

Bryan Station Middle School Comprehensive School Improvement Plan (CSIP) 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
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- Sixth percent (60%) of English Learners scored Novice on the Kentucky Summative Assessment (KSA) in reading opposed to just 22% on non-gap learners (2021-2022).
- Forty-one point six (41.6%) of English Learners scored (projected proficiency) Novice on NWEA MAP in reading opposed to just 16.3% on non-gap learners (Fall MAP 2023).
- 51.1% of English Learners and 73% of Disability-with IEP (Total) scored Novice on NWEA MAP in math opposed to 25.9% on non-gap learners (Fall MAP 2023).

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Design and Deliver Instruction
Design, Align and Deliver Support Processes
Review, Analyze and Apply Data

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	Low	Maintain
State Assessment Results in science, social studies and writing	Medium	Maintain
English Learner Progress	High	Significant Increase
Quality of School Climate and Safety	Very Low	Decline
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>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. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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 38%. By 2025, Bryan Station Middle will increase Math proficient and distinguished level 55% as measured by KSA. Current level is 27%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, Bryan Station Middle will increase P/D in Reading to 55%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	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		\$12,000 SIF Cohort 5
Objective 2 By 2024, Bryan Station Middle will increase P/D in Math to 46%.	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	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 2, these will be given 3x/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
		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	Navigator products FCPS ROIS School Data Protocols PLC products ELA and Math common unit assessments (6-8) ROIS Report		N/A

<p>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 38%. By 2025, Bryan Station Middle will increase Math proficient and distinguished level 55% as measured by KSA. Current level is 27%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>possible. The Navigator site will also house supports and expectations for district level instructional software, the balanced assessment system and MTSS.</p>			
		<p>Incorporate explicit data review, analysis and application components into PLCs and instructional leadership meetings for all student groupings.</p>	<p>Instructional Leadership team meetings and products Content area formative and summative data School data protocols</p>		<p>N/A</p>

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): By 2025, Bryan Station Middle will increase Science proficient and distinguished level to 46% as measured by KSA. Current level 18%. By 2025, Bryan Station Middle will increase Social Studies proficient and distinguished level to 62% as measured by KSA. Current level is 30%. By 2025, Bryan Station Middle will increase Combined Writing proficient and distinguished level to 67% as measured by KSA. Current level is 41%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, Bryan Station Middle will increase P/D in Science to 34%	KCWP 1: Design and Deploy Standards	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
By 2024, Bryan Station Middle will increase P/D in Social Studies to 56%.	KCWP 2: Design and Deliver Instruction	On-going professional learning and monitoring in the areas of Teacher Clarity.	PLC Observations Classroom Observations		N/A
By 2024, Bryan Station Middle will increase P/D in Combined Writing to 55%.	KCWP 3: Design and Deliver Assessment Literacy	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
	KCWP 4: Review, Analyze and Apply Data	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.. The common unit assessment will include items that mirror formats on state assessment as appropriate.	Science and Social Studies common unit assessments (6-8) ROIS Report		District Funding Source

Goal 2 (State your science, social studies, and writing goal.): By 2025, Bryan Station Middle will increase Science proficient and distinguished level to 46% as measured by KSA. Current level 18%.
 By 2025, Bryan Station Middle will increase Social Studies proficient and distinguished level to 62% as measured by KSA. Current level is 30%.
 By 2025, Bryan Station Middle will increase Combined Writing proficient and distinguished level to 67% as measured by KSA. Current level is 41%

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		
		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		

Goal 2 (State your science, social studies, and writing goal.): By 2025, Bryan Station Middle will increase Science proficient and distinguished level to 46% as measured by KSA. Current level 18%.
 By 2025, Bryan Station Middle will increase Social Studies proficient and distinguished level to 62% as measured by KSA. Current level is 30%.
 By 2025, Bryan Station Middle will increase Combined Writing proficient and distinguished level to 67% as measured by KSA. Current level is 41%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

