



2023-2024 Phase One: Continuous Improvement Diagnostic for
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2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

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

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2023-2024 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 2023-24 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- 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.

Please enter your name and date below to certify.

Katie Stephens September 18 2023



2023-2024 Phase One: Executive Summary for
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2023-2024 Phase One: Executive Summary for Schools

Bernheim Middle School
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2023-2024 Phase One: 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 52% of students formally qualifying for Free/Reduced Lunch.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Stakeholders are BMS students, families, teachers, classified staff and the Bullitt County Community. The school takes all feedback both positive and negative and uses to drive continuous improvement for BMS. Every success is temporary and every failure is an opportunity to improve. We truly believe in every student, everyday.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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. We are continuously improving and helping students to focus on the

competencies laid out in the BCPS Graduate Profile. 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 completed the KSA test in the spring of 2023. We are still awaiting official scores. Preliminary data indicates growth in Reading by approximately 3%. In spite of being short 2 special education teachers last year, our special education students grew in p/d in both reading and math by at least 1% points in each. BMS has instituted an 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 CEOs student leadership advisory group and more. BMS continues to provide students opportunity in extra curriculums including the Energy, Chess Club, FCA, and more.

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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2023-2024 Phase Two: The Needs Assessment for
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2023-2024 Phase Two: The Needs Assessment for Schools

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

2023-24 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 leadership 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 (principal, assistant principal, counselor and IC) 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.

Review of Previous Plan

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
see attached

Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.
see attached

Strengths/Leverages

6. 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

Evaluate the Teaching and Learning Environment

7. 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 Results
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establish Learning Environment and Culture

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BMS Needs Assessment (Working Copy)</u>	Data	•
 <u>Current Status</u>	Key Elements	• 7
 <u>Priorities and Concerns</u>	Data	•

	KSA 2023	EL's Fall	CASE Data, Fall 2022 P/D	KSA 2021-2022 P/D	CASE Data, Spring 2022 P/D	K-PRP 2020-2021 P/D	CASE Data, Spring 2021 P/D	State Data 2020-2021 P/D
Academic Data								
Middle School Reading (all students)	48.10%	38.60%	37.20%	44.50%	47.40%	43.70%	53.20%	44.0% P/D
Middle School Math (all students)	45.50%	22.00%	23.00%	42.30%	32.40%	28.10%	33.50%	27.6% P/D
Middle School Writing (all students)				49%		67.70%		59.5% P/D
Middle School Science (all students)				24%		24.6%		20.9% P/D
Middle School Social Studies (all students)				36%				
Students w/Disabilities Reading (middle)	9.70%		4.40%	9.40%	13.10%	25.60%	25.50%	20.7% P/D
Students w/Disabilities Math (middle)	17.10%		13.3%	11.30%	10.90%	4.30%	15.70%	17.9% P/D
Students w/Disabilities Writing (middle)				0.50%		0.50%		13.6% P/D
Students w/Disabilities Science (middle)				0.50%		0.50%		6.4% P/D
Students w/Disabilities Social Studies (middle)				0.50%				
Economically Disadvantaged Reading (middle)	37.40%		31.60%	38.30%	36.50%	37.90%	48.60%	34.2% P/D
Economically Disadvantaged Math (middle)	21.80%		21.60%	33.40%	22.10%	21.20%	32.20%	19.2% P/D
Economically Disadvantaged Writing (middle)				42%		59.70%		39.7% P/D
Economically Disadvantaged Science (middle)				15%		0.50%		13.7% P/D
Economically Disadvantaged Social Studies (middle)				30%				
Non-Academic Data								
Behavior								
Student Attendance	66.50%		90.60%	?	?	?	?	95.2% P/D
Quality of Climate Student Survey (middle)	92.40%		60.40%	?	?	?	?	86.0% P/D
22-23 ODR by month - Aug 24, Sept 5, Oct 6								
22-23 ODR by Month - Aug 16, Sept 47, Oct 13								
92.29% 2nd Month 22-23								
94.33% 2nd Month 22-24								
66.4								
67.4								

3.1% of students have behavior events

Chronic Absenteeism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data for 2020-21 can be found on the Student and Enrollment Data webpage.

The district averages 85.67% of students that do not have one behavior referral

The district yearly average percent (through March 16, 2020) was 94.59%. After March 16, 2020 was participation only due to the pandemic.

