2022-23 Bryan Station Middle
Continuous Improvement Diagnostic for Schools

2022-23 Phase One

Bryan Station Middle School
Robin Kirby
1865 Wickland Dr
Lexington, Kentucky, 40505
United States of America

2022-23 Phase One: Continuous Improvement Diagnostic for Schools - 2022-23 Bryan Station Middle Continuous Improvement Diagnostic for Schools - Generated on 01/19/2023

Bryan Station Middle School

2022-23 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 2022-23 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.

2022-23 Phase One: Continuous Improvement Diagnostic for Schools - 2022-23 Bryan Station Middle Continuous Improvement Diagnostic for Schools - Generated on 01/19/2023

Bryan Station Middle School

Please enter your name and date below to certify.

Robin Kirby

10/01/2022

2022-23 Bryan Station Middle Executive Summary for Schools

2022-23 Phase One

Bryan Station Middle School
Robin Kirby
1865 Wickland Dr
Lexington, Kentucky, 40505
United States of America

2022-23 Phase One: Executive Summary for Schools - 2022-23 Bryan Station Middle Executive Summary for Schools - Generated on 01/19/2023

Bryan Station Middle School

2022-23 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?

Located in the Hermitage Hills subdivision, adjacent to Bryan Station High School, BSMS has been operating since 1933. Unique to Bryan Station Middle School is the Dual Language Immersion Program. In addition to our attendance area students, this immersion based language program builds on the foundation students receive from Spanish Immersion Elementary programs across the district. Students enter the program in Kindergarten and continue through graduation. Students continuing in the Dual Language Immersion Program through graduation will graduate prepared to compete in a global economy and will be fluent in the Spanish Language.

School's Purpose

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

The mission of BSMS is for all students to reach their full potential and succeed in a diverse society through positive relationships and meaningful instruction. Our vision is to provide learning opportunities for all students in a positive atmosphere while maintaining fair, firm and consistent expectations. Our staff collaboratively developed the PRIDE acronym (Positivity, Respect, Integrity, Determination, Excellence) to guide our daily work. We believe that all students should have equal access to a quality education and social/emotional support.

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.

In the past three years, BSMS has worked diligently to close the achievement gaps in reading and math skill acquisition. To combat these areas, the school has implemented a schedule in which student deficits can be targeted in real time through the usage of reteach and support in a WIN Time model (What I Need Time) for Tier II supports for reading and math, this year we have included separate indicator areas of instructions.   During this embedded time into the master schedule, students that are ready for extension with the specific standards are provided that support during this allotted time as well. The social emotion needs of students are being addressed as well during this time with students who have been

2022-23 Phase One: Executive Summary for Schools - 2022-23 Bryan Station Middle Executive Summary for Schools - Generated on 01/19/2023

Bryan Station Middle School

identified at the SE Tiered levels to received small group supports. Also, intervention classes have been built in the schedule for students performing at the lower 25%ile on MAP in reading and/or math through the elective rotation. Training is continued through professional learning communities to support student engagement (KAGAN) and English Learner supports in the general education classes (SIOP). Bryan Station Middle is working toward enhancing student learning by closing the achievement gap by 10% each year and increasing the variety of advanced and differentiated courses for all of our students. Through this, our school works to close the achievement gap in reading and math as well as increase the offering of high school credited courses. The school plans to see a 5-10% growth in KSA scores each year for the next three years. Currently, both the English/Language Arts and Math departments follow the district created units of study in order to horizontally and vertically align lessons and content within the school. Also, the ELA department is utilizing the district adopted curriculum, Collections, and the Math department is implementing the district adopted curriculum, EnVision in all math classrooms. The math department follows a placement policy in which students are placed in developmentally-appropriate math classes determined by diagnostic tests, teacher recommendation, and grades throughout the school year.

Additional Information

CSI/TSI (including ATSI) 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.