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
<p>Objective 1 By 2024, Bryan Station Middle will decrease the number African-American Novice in Reading and Math to 30%.</p>	<p>KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing a Learning Culture and Environment</p>	<p>School wide RTI process with documentation tools and progress monitoring checks.</p>	<p>FAST Progress Monitoring MTSS Minutes Intervention Data</p>		<p>N/A</p>
		<p>Implementation of high yield instructional strategies in all content areas.</p>	<p>Walk-through Data PDSA Plans</p>		<p>N/A</p>
		<p>Implementation and monitoring of School Wide Reading and writing strategies and Academic Language Strategies</p>	<p>Walk-through Data PDSA Plans</p>		<p>N/A</p>
		<p>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?)</p>	<p>PLC Minutes</p>		<p>N/A</p>
		<p>Progress Monitoring of identified student groups</p>	<p>FAST Progress Monitoring</p>		<p>N/A</p>
		<p>Implementation and monitoring of culturally responsive practices</p>	<p>Walk-through Data PDSA Plans</p>		<p>N/A</p>
<p>Objective 2 By 2024, Bryan Station Middle will decrease the number of English Learners plus Monitored Novice in Reading and Math to 30%.</p>					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3 By 2024, Bryan Station Middle will decrease the number of Disability-with IEP Novice in Reading and Math to 30%</p>		<p>Reading and Math Interventionists to provide Tier III literacy supports for students performing in lower 30%ile.</p>	<p>Progress Monitoring Walk-through Data MTSS Minutes</p>		<p>\$130,000 Title I Funds</p>

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2025, <i>Bryan Station Middle</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, Bryan Station Middle will increase the English Learner Progress index to 45 as measured by KSA. Current level is 33.	KCWP 2: Design and Deliver Instruction	Ongoing professional learning and support on PSP's, Integrating Academic Vocabulary, Go-To Strategies EL for students and integrating EL objectives.	PLC Minutes PDSA Plans MAP Data		
	KCWP 4: Review, Analyze, and Apply Data				
	KCWP 5: Design, Align, and Deliver Support	Co-Teaching Model: EL Co-Teacher & EL Paraeducator to assist with implementing strategies and focus on academic objectives.	Common Assessment Data MAP Data Walk-through Data		\$90,000 SIF Cohort 5
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2025, Bryan Station Middle will increase the Quality of School Climate and Safety indicator score to 80 as measured by KSA. Current level is 54.3.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, Bryan Station Middle will increase the Quality of School Climate and Safety indicator score to 75 as measured by KSA.	KCWP 6: Establishing a Learning Culture and Environment	Establish a behavior matrix to have consistency for consequences rendered for offenses.	ROIS behavior data review		N/A
		Implementation of Support Staff led trainings for student and staff on Suicide Prevention and Anti-Bullying curriculum	ROIS behavior data review STOP TIPLINE Reports		
		Behavior Management Coach staff position to coach and support PBIS initiative and teachers for classroom management and de-escalation strategies.	ROIS Behavior Data PBIS Monthly Data		\$65,000 Title I Funds
		Establish and implementation of PBIS/Discipline Plan with reward system	ROIS Behavior Data PBIS Monthly Data Survey Data		\$1000 Title I Funds
		RESET Program	Reset Data ROIS behavior data		N/A
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					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?</p> <p>Response:</p>
<p>Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</p>

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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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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:
<p>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</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>

CSI 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 (EBP) 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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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2023-2024 Phase One: Executive Summary for
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2023-2024 Phase One: Executive Summary for Schools

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

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2023-2024 Phase One: Executive Summary for Schools

Description of the School

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

Bryan Station Middle School proudly serves its diverse community with a commitment to both traditional programming and innovative educational opportunities. Founded in 1933, the school has a rich history of academic achievement and community engagement. Nestled within the Hermitage Hills subdivision and adjacent to Bryan Station High School, the campus provides a seamless transition for students as they progress through their educational journey from middle to high school. With a total student enrollment of 725, Bryan Station Middle School maintains a nurturing and inclusive learning environment that values every student's unique background and potential. The school's student body reflects the rich tapestry of Lexington's population, with a demographic breakdown as follows:

- 38.34% Hispanic
- 34.76% White
- 20.41% Black
- 5.24% Two or More Races
- 1.10% Asian
- 0.14% Other

Bryan Station Middle School is proud of its unique offerings. A crown jewel of Bryan Station Middle School is its Dual Language Immersion Program. This program distinguishes the school by building on the strong foundation that students receive from Spanish immersion programs across the district. Beginning in Kindergarten and continuing through graduation, students engage in an immersive bilingual education that equips them with fluency in both English and Spanish. This distinctive program not only fosters linguistic proficiency but also cultivates a deep appreciation for multiculturalism and global perspectives. Furthermore, over the past three years, the school has been proactive in creating pathways for middle school students to earn high school credits. This initiative includes advanced math courses and Spanish language courses. By expanding Career and Technical Education (CTE) offerings and adopting a pre-academy model, Bryan Station Middle School empowers its students to embark on their high school journeys well-prepared for the challenges and opportunities that lie ahead.

