

19-20 Phase Three: Executive Summary for BMS

2019-20 Phase Three: Executive Summary for Schools

Bardstown Middle School
Melissa Taylor
410 North Fifth Street
Bardstown, Kentucky, 40004
United States of America

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2019-20 Phase Three: Executive Summary for Schools

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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?

Bardstown Middle School is located on North Fifth Street near the center of historic Bardstown, Kentucky. The middle school building is directly behind Bardstown High School and connected to Bardstown Elementary School by an indoor pedway. The administrative staff of Bardstown Middle School includes the Principal, Melissa Taylor; an Assistant Principal, Kevin Payton; and a Guidance Counselor, Vondra Payne. USA Today and Rand McNally recognized Bardstown, Kentucky as the "Most Beautiful Small Town in America," in 2012. Bardstown is the second oldest city in Kentucky and has also previously been named one of the 100 Best Small Towns in America and one of the 50 Best Small Southern Towns. The average income in Bardstown grew by 20.6% from 2016 to 2017 to \$48,685 which is slightly higher than the state median household income of \$48,375. The community of Bardstown has an approximate population of 13,000 and has experienced 12% growth since 2000. Consequently, the student population of Bardstown Middle School has grown at a similar rate. BMS embraces meeting the needs of our diverse, growing, and ever-changing student body and believes these changes make BMS special and unique. The current enrollment of Bardstown Middle School for the 2019-2020 school year is 614 students in grades six through eight. Our demographics include 68.5% Caucasian, 11% African American, 10% two or more races, 7% Hispanic or Latino, and 3% Asian. Approximately 70% of our students live in low-income households, thus qualifying for federal free or reduced lunch assistance. Throughout the past three years our student population has become more transient, and we have increased numbers of students that have limited English proficiency. Bardstown Middle School is divided into three separate "pod" areas, one for each grade level. The 8th-grade pod, located on the first floor of BMS, houses six of our seven eighth grade homerooms with the seventh homeroom located just outside the 8th grade pod area on the first floor of the school. Each of these teachers provide core content instruction to our eighth-grade students. The 7th-grade and 6th-grade pods, located in two separate hallways of the second floor. The 7th grade pod holds five of the seven core content teachers for for the 7th grade with an additional core classroom located in a cross hall connecting the two main hallways and the final 7th grade core classroom located across a ped-way in the elementary school building. The 6th grade hallway hold five of the seven core classrooms dedicated to the 6th grade with two additional 6th grade classrooms located across the ped-way in the elementary school building. In addition to 21 core content teachers, Bardstown Middle School also has three full-time activity teachers and seven teachers that are shared with elementary school and/or high school. The three full-time teachers include a Physical Education teacher, a Health teacher, and a Computer teacher. These teachers teach three enrichment classes each day and three general activity classes each day; one of each for each grade level 6, 7, and 8. Four of the six shared teachers are located in the high school and teach three middle school classes daily. These include Art, Band, Strings, and Chorus/Music. BMS houses the chorus and art classrooms, which serve high school students three to four periods a day and middle school students, grades 6 through 8 for the three periods following lunch. The shared Strings classroom is actually located in the elementary school. The three other shared teachers are all located in the high school and provide 8th grade instruction one period each day. The classes include Spanish I, Introduction to Engineering, and Weightlifting. BMS is fortunate to offer a STEAM pull out program one entire day a week for 6th-grade students and a different full day for 7th-grade students that qualify for this advanced science curriculum. Due to the growing student population in the middle school, we are currently utilizing space in the elementary school to

meet our needs. BMS currently has three core classrooms, three special education classrooms, and a health classroom located in just across the ped-way in one corner of the second floor of the elementary school. We embrace our students with special needs and strive for the full inclusion of these students into our regular classrooms as much as possible. Students with IEPs make up 14.5% of the student population at BMS. We have seven and one half Special Education teachers and eight instructional assistants to help serve the needs of our students with IEPs. At this time we have one resource classroom with four resource class periods offered throughout the day; an FMD/SMD resource classroom; and a PASS classroom which serves both students with IEP and regular education students. One of our special education teachers and three instructional assistants work almost entirely with the nine students currently enrolled that are identified as FMD, Functionally Mentally Disabled. Another of our special education teacher's, facilitates the PASS (Positive Approach to Success in School) program with the aid of an instructional assistant. The faculty and staff of Bardstown Middle School consider the diversity of our students to be our greatest strength. Consequently, we strive to employ the best and most diverse faculty and staff possible. We emphasize the importance of communications and relationships among all stakeholders, faculty and staff, students, parents, and the community.