Within our plan, we began with providing professional development for staff on Sheltered Instruction Operational Protocol (SIOP). Implementation of instructional strategies to help support English Learner students and monitoring and documentation of usage of strategies through walk-throughs and lesson plan templates following the Plan-Do-Study-Act model. Continuous professional development aligned with the needs of the staff. Focus groups established to hear the voice of students and help meet their needs through instruction and social emotional needs. Furthermore, establishing and implementation of strategies to increase family engagement. In addition these early implementations, we have utilized the school improvement funds to add certified and classified staff to support the co-teaching model in cohorted classes with EL students. Furthermore, providing professional development for classroom teachers to support the diverse needs of our English Learner population through student engagement strategies (KAGAN) for the entire staff.

Additional Information

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

Bryan Station Middle School is working on building community bonds through improving community events. Each month we hold a Family and Community Night to which all parents and community members are invited to attend. The events

2022-23 Phase One: Executive Summary for Schools - 2022-23 Bryan Station Middle Executive Summary for Schools - Generated on 01/19/2023

Bryan Station Middle School

include learning components for parents and community members to support our Title I program. The learning components include trainings on literacy, technology usage, STEM, accountability scores and meanings, guest speakers on school/community safety, and other academic ideas. Programs have been created to support the large cultural diversity found within Bryan Station Middle. Bold & Beautiful Ladies, MADE, BSMS Young Leaders to help build self-esteem and character. The girls are required to provide behavior and grade reports during these check-ins so that mentors can follow up on any unsatisfactory reports with individual teachers. The M.A.D.E. program also support students with community mentors to ensure students are able to achieve both personal and academic goals. All of the programs listed provide community involvement through guest speakers, mock job interviews, public performances, and community service.

2022-23 Phase Two:
The Needs Assessment for Schools

Bryan Station Middle School
Robin Kirby
1865 Wickland Dr
Lexington, Kentucky, 40505
United States of America

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_10192022_09:16 - Generated on 01/19/2023

Bryan Station Middle School

2022-23 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.

> All BSMS teachers review and analyze data through PLCs every week and apply data results as they cycle through Plan/Do/Study/Act. Teachers also meet bi-weekly to review content specific data in vertical alignment PLC. SBDM, MTSS, and our Instructional Leadership/CSIP team meets monthly to review and analyze data to inform decisions. BSMS Administrative team meets weekly to review both academic and behavior data.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

- Goal 1: Increase the percentage of combined reading and math P/D scores from 49.6% to 74.6% by 2026. Activity: PLC at Work Professional Learning for

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_10192022_09:16 -

Generated on 01/19/2023

Bryan Station Middle School

all teachers and administrators. Admin Team and Instructional Coach participate in PLC meetings to observe the implementation of the strategies learned through the PLC at Work PD. Monthly consultation visits from Solution Tree consultant, Tom Hierck during PLC meetings and debriefing with principal and instructional coach on next steps to work on in the coming month. Debrief with Tom Hierck and Admin Team and Instructional Coach to reflect on the past year and areas to growth needed to move forward for 2022-2023 school year.

- Goal 2: Increase the percentage of students meeting proficiency in Science, Social Studies, and On Demand Writing to 85% by 2026. PLC meetings every week to review the alignment between standards and learning targets, and assessment measures. PLC facilitators - record the minutes of the PLC and ensure that learning intentions and success criteria are aligned; assessment measures are tied to the standards.

- Goal 3: Increase the percentage of students in one or more gap groups meeting proficiency in Reading and Math to 50% by 2026. Monthly data analysis focusing on data wise questions (What does the data tell us? What does the data not tell us? Celebrations? Concerns? Next steps?) PLC facilitator & Instructional Coach document and monitor the data analysis discussions during PLC. Student supports will be identified for each level (Tier II and III behavior). Create/monitor a watch list from the discussion.

- Goal 4: Increase the percentage of EL students attaining growth on ACCESS from 60% to 75% by 2026. Bi-Weekly progress monitoring of EL Students EL teachers and Instructional Coach - review the progress monitoring of EL students bi-weekly through EL PLC meetings.   Scheduling for 2022-2023 will identify EL students into 3 levels and provide resource support to give students direct instruction and support with language acquisition. Continue to support the co-teaching model - EL teachers in math and language arts classes to provide support in delivery of grade level content.

- Goal 4 was not met with the implementation of the activity identified. Contributing factors were lack of certified staff/resignation of staff supporting EL students, certified teacher attendance, and limited strategies utilized to support EL students with academic vocabulary.