86.9% of students do not have behavior events

Chronic Absenteeism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data for 2020-21 can be found on the Student and Enrollment Data webpage.

Academic Data: KSA	2022-2023	2021-2022	2020-2021
	%P/D	%P/D	%P/D
Middle School Reading (all students)	49.10%	44.50%	43.70%
Middle School Math (all students)	35.50%	42.30%	28.10%
Middle School Writing (all students)		49%	67.70%
Middle School Science (all students)		24%	24.60%
Middle School Social Studies (all students)		36%	
Students w/Disabilities Reading (middle)	9.70%	9.40%	25.60%
Students w/Disabilities Math (all levels)	17.10%	11.30%	4.30%
Students w/Disabilities Writing (all levels)		0.50%	0.50%
Students w/Disabilities Science (all levels)		0.50%	0.50%
Students w/Disabilities Social Studies (elem/middle only)		0.50%	
Economically Disadvantaged Reading (middle)	37.40%	38.30%	37.90%
Economically Disadvantaged Math (middle)	21.80%	33.40%	21.20%
Economically Disadvantaged Writing (middle)		42%	59.70%
Economically Disadvantaged Science (middle)		15%	0.50%
Economically Disadvantaged Social Studies (elem. & middle)		30%	
Homeless Students Reading (middle)			
Homeless Students Math (middle)			
Homeless Students Social Studies (elem. & middle)			
Site Level: English Reading (middle)			
Site Level: Math (middle)			
Non-Academic Data			NA
Behavior			NA
Student Attendance			

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among 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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy. Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template. For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1.114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety

BULLITT COUNTY PUBLIC SCHOOLS INSTRUCTIONAL VISION
Our mission is to provide a high-quality, personalized learning experience for every student.

AUTHENTIC LEARNING EXPERIENCES
Academic Standards + Graduate Profile Competencies = Authentic Learning Experiences
Experiences are a balance of traditional, transitional, AND transformational.

STUDENT VOICE AND AGENCY
Empowering students to have a voice in their learning and school community, involving them in decision-making processes, and co-creating opportunities for student-led initiatives and improvements.

COMMUNITY PARTNERSHIPS
Cultivating partnerships with local businesses, organizations, and community members to provide students with connections and opportunities to bridge school to life.

DEMONSTRATIONS OF LEARNING
Students showcase their learning and personal growth through student-led conferences, exhibitions, and defenses of learning.

AUTHENTIC ASSESSMENTS
Students explore and utilize innovative formative and summative assessment methods which may include project-based assessments, competency-based assessments, student-curated work, or performance-based assessments that reflect authentic applications of knowledge and skills.

Subject	2023 Current	2024 Objective	2026 Stretch Goal	Key Core Work Process 1-6 (drop down menu, maximum of 3 KWPs)	Plan/Do (for IS schools these should be evidence-based practices or subgroups documented on IS Evidence-Based Practices table below)	Study & Act (Select data sources, write noticings, and next steps, document date of review) Please address minimum of 2 times per academic year.	Funding (Select fund and then enter amount)
Reading	49% PD	73.6% PD	76.4% PD	6 Establish Learning Envir...	-Embedded PD on Bullitt Days linked to literacy across the content areas, PBL, Grad Profile based instruction for all teachers.	ESS - Noticings: Action: Date:	ESS Funds (State) - 6000 Support and intervention
Math	35% PD	69.3% PD	72.6% PD	4 Review, Analyze, Apply ...	-PLC process focusing on authentic learning (PBL, Grad Profile competency based learning, transformational learning) transparently embedding and encompassing and assessing standards.	ESS - Noticings: Action: Date:	SBDIM Funds (State) - 40000 Embedded PL Support materials etc.
Achievement Gap Reading	Below 15% PD	25% PD	41% PD	2 Design and Deliver Instr...	-PLCs analyzing student work and reviewing data based on mastery of standards for all students.	ESS - Noticings: Action: Date:	Title 1 (Federal) - 7000 Extra Teaching spot
Student...					-MTSS, recovery and extension for all students.		ESSER Funds (Fede... 20000 Curriculum for Math Computer based programming
					-Special Education teachers collaborating with District Special Education Team and School Team to implement best co-teaching practices and resource practices to grow all students.		District General FU... Title 1 (Federal) - Title 1 (Federal) - Title 1 (Federal) -