As Bryan Station Middle School continues its tradition of excellence and innovation, it remains dedicated to nurturing the academic growth, cultural diversity, and future success of its students. The school's enduring commitment to educational excellence ensures that each student's journey is one of discovery, achievement,

and empowerment, building a brighter future for both the individuals and the community it serves.

School Stakeholders

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

To effectively improve and operate Bryan Station Middle School, the school engages with various stakeholder groups, each of whom plays a crucial role in shaping the educational experience. Here are the key stakeholder groups and how the school ensures their involvement and engagement in the improvement planning process:

1. Students are at the center of the school's mission. They represent a diverse group with unique needs, interests, and perspectives. Student involvement is facilitated through avenues like student government, clubs, and surveys.
2. Parents and guardians are vital partners in their children's education. They have a vested interest in the school's success. The school organizes regular parent-teacher conferences, open houses, and PTSA meetings to engage parents. It also uses newsletters, emails, and an online portal to keep parents informed and gather feedback.
3. Teachers and staff are the backbone of the school, responsible for delivering quality education and supporting students. Staff involvement is ensured through regular staff meetings, professional development opportunities, and forums for sharing ideas and concerns. Teachers play a key role in curriculum development and improvement initiatives.
4. School administrators provide leadership and set the overall direction for the school. Administrators lead improvement planning efforts, working closely with other stakeholders. They also engage in dialogue with teachers, parents, and students to gather input and ensure alignment with the school's goals.
5. Community members who live near or have a connection to the school offer valuable insights and support. The school hosts community meetings and partnerships with local organizations to involve community members. Their input helps shape school policies and programs.

In order to ensure stakeholder involvement and engagement, the school regularly surveys stakeholders and seeks their feedback on school programs, policies, and improvement. The school has established committees or advisory boards composed of various stakeholders to provide input and guidance on specific issues, such as culture of building or safety protocols. Providing multiple channels for communication, such as meetings, email, newsletters, and social media, ensures that stakeholders can easily engage with the school. Offering workshops or training sessions for stakeholders on topics like educational goals, safety measures, and academic standards to increase their understanding and engagement. Also, hosting events like school fairs, cultural festivals, or showcases of student work fosters a sense of belonging and encourages community involvement. By actively

involving and engaging these stakeholder groups, Bryan Station Middle School ensures that its improvement planning process is informed by a diverse range of perspectives and needs, ultimately leading to a more effective and inclusive educational environment.

School's Purpose

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

The mission 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. 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 -- Positive, Respectful, Integrity, Dedication, 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 skills 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 support in reading and math, last year we included separate indicator areas of instruction (Science and Social Studies). During this embedded time into the master schedule, students that are ready for extension with the specific standards are provided that support during the allotted time as well. The social emotion needs of students are being addressed as well during this time with students who have been identified at the Social Emotional Tiered levels to receive small group supports. Also, intervention classes have been built in the schedule for students performing at the lower 30%ile on MAP in reading and/or math through our elective rotation. Training is continued through professional learning communities to support student engagement and English Learner supports in the general education classes -- KAGAN, Thinking Maps, and 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 increase the offering of advanced courses. The school plans to see a 5% - 10% growth in KSA scores each year for the next three years. Currently, both the 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 Language Arts department is utilizing the district adopted resource, Collections, and the Math department is implementing the district adopted resource, 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

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 dedicated to fostering strong community bonds through the enhancement of community-oriented events. On a monthly basis, we host Family and Community Nights, extending a warm invitation to all parents and community members. These events are thoughtfully designed to encompass educational elements, tailored to bolster our Title I program. These educational components encompass a range of topics including literacy, technology proficiency, STEM education, comprehension of accountability scores and their implications, as well as insightful presentations on school and community safety, along with other academic insights.

Our initiatives are carefully crafted to accommodate the rich cultural diversity that characterizes Bryan Station Middle School. Notably, we have implemented programs such as "SistersKeepers", "Male Leadership" and "Latinx Group" to foster self-esteem and character development among our students. Within these programs, participants are encouraged to maintain regular check-ins, where they are encouraged to provide social emotion, behavioral, and academic progress reports. These reports facilitate mentorship relationships, allowing mentors to engage directly with individual teachers to address any areas requiring improvement.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Two: The Needs Assessment for
Schools_10302023_18:53

2023-2024 Phase Two: The Needs Assessment for Schools

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

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2023-24 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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

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

Protocol

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

The instructional staff review and analyze data through Professional Learning Communities every week and apply data results as they cycle through the PSDA model. Teachers also meet bi-weekly to review content specific data in vertical alignment PLC meetings. 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: 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%. Activity: PLCs are using learning intentions and success criteria from the curriculum framework to plan instruction and assessment. 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. Based on the projection to proficiency data from NWEA MAP Reading and Math we were not successful with our subgroups - EL, Special Education, African-American. As we move forward this school year, we will enlist the instructional priorities, to have intentionality, with literacy and math for specific subgroups as well as all students at Bryan Station Middle School.