Trends

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

Example of Trends
• The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

- The number of ODRs (Office Discipline Referrals) increase from 1008 in 2019 - 2020 to 1171 in 2021-2022.

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_10192022_09:16 - Generated on 01/19/2023

Bryan Station Middle School

- From 2019 to 2022, the school saw a 7.3% decrease in novice scores in reading and a 21.4% increase in novice scores in math among students in the English Learner plus monitoring classification.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.

• Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2021-22 academic year.

• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

- Eleven percent (11%) of English Learner plus monitored students scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Six percent (6%) of English Learner plus monitored students scored proficient on Kentucky Summative Assessment (KSA) in math.
- Teacher attendance rate was 78.25% for the 2021-2022 academic year.
- Survey results indicated 70% of the school's student population think bullying is a problem for this school.

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.

- Sixth percent (60%) of English Learners scored Novice on the Kentucky Summative Assessment (KSA) in reading opposed to just 22% of non-gap learners.

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_10192022_09:16 - Generated on 01/19/2023

Bryan Station Middle School

- Eighty-one percent (81%) of Disability-with IEP (Total) scored Novice on the Kentucky Summative Assessment (KSA) in reading opposed to 22% on non-gap learners.
- Sixth-five (65%) of English Learners and seventy-two (72%) of Disability-with IEP (Total) scored Novice on the Kentucky Summative Assessment (KSA) in Math opposed to twenty-nine percent (29%) of non-gap learners.

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.

Reading achievement has increase in 8th grade from 58.1% P/D to its current rate of 61%. The instructional models we implemented for 8th grade reading can be adapted for our low performance in 6th and 7th grade reading. This can be achieved through implementation of teacher clarity and PLC model.

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
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_10192022_09:16 - Generated on 01/19/2023

Bryan Station Middle School

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

> The school will continue to work on Teacher Clarity, Plan-Do-Study-Act lesson plans, Professional Learning Communities, Data analysis of formative and summative assessments align to the standards

<u>**ATTACHMENTS**</u>

Attachment Name

📄 KCWP Strategic Design and Deploy Standards

2022-23 Bryan Station Middle School Assurances

2022-23 Phase Two: School Assurances

Bryan Station Middle School
Robin Kirby
1865 Wickland Dr
Lexington, null, 40505

Table of Contents

2022-23 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, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- **Yes**

cognia

○ No

○ N/A

COMMENTS

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

● **Yes**

○ No

○ N/A

COMMENTS

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

● **Yes**

○ No

○ N/A

COMMENTS

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

● **Yes**

○ No

○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- Yes
- No
- **N/A**

COMMENTS

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

      ○ Yes

      ○ No

      ● **N/A**

COMMENTS

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

      ○ Yes

      ○ No

      ● **N/A**

COMMENTS

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

      ○ Yes

      ○ No

      ● **N/A**

COMMENTS

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

      ○ Yes

      ○ No

      ● **N/A**

COMMENTS

28. 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**

    <u>**COMMENTS**</u>

29. 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**

    <u>**COMMENTS**</u>

30. 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**

    <u>**COMMENTS**</u>

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 developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Additional Targeted Support and Improvement

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

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

Bryan Station Middle's Comprehensive School Improvement Plan (CSIP) for 2022-25

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 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

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
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety

- 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
    - Achievement Gap
    - English Learner Progress

- o Quality of School Climate and Safety
- o Postsecondary Readiness
- o Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.):
● By 2025, Bryan Station Middle will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 42%.   ● By 2025, Bryan Station Middle will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 30%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, *Bryan Station Middle* will increase P/D in Reading to 49%.	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	PLCs are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessment.	PLC Observations Classroom Observations PLC Evidence		N/A
		On-going professional learning and monitoring in the areas of Teacher Clarity.	PLC Observations Classroom Observations		N/A
		On-going professional learning and monitoring in the areas of Reading strategies, KAGAN, EL objectives, School wide writing strategies, Sheltered Instruction Observation Protocol (SIOP) and PDSA implementation.	Walkthrough data Common Assessment Data Analysis		N/A
Objective 2 By 2023, *Bryan Station Middle* will increase P/D in Math to 38%.		Implementation of common unit assessments: These common unit assessments will be designed to be given at regular intervals (end of quarter, end of nine-weeks) and align to standards in content and level of thinking. For year 1, these will be given 2x/year for grades 6-8. The common unit assessment will include items that mirror formats on state assessment as appropriate.	ELA and Math common unit assessments (6-8) ROIS Report		District Funding Source