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.

BMS Vision Statement - Building leaders through excellence, innovation, and diversity. BMS Mission Statement - Bardstown Middle School empowers, encourages, and equips students to become the next generation of leaders. Core Values: STUDENT FIRST: We believe in the potential of kids and putting their needs first. RELATIONSHIPS: We value positive relationships between students and staff based on mutual trust and respect. CONTINUOUS GROWTH: We strive to improve, relying on collaboration and embracing failure as a catalyst for growth. EFFORT: We work hard to create a positive environment, exerting impactful effort in all we do. PREPARATION AND SKILLS FOR LIFE: We provide students with skills and strategies that support their resilience and successful transitions in life. RESPECT: We celebrate diversity by demonstrating respect and modeling acceptance of differences. LEADERSHIP: We believe shared leadership is essential for innovation and accomplishing our goals. School Wide we recited the following pledge each morning during announcements. Tigers Lead through... T - Teamwork I - Integrity G - Growth E - Effort R - Responsibility S - Service BMS Tigers... L - Learn E - Excel A - Achieve D - Discover The above vision, mission, core values, and TIGERS LEAD, were developed through the hard work of the school leadership team, DILIGENT, over the course of the past four school years. These are living statements as they have been slightly tweaked each year to better reflect our overall purpose. We strive to ensure all students become college and career ready by providing a safe and rigorous academic environment while promoting an appreciation for the arts, parental involvement, and community support. In order to accomplish this goal, we have embraced the ideas embedded in ESSA and work purposefully to implement the concept mastery learning and CASL (Classroom Assessment for Student Learning). Expectations are high for all students, however, teachers acknowledge and work with the fact that all students do not learn in the same ways or at the same pace. We see PLCs (Professional Learning Communities) as a positive force to drive student achievement. Through professional collaboration, teachers working together to support one another and students, we can create a learning environment focused on core academic standards, best practice instructional strategies, and student growth. Our teachers utilize data from common assessments and benchmark assessments in Math and Reading to reflect on and change instruction and to determine appropriate next steps. This year we have implemented CASE Assessments in conjunction with Mastery Connect to deliver standards-aligned, common assessments at each grade level in the areas of Math and Reading. The seven-period day

schedule employed by BMS allows one period per grade level for remediation in reading and/or math or enrichment if no remediation is needed. Reading and math RIT classes are taught by grade-level, highly qualified teachers and utilize researched based programs such as Reading Plus and IXL Math. Being located next to the high school and sharing some high school faculty and staff also affords us the opportunity to offer some high school classes to BMS students. Spanish I, a high school credit-bearing enrichment class, is being taken by 33 BMS students this year. BMS also offers two high school Algebra I classes and two Pre-AP Environmental Science classes that have the potential of earning high school credit. Every 8th-grade student also has the opportunity to earn a high school elective credit with their activity class. Bardstown Middle School students are also fortunate to have access to the Tiger Academy through their STEAM immersion program. Students selected for the Academy spend one day a week engaged in intense project-based learning activities designed to foster curiosity and knowledge in the areas of Science, Technology, Engineering, Arts, and Math. This year, BMS is working hard to revamp the process of student ILP work to better help students plan for future careers through the development of a Path 2 Pro digital portfolio. Students have been provided opportunities to complete their Digital Drivers Licences, and are uploading relevant artifacts using google drives and google sites. We are currently in our 5th year of the implementation of a student advisory program in which all students are a part of an advisory group that meets weekly to discuss individual progress, set goals, discuss college and career opportunities at this point in their education. Social and Emotional learning through the Project Wisdom and Terrace Metrics are also crucial components to our ACES classes. Both the high school and the middle school are developing our ACES program and P2P program with the help of our district level Workforce Development Coordinator. BMS takes great pride in the opportunities, we provide students in the pursuit of the Arts. Middle School students have the opportunity to join band, orchestra/strings, and chorus through activity class offerings. TIGERS STRIPES Program