<p>Quality of School Climate and Safety</p>	<p>68.5</p>	<p>70%</p>	<p>73%</p>	<p>PLC/staff will focus on how to support each student's needs individually</p> <p>Whole Child supports for all students through advisory and mentoring</p> <p>Give students voice through BMS CEO student leadership team, through advisory and one on one meeting with students.</p>	<p>Student Voice (Surveys, etc) Noticings: Action: Date</p> <p>Student Voice (Surveys, etc) Noticings: Action: Date</p>	
<p>Title I Schoolwide Evidence (Documentation of Title I events, surveys, etc with dates etc)</p> <ul style="list-style-type: none"> • <i>Trinity Staff by year and by grade to determine needs assessment</i> • <i>Weekly Bible Timecamp at 8:45 AM</i> • <i>Title I Meeting for administrators and Spring 2022</i> • <i>Title I Family Team Night October 2022</i> • <i>The students no less than 20 computer lessons in the Spring</i> • <i>Open to communication through social media and face to face meeting</i> • <i>Title I sign provides supply of 1000 in all 3 grade levels</i> • <i>Monthly review on Bible in classrooms</i> • <i>School communication via social media for the community and</i> • <i>Open to communication via social media for the community and</i> • <i>Character Education through advisory and mentoring</i> 						
<p>Special considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) schools</p> <p>TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of</p> <p>Special considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) schools</p> <p>TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of</p> <p>Addendum to Schools identified for Targeted or Comprehensive Support In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(a) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.</p>						

- [What Works Clearinghouse \(WWC\) User Guide](#)
- [Elevating Evidence Resources: Clearinghouses and Databases](#)
- [Open Access Journals in Education](#)

This school year we are including authentic learning experiences for all students. While doing this we are going to continue to create opportunities for teachers to learn the best way to embed standards throughout the learning. They will create ways for students to self assess their learning on the standards and provide authentic assessments and other assessments to inform instruction.



2023-2024 Phase Two: School Assurances_10142023_16:31

2023-2024 Phase Two: School Assurances

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2023-24 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 distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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

7. 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

8. 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

9. 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

10. 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

11. The school educates teachers, specialized instructional support personnel, principals, 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

12. 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

13. 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

14. 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

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

17. In a school implementing a schoolwide program, the school developed a

comprehensive plan (CSIP) 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

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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

22. 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

23. In a school 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

24. In a school 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

25. In a school 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

26. In a school 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

27. In a school 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

28. In a school 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

29. In a school 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

30. In a school 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

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school



2023-2024 Phase Two: The Needs Assessment for
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2023-2024 Phase Two: The Needs Assessment for Schools

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

2023-24 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 leadership 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 (principal, assistant principal, counselor and IC) 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.

Review of Previous Plan

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
see attached

Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.
see attached

Strengths/Leverages

6. 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

Evaluate the Teaching and Learning Environment

7. 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 Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

Bernheim Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BMS Needs Assessment (Working Copy)</u>	Data	•
 <u>Current Status</u>	Key Elements	• 7
 <u>Priorities and Concerns</u>	Data	•

Academic Data	MSA 2023	ELS Fall	CASE Data, Fall 2022 PID	NSA 2021-2022 PID	CASE Data, Spring 2022 PID	K-PRREP 2020-2021 PID	CASE Data, Spring 2021 PID	State Data 2020-2021 PID
Middle School Reading (all students)	49.10%	36.60%	37.20%	44.50%	47.10%	43.70%	53.20%	44.0% PID
Middle School Math (all students)	35.50%	22.00%	23.00%	42.30%	32.40%	26.10%	39.50%	27.8% PID
Middle School Writing (all students)				49%		67.70%		50.9% PID
Middle School Science (all students)				24%		24.60%		20.9% PID
Middle School Social Studies (all students)				35%				
Students w/Disabilities Reading (middle)	8.70%		4.40%	9.40%	13.10%	25.60%	25.60%	20.1% PID
Students w/Disabilities Math (middle)	17.00%		13.30%	11.30%	10.90%	4.30%	15.70%	17.9% PID
Students w/Disabilities Writing (middle)				0.50%		0.50%		13.8% PID
Students w/Disabilities Science (middle)				0.50%		0.50%		1.4% PID
Students w/Disabilities Social Studies (middle)				0.50%				
Economically Disadvantaged Reading (middle)	37.40%		31.60%	35.30%	35.50%	37.90%	48.60%	34.2% PID
Economically Disadvantaged Math (middle)	21.80%		21.60%	33.40%	22.10%	21.20%	32.30%	19.2% PID
Economically Disadvantaged Writing (middle)				4%		59.70%		36.7% PID
Economically Disadvantaged Science (middle)				15%		0.50%		12.1% PID
Economically Disadvantaged Social Studies (middle)				90%				
Non-Academic Data	88.50%		90.60%	?	?	?	?	88.0% PID
Behavior	92.40%		60.40%	?	?	?	?	95.2% PID
Student Attendance	23-24 ODR by month - Aug 24, Sept 54, Oct 5	22-23 ODR by Month - Aug 16, Sept 47, Oct 13						
Quality of Climate Student Survey (middle)	94.33% 2nd Month 23-24	92.29% 2nd Month 22-23						