Goal 1 (State your reading and math goal.):
- By 2025, Bryan Station Middle will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 42%.
- By 2025, Bryan Station Middle will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 30%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible. The Navigator site will also house supports and expectations for district level instructional software, the balanced assessment system and MTSS.	Navigator products FCPS ROIS School Data Protocols PLC products		N/A
		Incorporate explicit data review, analysis and application components into PLCs and instructional leadership meetings for all student groupings.	Instructional Leadership team meetings and products Content area formative and summative data School data protocols		N/A

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.):
State Assessment Results in Science

- By 2025, *Bryan Station Middle* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 11%.

State Assessment Results in Social Studies

- By 2025, *Bryan Station Middle* will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 48%.

State Assessment Results in Combined Writing

- By 2025, *Bryan Station Middle* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023,Bryan Station Middle will increase P/D in Science to 22%.	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	PLCs are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessment.	PLC Observations Classroom Observations PLC Evidence		N/A
		On-going professional learning and monitoring in the areas of Teacher Clarity.	PLC Observations Classroom Observations		N/A
		On-going professional learning and monitoring in the areas of Reading strategies, KAGAN, EL objectives, School wide writing strategies, Sheltered Instruction Observation Protocol (SIOP) and PDSA implementation.	Walkthrough data Common Assessment Data Analysis		N/A
		Implementation of common unit assessments:	Science and Social Studies common unit assessments (6-8)		District Funding Source

Goal 2 (State your science, social studies, and writing goal.):
State Assessment Results in Science

- By 2025, *Bryan Station Middle* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 11%.

State Assessment Results in Social Studies

- By 2025, *Bryan Station Middle* will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 48%.

State Assessment Results in Combined Writing

- By 2025, *Bryan Station Middle* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		These common unit assessments will be designed to be given at regular intervals (end of quarter, end of nine-weeks) and align to standards in content and level of thinking. For year 1, these will be given 2x/year for grades 6-8. The common unit assessment will include items that mirror formats on state assessment as appropriate.	ROIS Report		
		Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible. The Navigator site will also house supports and expectations for district level instructional software, the balanced assessment system and MTSS.	Navigator products FCPS ROIS School Data Protocols PLC products		N/A
		Incorporate explicit data review, analysis and application components	Instructional Leadership team meetings and products		N/A

Goal 2 (State your science, social studies, and writing goal.):
State Assessment Results in Science

- By 2025, *Bryan Station Middle* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 11%.

State Assessment Results in Social Studies

- By 2025, *Bryan Station Middle* will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 48%.

State Assessment Results in Combined Writing

- By 2025, *Bryan Station Middle* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		into PLCs and instructional leadership meetings for all student groupings.	Content area formative and summative data School data protocols		

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, Bryan Station Middle will decrease Novice in Reading to 36%.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing a Learning Culture and Environment	School wide RTI process with documentation tools and progress monitoring checks.	FAST PM MTSS Minutes Intervention Data		N/A
Objective 2 By 2023, *Bryan Station Middle* will decrease Novice in Math to 43%.		Implementation of high yield instructional strategies in all content areas.	Walk-through Data Lesson Plans		N/A
Objective 3		Implementation and monitoring of School Wide Reading and writing strategies and Academic Language Strategies	Walk-through Data Lesson Plans		N/A
		Monthly data analysis focusing on data wise questions (What does the data tell us? What does the data not tell us? Celebrations? Concerns? Next steps?)	PLC Minutes		N/A
		Progress Monitoring of EL and SPED students	PowerUp FAST		N/A
		Implementation and monitoring of culturally responsive practices	Walk-through Data Lesson Plans		N/A