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 has been recognized by the Kentucky Standard, our local newspaper, as the Best Middle School in Nelson County for the past 8 years, never losing in this category since the onset of the Best of Recognition process by the newspaper. Bardstown Middle School proudly serves an ethnically and socioeconomically diverse student population while striving for excellence first in the classroom, but also in extracurricular activities. The faculty and staff have high expectations of all learners and work diligently to ensure that all students are mastering learning targets in all content areas. We practice a highly inclusive model for our students with special needs while providing collaborative assistance to these students as well as support and interventions for other students with barriers to learning such as EI students, students with 504 plans, and other such challenges. BMS takes great pride in the diversity of our student population as well as the variety and diversity of the many co-curricular and extra-curricular activities offered to our students. Students are encouraged to join and make positive contributions to such organizations as Y-Club (which grew from 30 after members in 2017-2018 to over 70 active members this year), Speech and Drama (who have been regional winner or runner-up for the past two years), and Academic Team (who always have members advance to state competition each and every year). In terms of sports BMS offers and excels at football, boys and girls basketball, softball, baseball, volleyball, cross country, and track. In addition BMS students play JV boys and girls soccer, and may participate in Archery, Wrestling, and have only this year started a competitive swim club all at the middle school level. Over the years, we have also developed an exceptional Arts and Humanities program. Students have the opportunity to enroll in classes such as band, strings (Orchestra), and chorus. In fact, many of our students have achieved all state honors in these areas. Last year we

experimented with a middle school color guard and have officially added that to our offerings as well. Since the introduction of KPREP in 2012, BMS has renewed our commitment to show continuous improvement on this accountability instrument. In the fall of 2016, we learned we had reached a significant achievement milestone, being named a proficient school. We have a genuine belief in Growth Mindset and strive to instill this belief in our students. We value hard work, effort, and learning from mistakes, both professionally and in regard to our students. We believe in the power of PLCs - teachers working together, to support one another and the students we share - to transform and inspire greater achievement for all. For the first time in several years BMS exceeded state average in reading in the Spring of 2018, unfortunately, we did, however, fall below state average in Writing for the first time in several years. We hope that our new commitment to the C3WP and National Writing Project as well as deliberate and intentional PLC work will correct this Phase Three: Executive Summary for Schools Report - Generated on 11/25/2019 slight decline promptly and effectively. At this point we are most concerned about our KPREP Math results as well as GAP concerns with our Students and Disabilities and those of two or more races. We have implemented several changes to instigate positive change including the scheduling of Math classes, Math Intervention groups during academic plus, focus groups, and data tracking just to name a few. We feel inspired by the challenges placed before us and are working hard to facilitate positive growth.

Additional Information

CSI/TSI Schools 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.

DILIGENT PLCs

Additional Information

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

It is the belief of Bardstown Middle School that building relationships with students, families, and the community is the single most important component to the success of our school. Over the past few years we have made communication a top priority. While we most value face to face, voice to voice communication, we also emphasize and utilize multiple modes of communication including but not limited to texting, email, facebook, Instagram, remind, the BMS website, google classrooms, etc. Through the diligent work of a faculty member that is also a google innovator we have developed and implemented a TIGER Alert system in which students are issued identification badges with an individual bar code that allows teachers to scan and acknowledge positive contributions made by students in the moment and send an immediate text to parents recognizing their students. This timely communication is very effective when working with middle school students. Over the past three years we have placed an emphasis on Leadership for both teachers and students. We want everyone to understand and embrace their individual leadership potential. We recognize that not all people are born leaders, but we also must realize the power we have to lead and direct our own lives and how those decisions impact and influence those around us. BMS has developed an inclusive leadership team open to any and all teachers wishing to have a voice in school level decision making. It is through the work of this leadership team, DILIGENT, that many changes have been born at BMS including, the Student Ambassador Program, Tiger Alerts, Tiger Stripes (recognition of students for effort, attendance, grades, and behavior), Morning Assembly, TIGERS LEAD, etc. It is also through DILIGENT that school wide goals are developed and action plans put in place to facilitate and monitor our progress toward reaching these goals.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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19-20 Phase Three: Closing the Achievement Gap Diagnostic BMS