Goal 2: By 2025, Bryan Station Middle will increase Science proficient and distinguishes level to 45% as measured by KSA, Current level is 11%. ...increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level 48%. ...increase combined writing proficient and distinguished level to 60% as measured by KSA. Current level is 45%. Activity: PLCs are using learning intentions and success criteria from the curriculum framework to plan instruction and assessment. 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.

Goal 4: By 2025, Bryan Station Middle will increase English Learner Progress index to 33 as measured by KSA. Current level is 19.5. Activity: Bi-weekly progress monitoring of EL students progress (reading, writing, speaking, listening) via Elevate. Ongoing professional learning and support on PSP's, Integrating Academic Vocabulary, Go-To strategies EL for students and integrating EL objectives. Co-Teaching model: EL Co-Teacher to assist with implementation of strategies and focus on academic objectives. This was moderately successful in the analysis of the ACCESS data in winter. An increased number of students were able to obtain 4.5 WIDA school overall and exit EL status. This has informed our planning for this year by providing direct instruction for the increase number of Newcomers and Level 1-2 EL status students.

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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
 - The number of OSS increased from 13.23% in 2021-2022 to 15.08% in 2022-2023.

- From 2021 to 2023, the school saw a 3.7% increase in novice scores in math and an 8% decrease in novice scores in reading 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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
 - 17% of English Learners plus monitored students scored projected proficient/distinguished on 2023 Fall MAP Reading benchmark.
 - 21% of English Learners plus monitored students scored projected proficient/distinguished on 2023 Fall MAP Math benchmark.
- Teacher attendance rate was 75% for the 2022-2023 academic year.
- Survey results indicated 70% of the school's student population thinks 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% on non-gap learners (2021-2022).
- Forty-one point six (41.6%) of English Learners scored (projected proficiency) Novice on NWEA MAP in reading opposed to just 16.3% on non-gap learners (Fall MAP 2023).
- 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.
- 52.2% of Disability-with IEP (Total) scored (projected proficiency) Novice on NWEA MAP in reading opposed to just 16.3% on non-gap learners (Fall MAP 2023)
- 65% of English Learners and 72% of Disability-with IEP (Total) scored Novice on the Kentucky Summative Assessment (KSA) in Math opposed to 29% of non-gap learners.
- 51.1% of English Learners and 73% of Disability-with IEP (Total) scored Novice on NWEA MAP in math opposed to 25.9% on non-gap learners (Fall MAP 2023).

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.

Sixth grade Reading achievement has increased from 38% proficient/distinguished to its current rate of 43%. The systems of support we implemented for reading can be adapted for our low performance among our English Learners and Special Education students. This can be achieved through implementation of SIOP and instructional priorities for literacy and math school wide along with analysis of student work and data to determine celebrations and areas of need supports.

Evaluate the Teaching and Learning Environment

7 . Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

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

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

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

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

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

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


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 directly below.**

ATTACHMENTS

Attachment Name

 BSMS School Key Elements


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

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

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

Bryan Station Middle will continue to work on Teacher Clarity, implementation of Professional Learning Communities to fidelity, PDSA lesson plans with emphasis on the Study-Act portion of the reflection on instruction, culturally responsive teaching and learning, instructional strategies to meet the needs of our English Language students and maintaining an educational environment that is safe for all students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 BSMS School Key Elements		• 7



2023-2024 Phase Two: School Assurances_09292023_14:26

2023-2024 Phase Two: School Assurances

Bryan Station Middle School
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2023-24 Phase Two: School Assurances

Introduction

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

Federal Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Programs

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

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, 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. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). 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, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

- No
- N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- Yes
- No
- N/A

COMMENTS

Title I Schoolwide Programs

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

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

comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS**Title I Targeted Assistance School Programs**

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

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

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)
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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
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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 [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

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

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

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

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

1. What is the school's mission?

The 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.

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.)

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 will 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 SLOP 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.

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 will 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 to 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 of 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 instructors on how to analyze student work and assessments to make an informed decision on the next steps to support students re-teach as well as 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 for gathering data bi-weekly for student work samples/formative assessments, quarterly for common assessments, and three times a year for benchmark assessment.

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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