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2025, Bryan Station Middlewill increase English Learner Progress index to 33 as measured by KSA. Current level is 19.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, Bryan Station Middle will increase the English Learner Progress index to 24 as measured by KSA. Current level is 19.5.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data KCWP 5: Design, Align, and Deliver Support	Bi-Weekly progress monitoring of EL Students	PM Data		
		Ongoing professional learning and support on PSP's, Integrating Academic Vocabulary, Go-To Strategies EL for students and integrating EL objectives.	PLC Minutes Lesson Plans		
		Co-Teaching Model: EL Co-Teacher to assist with implementing strategies and focus on academic objectives.	Common Assessment Data MAP Data		$65,000 (1.0 FTE)
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

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 underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
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: The school leadership and teaching staff will participate in professional development and workshops on Sheltered Instruction Observation Protocol and student engagement strategies (KAGAN) for Tier I instructions to support the increase in student achievement for our EL population. Development of an action plan with monitoring from the district chief of completion of action items on a monthly basis. Professional development on Professional Learning Communities to ensure that our PLCs are working efficiently to increase student achievement for underperforming subgroups.**

Identification of Critical Resources Inequities:
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: Prior to the 2020-2021 school year, the English Language instructor was utilized for resource support for our EL population; however, through research and professional development, there is a need for more support of EL students in their general classes. Professional development for certified staff to support the growth of English Learners students through instructional strategies, language objectives, and academic language taught aligned with the content standards has been implemented.**

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
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: The leadership team, along with staff, reviewed MAP data (Proficiency Projections Summary) to identify areas of concern within the English Learner subgroup. Through our analysis, the resource model of instruction for the English Language population was determined to be restrictive and was not meeting the needs of the students in the academic content-areas. Through analysis of walk-through data, it was determined that the teaching staff require professional development in effective student engagement strategies to increase student achievement at the Tier I level. Furthermore, continuing to work with a focus group of English Learner students helped to establish on-going conversations about the climate and**

culture of the building as well as the need for family engagement to help bridge the gap between our EL families and the school. In order to assist in building relationships between EL families and the school, we employed a bilingual staff member to help with school to home communication (English Learner Ambassador).

Targeted Subgroups and Evidence-Based Interventions:

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:

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
● Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Strong evidence) ● Integrate oral and written English language instruction into content-area teaching. (Strong evidence) ● Provide small-group instructional intervention to students struggling in areas of literacy and English language development. (moderate evidence)	Bake, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C.P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle schools* (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.	☒
Collective Teacher Efficacy - Professional Learning Communities (Professional Development) for teachers and	Hattie, John. Visible Learning Abingdon, Oxon: Routledge, 2008.	☐

Evidence-based Activity	Evidence Citation	Uploaded in eProve
administration to help facilitate common language, purpose, establishing protocols to address students' academic needs in a collaborative setting.		
Co-Teaching - the instructor will assist with allowance of the co-teaching model in general education classes to support the development of academic language and strategies to engage EL students in the grade level curriculum/standards	Cramer, E., Liston, A., Nevin, A., & Thousand, J. (2010). Co-teaching in urban secondary school districts to meet the needs of all teachers and learners: Implications for teacher education reform. International Journal of Whole Schooling, 6(2), 59-76.	☐
Training staff Sheltered Instruction Observation Protocol (SIOP) and student engagement strategies for Tier I instruction.	Hattie, John. Visible Learning Abingdon, Oxon: Routledge, 2008.	☐
		☐

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process   **Response:**
Identification of Critical Resources Inequities:
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:**

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
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.	☒
		☐
		☐
		☐
		☐

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_04262023_10:12

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

Bryan Station Middle School
Robin Kirby
1865 Wickland Dr
Lexington, null, 40505

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_04262023_10:12 - Generated on 05/10/2023

Bryan Station Middle School

Table of Contents

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_04262023_10:12 - Generated on 05/10/2023

Bryan Station Middle School

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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

Annual Professional Development Plan:

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

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

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

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

1. What is the school's mission?

The mission of Bryan Station Middle School is for all students to reach their full potential and succeed in a diverse society through positive relationships and meaningful instruction.

