management, instruction, and professionalism improved?</i></p> <p><i>(2) How will addressing the emotional phases a new teacher experiences impact job satisfaction and teacher retention?</i></p> <p><i>(3) How have teachers demonstrated the characteristics of a T.H.R.I.V.E. teacher?</i></p>	<p><u><i>12 hours</i></u></p>	<p><i>\$0 (no cost to schools-district funded)</i></p>	<p><i>On-going surveys and exit slips will be given to participants and shared with principals, etc.</i></p>
<p><i>BMS New Teacher Support</i></p>	<p><i>School Specific New Teacher Induction</i></p>	<p><i>School level created professional learning -</i></p>	<p><i>Improving teacher planning, classroom management, instruction, and professionalism.</i></p>	<p><u><i>6-12 hours</i></u></p>	<p><i>\$0</i></p>	<p><i>Ongoing observations and student achievement data. Retention of teaching staff.</i></p>



2021-2022 Phase Three: Comprehensive School Improvement Plan_12092021_17:42

2021-2022 Phase Three: Comprehensive School Improvement Plan

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

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2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

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

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See Attached

ATTACHMENTS

Attachment Name



BMS Phase 3 CSIP 2021-2023

Operational Definitions

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

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

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, 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*, *Baldrige*, etc.).

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

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BMS Phase 3 CSIP 2021-2023</u>	Phase 3 attached	•

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, Baldrige, etc.*).

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

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

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

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

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

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

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, 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)

- Proficiency Goal (all levels)- By 2023 BMS students will reach 58.7% P/D in reading for all students as measured by KPREP.
- Proficiency Goal (all levels) - By 2023 BMS students will reach 43.1% P/D in math for all students as measured by KPREP.
- Gap Goal (all levels) By 2023 BMS students will decrease the gap between general education students and SWD by 10% in both reading and math as measured by KPREP
- Growth Goal (ES/MS levels) By 2023 BMS will achieve an increase in our growth by 15% as measured by KPREP.

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)
<p>By 2023 BMS students will reach 58.7% 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.</p> <p>By 2023 BMS students will reach 43.1% 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.</p>	<p>58.7% of all students will score P/D in reading.</p> <p>43.1% of all students will score P/D in math.</p>	KCWP 1, 2,3, 4, 5, 6	<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 instructional conversations.</p> <p>-PLC process focusing on analyzing student work and reviewing data</p> <p>-Students will be using specific tools including graphic organizers to organize thinking while writing to demonstrate learning.</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>-Instructional Tutor to help support students</p>	<p>-Analyzing CASE data for the purpose of identifying individual students and their specific areas of need based on standards.</p> <p>-Analyzing Classroom Assessments for congruency with standards and appropriate DOK levels.</p> <p>- Analyzing ER and SCR answers from CASE assessments through the PLC process.</p> <p>-Read Works and Reading Plus data</p> <p>-analyzing student work samples through PLC Process.</p> <p>Eleot, Walk Through and Observation Data</p>	<p>Title 1, additional Math Class, \$54,000 Title 1</p> <p>ESS, for Intervention Tutor \$9,000 General Funds</p> <p>\$500 YSC Funding</p> <p>ESSER Funding/Title I \$30000</p>	<p>-Through Bullitt Day October 2021 teachers analyzed data to determine needs assessment.</p> <p>-Weekly ILT meetings every Monday to review data.</p> <p>-Monthly ABRI meetings to review data</p> <p>-Title 1 Evaluation Survey administered Spring/Summer 2022</p> <p>-Title 1 Family Literacy Night October 2022</p> <p>-Title 1 Student Showcase Student Led Conferences April 2022</p> <p>-Parent Communication through social media, email, face-to-face meetings</p> <p>-Title 1 staff provides support in math all 3 grade levels. There are 2 math classes per grade per student.</p> <p>-Monthly review at SBDM meetings of Title 1</p> <p>-School communication via social media for Title 1 communications</p> <p>-Jostens Renaissance Program support programs for Character education/Social Emotional Learning-Improved Culture/Climate Training for Teachers</p> <p>-Second Step Social Emotional</p>
The need is great as SWD students achieved 15.5% P/D and economically disadvantaged students achieved P/D in 29.5% P/D in combined reading and math.	Gap groups will score a combined 28% P/D in reading and math combined as measured by KPREP	KCWP 1, 2, 4, 5, 6	<p>-PLC process for Sped Instruction 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>-Analyzing CASE data</p> <p>-Analyzing Classroom Formative Assessments</p> <p>-analyzing student work samples</p> <p>-SPAGs for special</p>	\$500 General Fund \$5000 Title 1 \$3000 ESS fund	