The district averages 88.6% of students that do not have one or more internal behavior events. Chronic Absenteeism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data only due to the pandemic.)

The district averages 88.6% of students that do not have one or more internal behavior events. Chronic Absenteeism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data only due to the pandemic.)

3.1% of students have behavior events. Chronic Absenteeism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data only due to the pandemic.)

1. **Administrative Data:**
Case No. [REDACTED]
Date of Birth [REDACTED]
Sex [REDACTED]
Race [REDACTED]
Ethnicity [REDACTED]
Marital Status [REDACTED]
Occupation [REDACTED]
Education [REDACTED]
Religion [REDACTED]
Current Address [REDACTED]
Previous Address [REDACTED]
Social Security Number [REDACTED]
Health Insurance [REDACTED]
Life Insurance [REDACTED]
Auto Insurance [REDACTED]
Other Insurance [REDACTED]

2. **Medical History:**
Presenting Complaint [REDACTED]
History of Present Illness [REDACTED]
Past Medical History [REDACTED]
Surgical History [REDACTED]
Allergies [REDACTED]
Medications [REDACTED]
Family History [REDACTED]
Social History [REDACTED]
Review of Systems [REDACTED]

3. **Physical Examination:**
Vital Signs [REDACTED]
General [REDACTED]
HEENT [REDACTED]
Chest [REDACTED]
Abdomen [REDACTED]
Extremities [REDACTED]
Neurological [REDACTED]
Psychiatric [REDACTED]

4. **Diagnostic Studies:**
Laboratory [REDACTED]
Imaging [REDACTED]
Other [REDACTED]

5. **Assessment and Plan:**
Assessment [REDACTED]
Plan [REDACTED]

6. **Follow-up:**
Date [REDACTED]
Location [REDACTED]
Physician [REDACTED]

Academic Data KSA	2022-2023	2021-2022	2020-2021
	%P/D	%P/D	%P/D
Middle School Reading (all students)	49.10%	44.50%	43.70%
Middle School Math (all students)	35.50%	42.30%	28.10%
Middle School Writing (all students)		49%	67.70%
Middle School Science (all students)		24%	24.60%
Middle School Social Studies (all students)		36%	
Students w/Disabilities Reading (middle)	9.70%	9.40%	25.60%
Students w/Disabilities Math (all levels)	17.10%	11.30%	4.30%
Students w/Disabilities Writing (all levels)		0.50%	0.50%
Students w/Disabilities Science (all levels)		0.50%	0.50%
Students w/Disabilities Social Studies (elem/middle only)		0.50%	
Economically Disadvantaged Reading (middle)	37.40%	38.30%	37.90%
Economically Disadvantaged Math (middle)	21.80%	33.40%	21.20%
Economically Disadvantaged Writing (middle)		42%	59.70%
Economically Disadvantaged Science (middle)		15%	0.50%
Economically Disadvantaged Social Studies (elem. & middle)		30%	
Homeless Students Reading (middle)			
Homeless Students Math (middle)			
Homeless Students Social Studies (elem. & middle)			
Student: Behavior			NA
Student: Attendance			NA



2023-2024 Phase Three: Comprehensive School Improvement
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2023-2024 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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2023-24 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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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 Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

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 template in the attachment area directly below.**

ATTACHMENTS

Attachment Name


 BMS 23-24 Phase III

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.