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

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_04262023_10:12 - Generated on 05/10/2023

Bryan Station Middle School

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Design and Deliver Instruction

Review, Analyze and Apply Data

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

The top two focus areas requiring professional development relate to schools goals by addressing the ATSI identified English Learner and monitored population by ensuring that instruction is designed and delivered to meet the diverse needs of our students. Furthermore, the review, analyze and application of data will provide more effective implementation of instruction in all assessed areas.

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

In order achieve the objective of increasing proficient/distinguish in Reading to 49%, Math to 38%, Science to 22% by 2023, continue to implement on-going professional learning and monitoring in the areas of Reading strategies, KAGAN, EL objectives, school wide writing strategies, Sheltered Instruction Observation Protocol (SIOP) and PDSA implementation. Full building fidelity of implementation of instructional strategies for engagement and student access to learning.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

The intended results of the professional learning as related to the specific objectives in (a), students increased in proficient/distinguish in reading, math, writing, science and social studies. Instruction strategies implementation in all class to increase students comprehension of validity of the processes and to see connection between the contents.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_04262023_10:12 - Generated on 05/10/2023

Bryan Station Middle School

Professional learning will be monitored for evidence of implementation through data for common assessments, MAP data, walk through data. The teachers within a professional learning community will be responsible for the collection of common assessment (quarterly) and MAP data (Fall/Winter/Spring). The administrative team will collect the data from walk throughs to analyze monthly.

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved. **Please describe in detail.**

The indicators of success with be the student data from common assessments for ATSI group showing consistent growth across all contents and scoring proficient/ distinguish on the projection of proficiency report in MAP. As for the implementation of instructional strategies to meet the diverse needs of students, the walk through data will provide 85% or high rate of utilization of engagement and high order thinking skills.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

All certified teachers teaching reading, math, writing, science, social studies, and exploratory classes.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Specific resources that are needed to support the professional learning is district support with staff from EL department to provide training of SIOP for new staff members, IFPs, Kagan instructional resources, funds to support release days for content areas to analyze student work and allocated time for professional learning before school.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional

Development Plan for Schools for School Year 2023-2024_04262023_10:12 - Generated on 05/10/2023

Bryan Station Middle School

Specific ongoing support for professional learning implementation will be the following:

- District level instructional coaches will work with identified teachers with support of implementation of professional learning
- Building level coaches will lead PLCs monthly using instructional resources from professional learning
- Professional Learning Communities with meet bi-weekly to analyze student work based on evidence from professional learning
- Release time for professional learning communities to plan together using specific instructional resources

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

In order achieve the objective of increasing proficient/distinguish in Reading to 49%, Math to 38%, Science to 22% by 2023, continue to implement on-going professional learning and monitoring in the area data analysis of formative and summative assessments.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

The intended results of the professional learning as related to the specific objectives in (a) are to provide training for instructor on how to analyze student work and assessments to make an informed decision on the next steps to support students re-teach as well acceleration.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

The professional learning will be monitored for evidence of implementation by common assessments, benchmark assessments, student work samples. The teachers within their professional learning communities will be responsible to gathering data bi-weekly for student work samples/formative assessments, quarterly for common assessments, and three time a year for benchmark assessment.

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional

Development Plan for Schools for School Year 2023-2024_04262023_10:12 - Generated on 05/10/2023

Bryan Station Middle School

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved. **Please describe in detail.**

Indicators of success will be the formulation of strategies and implementation to fidelity of reteach and/or acceleration of learning based on findings from analysis of data.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

The targeted audience for the professional learning impacted by this component of will be core content teachers (reading, writing, math, science and social studies).

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

Funding to support the professional learning of the staff and release time for professional learning and review of the student work/data.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

The specific ongoing supports will be provided for professional learning are as follows:

- District level coaches will work with identified PLCs and/or identified teachers bi-weekly to provide support
- Building level coaches will lead monthly professional learning communities using resources from professional learning to analyze student work
- Math consultant will meet with math teachers monthly for acceleration strategies support
- Literacy consultant will meet with reading & writing teachers monthly for acceleration strategies support

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_04262023_10:12 - Generated on 05/10/2023

Bryan Station Middle School

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

N/A

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_04262023_10:12 - Generated on 05/10/2023

Bryan Station Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)