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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410 North Fifth Street
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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

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

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

I. Achievement Gap Group Identification

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

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Google Spread Sheet is attached. The four GAP groups BMS is targeting include African American, Two or More Races, Free/Reduced Lunch, and Disability with IEP. The most significant gap is with our students with Disabilities/IEPS.

ATTACHMENTS

Attachment Name

 [BMS Achievement Gap Group Identification 2018-2019](#)

II. Achievement Gap Analysis

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

BMS is committed to building positive relationships with students, families, and the community. We embrace, celebrate, and take great pride in our diverse student population and are strive to grow all students, especially those students identified in gap groups. We have fully implemented Homeroom/Advisory time with a program we call ACES were all students are a part of a smaller homeroom group in which a faculty member oversees and advises.

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

In terms of test areas the areas with the smallest GAPS are Reading and Social Studies, Writing and Science GAPS are small. Writing GAPS have increased slightly over the past 2 years but remain minimal and are trending much like the rest of the state. Math is the test area with the greatest GAPS. These GAPS have persisted and increased in some cases over the past few years. The student population with the largest GAP are students with Disabilities with IEPs. This is an ongoing concern for BMS, and we continue to work hard to overcome these GAPS.

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

Most improved groups over the past few years are African American, Hispanic, and Free/Reduced Lunch students.

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

Gap groups that lack progression or shown regression include students with Disability with IEP across all content areas. In looking at the data from 2018-19 and comparing it to 2017-18, the GAP amongst our Hispanic population actually increased, while the GAP with African American students decreased.

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

Great progress has been made in the area of reading with the introduction of focus groups and Reading Plus/Lexia Programs that allow students to work independently and individually on specific reading deficiencies. While we have looked a various programs for math Intervention including Dream Box, Moby Math, and Kahn Academy - we haven't found a program that best meets the needs of our students. This year we have invested in IXL Math and all

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

Students are identified for MTSS (RTI) in math and reading based on MAP Assessments, KPrep Performance, and class performance. We are working in consultation with the Central Kentucky Education Co-operative to foster improvement in closing the gap for Students with Disabilities with IEP. Co-teaching pairs, regular teachers and collaborative special education teacher, will receive 6 training hours through CKEC. CKEC specialist will also be conducting observations and making recommendations for improvement. We will also be working with CKEC to build schedules to best prepare students for academic success. We will be revisiting Resource room placements and ensuring that all students receive standards based instruction in all content areas. We are also utilizing ESS funds through a daytime wavier to provide opportunities to work with targeted students during the regular school day.

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

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

The district has provided Professional Learning Days (3 in addition to the four regarded PD days), for teachers to work in PLC and analyze data to best address target students.

III. Planning the Work

Closing the Achievement Gap Goals

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

GAP goals are outlined and explained in the 2018-2019 BMS Comprehensive School Improvement Plan. Specific goals are present for Students with Disabilities with IEPs, African American, Two or More Races, and Free/Reduced Lunch. The plan is uploaded in Phase III: Comprehensive School Improvement Plan. BMS has transitioned from using MAP Assessments as universal screeners to add in the identification of target groups of students for RTI to using a combination of indicators with include: 1. CASE Assessment with Mastery Connect to better ensure instruction and assessment is standards based and at an appropriate level of rigor 2. Insight Testing with Reading Plus to help determine students in need of Reading RTI 3. IXL Math Diagnostics to help identify students needs in Math 4. Academic Plus Invention Classes - Collecting meaningful data, routinely, during to determine best next steps for individual student 5. Subject Area PLCs are the vehicles that drive this work