			--Whole Child supports for all students- --SEL/TIC to help support Economically Disadvantaged students/SWD (all students) -- Instructional Strategies and best practices monitored through classroom observations,eleot data, and instructional conversations. -Tier 2 interventions will occur through Power Path days as well as additional time for students who are below grade level in strategy courses. - --Students will have ESSA supported computer based programs to supplement instruction in both Reading and Math as part of specific interventions.	education students. - Behavior Intervention data for SWD/E.D. students Eleot, Walk Through and Observation Data		<i>Program for students</i> -ESSA programs for reading and math -MTSS services enhanced through Title 1
Growth Goal (ES/MS levels) By 2023 BMS will achieve an increased growth score by 10% which is an increase of 5.8 points as measured by KPREP.	BMS will have a Growth index score of 64.6 on KPREP at the end of Spring 2021	KCWP 1, 2,3, 4, 5, 6	-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 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	-Analyzing CASE data -Analyzing Classroom Formative Assessments -analyzing student work samples through the PLC process, identifying areas of growth and student specific standards needed for recovery. -PLC minutes will be monitored regularly to determine effectiveness and intentionality of power path days.	\$8000 General Funds \$7000 Title 1 Funds	

			<p>to demonstrate learning.</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>-PLC processes focusing on analyzing student growth based on CASE data and classroom formative assessment</p> <p>-Use of power path days for both recovery and extension for individual growth.</p> <p>-Student goal setting conversations</p> <p>-helping students identify area growth and specific standards still needing mastery. -</p>	<p>-PLC process focusing on analyzing student work and reviewing data</p> <p>-Eleot, Walk Through and Observation Data-</p>		
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Separate Academic Indicator (3 year target) <ul style="list-style-type: none"> SAI Goal-- By 2023 BMS will achieve a SAI academic indicator of 73 up 6.6 points as measured by KPREP. 						
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)
<p>By 2023 BMS will achieve an increased SAI academic indicator as measured by KPREP- overall Science and Writing dropped while Social Studies increased/improved.</p> <p>Students achieved 26.6% P/D.</p> <p>Students achieved 67.7% P/D in Writing from 31.1% the year prior.</p>	<p>BMS will have a SAI score of as measured by KPREP.</p> <p>Science students will score 31.6 % P/D as measured by KREP.</p> <p>Writing Students will score 74% P/D as measured by KPREP.</p>	KCWP 1,2,3,4,5,6	<p>-PLC processes will be used to make sure instruction is aligned to standards</p> <p>-analyzing student work through the PLC process</p> <p>-Unpacking standards and creating appropriate assessments for social studies, science and writing through the PLC process.</p> <p>-Common Formative assessments will occur in</p>	<p>-Formative Assessment Data</p> <p>-PLC minutes/agendas</p> <p>-Classroom Assessments-</p> <p>-Student work analysis.</p> <p>-Eleot, Walkthrough data</p>	\$1500 General Fund	<p><i>Title 1, October 2023 Literacy night</i></p> <p><i>Title 1, Spring Student Led Conferences and student showcase,</i></p> <p><i>Title 1 family night</i></p>

			<p>Science and Social Studies: common organizers for responding to ER and SCR questions such as Claim/Evidence/Reasoning & R.A.C.E will be taught</p> <p>-On Demand Writing Scrimmage assessments will occur with PLCs using student work protocols to analyze student work and help students set appropriate goals.</p>			
<p>School Climate Overall score from student survey was more favorable for each question on the survey.</p>	<p>By 2023 the school climate overall data will improve by 10%</p>	<p>KWCP 6</p>	<p>Character Education</p> <p>Counselor and Mental Health supports</p> <p>PBIS MTSS</p> <p>House System</p> <p>Renaissance Program</p> <p>Teacher supports Health and Well Being</p>	<p>-counselor requests</p> <p>-mental health referrals</p>	<p>\$20,000 Esser/Title/Sec 6</p>	<p><i>Jostens Renaissance Conference</i></p> <p><i>Character Strong PD</i></p> <p><i>SEL and Wellness for all members of the community.</i></p>



2021-22 Phase Three: Executive Summary for Schools_12092021_17:47

2021-22 Phase Three: Executive Summary for Schools

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

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2021-22 Phase Three: Executive Summary for Schools

Description of the School

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

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 one 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.

School's Purpose

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

The mission 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 "Creating a Legacy 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.

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 scored above the state in all areas of the 2021 KPREP test post covid excluding reading. However it was right on par with the state. In spite of all the challenges BMS has grown and maintained it's SEL program and has strengthened its behavior

MTSS In the last three years BMS continues to excel in athletics, including a world class archery team, district champs in girls and boys basketball, as well as academic competitions such as Governors Cup, Beta, KYA, KUNA. BMS continues to provide students opportunity in extra curriculums including the Creative Club, Chess Club, FCA, and more.

Additional Information

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

N/A

Additional Information

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

BMS has a staff that is dedicated 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 resilience 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 create a legacy of excellence.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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