This school year we are including authentic learning experiences for all students. While doing this we are going to continue to create opportunities for teachers to learn the best way to embed standards throughout the learning. They will create ways for students to self assess their learning on the standards and provide authentic assessments and other assessments to inform instruction.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BMS 23-24 Phase III</u>	Continuous Improvement for BMS	.

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among 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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy. Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template. For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 11.14 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety

BULLITT COUNTY PUBLIC SCHOOLS INSTRUCTIONAL VISION
Our mission is to inspire and build our students' tomorrow.

AUTHENTIC LEARNING EXPERIENCES
Academic Standards + Graduate Profile Competencies = Authentic Learning Experiences
Experiences are a balance of traditional, transitional, AND transformational

STUDENT VOICE AND AGENCY
Empowering students to have a voice in their learning and school community, involving them in decision-making processes, and co-creating opportunities for student-led initiatives and improvements.

COMMUNITY PARTNERSHIPS
Cultivating partnerships with local businesses, organizations, and community members to provide students with connections and opportunities to bridge school to life.

DEMONSTRATIONS OF LEARNING
Students showcase their learning and personal growth through student-led conferences, exhibitions, and defenses of learning.

AUTHENTIC ASSESSMENTS
Students explore and utilize innovative formative and summative assessment methods which may include project-based assessments, competency-based assessments, student-curated work, or performance-based assessments that reflect authentic applications of knowledge and skills.

Indicator	Status Score	Status Color	Change Score	Change Color
State Assessment Results in reading and mathematics	57.4	Yellow	-1.8	Yellow
State Assessment Results in science, social studies and writing	56.8	Green	.5	Green
Quality of School Climate and Safety	68.5	Green	1.1	Green
English Language Learners	Suppressed	Suppressed		Blue
<p>Priorities/Concerns from Needs Assessment for Schools List two or three of the greatest areas of weakness identified in question #15 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template. <i>(this would be identified from novice/apprentice, etc.)</i></p> <p>Processes, Practices, or Conditions to be Addressed from Key Elements Template: (this comes from Phase II School Key Elements Table) List two or three of the processes, practices or conditions identified in the School Key Elements template that the school will focus its resource and efforts upon and thoroughly address in the strategies and activities outlined in this template.</p>				
<p>1. SWD improvement in all areas 2. Reading All Students 3. Math Math All Students</p> <ul style="list-style-type: none"> • KCWPP6: Establishing Learning Culture and Environment - Continuous Improvement Activities • KCWPP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWPP2: Design and Deliver Instruction - Continuous Improvement Activities 				

Subject	2023 Current	2024 Objective	2026 Stretch Goal	Key Core Work Process 1-6 (drop down menu - minimum of 3 KCWPs)	Plan/Do (for JS) Schools these should be evidence-based practices for subgroup documented on JS Evidence Based Practices table below	Study & Act (Select a data source, write noticings, and next steps; Document date of review) Please progress monitor a minimum of 2 times per academic year.	Funding (Select fund and then enter amount)
Reading	49% PD	73.6% PD	76.4%PD	6 Establish Learning Envir...	-Embedded PD on Bullitt Days linked to Literacy across the content areas, PBL, Grad Profile based instruction for all teachers.	ELS Noticings: Action: Date:	ESS Funds (State) - 6000 Support and Intervention SBDM Funds (State) - 40000 Embedded PL, Support materials etc... Title 1 (Federal) - 70000 Extra Teaching spot ESSER Funds (Fede... 20000 Curriculum for Math Computer based programming District General Fu...
Math	35% PD	69.3% PD	72.6% PD	4 Review, Analyze, Apply ...	-PLC process focusing on authentic learning (PBL, Grad Profile competency based learning, transformational learning) transparently embedding and encompassing and assessing standards.	ELS Noticings: Action: Date:	ESSER Funds (Fede... 20000 Curriculum for Math Computer based programming District General Fu...
Achievement Gap Reading	Below 15% PD	25% PD	41%PD	2 Design and Deliver Instr...	-PLCs analyzing student work and reviewing data based on mastery of standards for all students.	ELS Noticings: Action: Date:	ESSER Funds (Fede... 20000 Curriculum for Math Computer based programming District General Fu...
Student...					-MTSS, recovery and extension for all students. -Special Education teachers collaborating with District Special Education Team and School Team to implement best co-teaching practices and resource practices to grow all students.	ELS Noticings: Action: Date:	ESSER Funds (Fede... 20000 Curriculum for Math Computer based programming District General Fu...