Closing the Achievement Gap



Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

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

GAP goals are outlined and explained in the 2019-2020 BMS Comprehensive School Improvement Plan. Specific goals are present for Students with Disabilities with IEPs as well as all students that have yet to reach proficiency. BMS is committed to growing each and every student regardless of the current achievement level. Our points of emphasis include: 1. Students with Disabilities with IEPs across all content areas but especially math and reading. 2. Math across all grade levels. 3. Novice reduction in every subject area and each GAP group. The plan is uploaded in Phase III: Comprehensive School Improvement Plan.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 BMS Achievement Gap Group Identification 2018-2019		•
 BMS KPREP DATA 2018-2019 Slide Presentation	This Google Slide presentation was utilized in POD meeting in October to go over BMS KPREP Data and the state assessment process.	•

19-20 Phase One: Continuous Improvement Diagnostic for BMS

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Bardstown Middle School
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410 North Fifth Street
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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 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

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

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review* Diagnostic

Phase Four: January 1 - December 31

- Progress Monitoring

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

Please enter your name and date below to certify.

Melissa Taylor 10/2/19

19-20 Phase Two: The Needs Assessment for BMS

2019-20 Phase Two: The Needs Assessment for Schools

Bardstown Middle School
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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

District Level Leadership Meetings (once a month), SBDM (once a month), School Leadership Team (once a month or more often as needed), CASE Assessment Data Training (one-time training of 3 lead teachers and principal)

Current State

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

Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

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

Above state average in Reading and Social Studies
Below state average in Math and Writing
Students with IEP continue to be a major concern in GAP - BMS students with IEP in bottom 5% of state

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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.

1. There is a negative 41.2 difference in the Gap rates of BMS students with IEPs (33.3) when compared to BMS students without IEPs (74.5) on 1. 2018-2019 KPREP assessment. This is reflected in a substantial discrepancy in proficiency rates in both reading and math across all three grade levels. 2. The Math Proficiency percentage at BMS, 34.9, is 11.5 points below the state average of 46.4. 3. BMS writing scores declined for 2nd straight year. 18-19 KPREP data indicates that BMS student percent proficient to be 26.1 while the state percent proficient is 31.9.

Trends

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

Math continues to be a concern Writing declined for second straight year

Potential Source of Problem

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

CASE AssessmentMastery ConnectPLC Work, very intentional focus on grade level standards, learning targets, and rigor|XL - intentional focus during Math RTI time

Strengths/Leverages

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

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

Reading Index has steadily increased over the past few years. At this point according to 2018-2019 data, BMS reading Index is 79.4 up 2.2 points from 2017-2018 which was 77.2. BMS proficiency rate is also 3.2 points above the state average; BMS at 62.8% proficient and the state average is 59.6.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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19-20 Phase Three: Comprehensive Improvement Plan for BMS

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

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 between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

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, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, 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 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*, *Shipleigh*, *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 closure, 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.


Using the Comprehensive School Improvement Plan Template

- 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.

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

See attached CSIP.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 BMS CSIP 19-20	BMS CSIP 19-20	•

19-20 Phase Two: School Assurances BMS

2019-20 Phase Two: School Assurances

Bardstown Middle School
Melissa Taylor
410 North Fifth Street
Bardstown, Kentucky, 40004
United States of America

Target Completion Date: 11/01/2019
Last Modified: 11/01/2019
Status: Open

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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Introduction

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

Teacher Performance

1. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the [Kentucky Teacher Performance survey](#). Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes**
- No
- N/A

COMMENTS

No teachers elevated by BMS received an overall ineffective rating during the 2018-2019 school year.

Title I Schoolwide Programs

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- Yes
- No
- N/A**

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

- Yes**
- No
- N/A

Title I Targeted Assistance School Programs

9. 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**

10. 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**

11. 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**

12. 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**

13. 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**

14. 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**

15. 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**

16. 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**

Schools Identified for Targeted Support and Improvement

17. If identified for 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

All School Programs

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

- Yes**
- No
- N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- Yes**
- No
- N/A

ATTACHMENTS

Attachment Name

 [BMS Webpage](#)

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A**


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

- Yes
- No
- N/A**

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. 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**

Attachment Summary

Attachment Name	Description	Associated Item(s)
 BMS Webpage	This link is to the BMS Website where a copy of 2018-2019 CSIP is linked via word document.	• 19