Science	26 % PD	37.8% PD	44.4% PD	<p>-Embedded PD on Bullitt Days linked to Literacy across the content areas, PBL, Grad Profile based instruction.</p> <p>-PLC process focusing on authentic learning (PBL, Grad Profile competency based learning, transformational learning) transparently embedding and encompassing and assessing standards.</p> <p>-PLCs analyzing student work and reviewing data based on mastery of standards for all students.</p> <p>-Instructional Strategies and best practices monitored through classroom observations, eleot data, and instructional conversations.</p>	<p>Eleot Data</p> <p>Noticings:</p> <p>Action:</p> <p>Date:</p>	<p>Eleot Data</p> <p>Noticings:</p> <p>Action:</p> <p>Date:</p>
Social Studies	34% PD	40% PD	44% PD			
Writing	44 % PD	50% PD	55%PD			

<p>Quality of School Climate and Safety</p>	<p>68.5</p>	<p>70%</p>	<p>73%</p>	<p>PLC/staff will focus on how to support each student's needs individually.</p> <p>-Whole Child supports for all students through advisory and mentoring.</p> <p>-Give students voice through BMS CEO student leadership team, through advisory and one on one meeting with students.</p>	<p>Student Voice (Surveys, etc) - Noticings: Action: Date:</p> <p>Student Voice (Surveys, etc) - Noticings: Action: Date:</p>	
<p>Title I Schoolwide Evidence (documentation of initiatives, surveys, etc. with dates, etc.)</p> <ul style="list-style-type: none"> • Through Bullying, teachers survey to determine needs assessment. • Weekly BMS E-Meetings to review data. • Title I Evaluation Survey administered Spring/Summer 2022. • Title I training for staff in October 2021. • Title I Student Showcase Student led conferences in the spring. • Parent Communication through audio/visual/online/face-to-face meetings. • Title I staff provides support in various all grade levels. • Monthly new staff SDBM meetings of Title I. • School communication via social media by Title I communication. • Lostens Renaissance Programs support programs for Character Education/Service Learning/Improved of Culture Climate Training for Teachers. • Character Education through advisory and mentoring. 						

<p>Addendum for Schools Identified for Targeted or Comprehensive Support In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.</p>	<p>Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of</p>
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underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart.			
Components of Turnaround Leadership Development and Support:	Identification of Critical Resources/Inequities:	Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students	Targeted Subgroups and Evidence-based Interventions:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response:</p> <p>BMS will ensure that the school leadership continues to grow the disposition to support meaningful increases in student achievement of underperforming groups by establishing specific professional learning communities including district special education instructional coaches. Embedding each special education teacher into a content PLC, and fostering relationships between school level instructional leadership staff and district staff.</p>	<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:</p> <p>Using data to record growth of individual SWD we are identifying individual needs garnering all resources to meet their needs. Teachers have been afforded time through mentoring and seminars to work with each student and meet their needs. All students are also in the co taught setting receiving grade level instruction.</p>	<p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response:</p> <p>Weekly Conferencing with Leadership surrounding the needs of SWD. Grow teachers and teacher leaders to support SWD, support Special Education Teachers to make the most of the master schedule, their time in the co-teaching classroom and the resource classroom.</p>	<p>Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response:</p> <p>The biggest inequity has been lack of human resources. For two school years we have worked around the lack of applicants to fill two Sped teaching positions. As of this draft those positions are now filled. With that, the first task we have is to rebuild our Special Education PLC and establish best practices for all students in all settings.</p> <p>The process we use when allocating resources includes putting Special Education students at the top of the priority list building schedules, time and people around them.</p>
Evidence-based Activity (Evidence-based Practices website)	Evidence Citation	Uploaded in CIP	
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	

Resources:

- [What Works Clearinghouse \(WWC\) User Guide](#)
- [Elevating Evidence Resources: Clearinghouses and Databases](#)
- [Open Access Journals in Education](#)

This school year we are including authentic learning experiences for all students. While doing this we are going to continue to create opportunities for teachers to learn the best way to embed standards throughout the learning. They will create ways for students to self assess their learning on the standards and provide authentic assessments and other assessments to inform instruction.