



2023-2024 Phase One: Executive Summary for DCMS

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Drakes Creek Middle School
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Description of the School

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

Drakes Creek Middle School is a 7th-8th Grade center housing approximately 732 students. Situated in a high-growth area of our community, DCMS has shown a steady increase in student body numbers over the past few years. Specifically, DCMS has seen an increase in the number of Limited English Proficiency students who now make up approximately 11% of our population. Additionally, the school has seen an increase in the number of students participating in the Federal Free/Reduced Lunch Program, moving us into a school-wide Title 1 Program. Over the past few years, DCMS has worked to fully implement a Response to Intervention (RtI) system in order to address specific learning needs of our underperforming students. On the other end of the spectrum, our school has 29.1% of its students identified as Gifted and Talented in one or more specific areas. Eight years ago, DCMS created, "The Academy at the Creek," a Gifted and Talented program that creates unique learning and extension opportunities for our GT students. Having nearly one-third of our students identified as GT, one-tenth of our students identified as LEP, and near one-fourth of our students in Tier II and Tier III intervention creates an environment that is diverse and exciting but that is also a unique challenge of Drakes Creek Middle School.

School Stakeholders

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

Students are the primary stakeholders at Drakes Creek Middle School. Their success both academically and behaviorally will have a direct impact upon the community. Successful students are created through engaging lessons which directly impact learning. Lessons are designed to push students to cross the academic rigor divide. Kagan Structures are also incorporated into weekly lessons to promote cooperation and communication in the classroom, boost confidence, and retain interest in classroom interaction. Academic engagement and the implementation of Kagan Structures help to develop the whole child which will positively impact the community as a future citizen. Parents have a vested interest as a stakeholder at Drakes Creek Middle School. Parents want to ensure their students have access to a high quality education as well as social and emotional support. Parents help supplement student learning at home as well. Parent involvement in school activities have a lasting effect on their student's motivation to learn, their attention, behavior and academic achievements. Parents help educators build the whole child. At Drakes Creek Middle School, we promote parent involvement through PTO, volunteer opportunities throughout the school year, educational programs centered around social media and drug/alcohol awareness,

and financial assistance. Teachers also play an instrumental role at Drakes Creek Middle School. Teachers strive to create an environment that is centered around student learning and student engagement. Teachers use multiple data points (formative assessments, benchmark assessments, summative assessments, etc.) to help ensure all students are able to grow academically. Data points allow teachers to look for opportunities to close gaps, to enrich learning, and to guide instruction.

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.

Drakes Creek Middle School exists to "Engage and Connect for Success." Everything that our school does must relate back to this mission statement. We encourage our students and faculty to engage daily in their classes and look for every opportunity to grow academically. In addition, we create an environment that enables students and adults to build positive relationships with one another in order to grow socially. To help us "Engage and connect for Success" we commit to following the 3 R's of positive behavior: Be Respectful, Be Responsible, and Be Ready to Learn. Our school strives to teach this positive behavior and rewards students through a strong Positive Behavioral Interventions and Supports (PBIS) system. To ensure that our students are growing academically and socially, our teachers and administrators meet regularly to analyze data and recommend support systems. Our content-teachers meet weekly to discuss assessment results and intervention needs in their classrooms. Teams of teachers meet monthly to discuss PBIS issues and rewards. These meetings result in uninterrupted, rigorous classroom instruction. The school is able to further individualize instruction and behavioral supports through the use of an effective RtI program and challenging Gifted and Talented curriculum. Finally, each student is encouraged to embrace their own "genius" and assume leadership opportunities. Our school fosters student growth daily by engaging and connecting for success.

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 our school has been designated as a KPREP Distinguished School. In 2020, we were designated as a 4-Star school. With an overall score of 77.4, we met the benchmark of a 5-Star school but had a significant learning gap between all students and our special education populations and ESL Population. Our scores placed us in the top 10 of middle schools in the state of Kentucky. Our proficiency and separate academic indicator scores were rated "very high" and our growth scores were rated as high. For the 2022 school year, DCMS was recognized as a Blue Indicator Performance Level School with a score of 73.8 for our overall

academic indicator performance level. This placed us as a top performing school in our district as well as the state. Our separate accountability indicators placed us very high in Reading/Mathematics and very high in Science/Social Studies/Writing. There is still work to be done regarding the performance of our English Learners. Drakes Creek Middle School was selected as a 2023 National Blue Ribbon School of Excellence based on our overall academic excellence. In addition to our academic excellence, our school related arts programs have received several notable achievements. Both the band and choirs of DCMS received distinguished ratings at the 2023 KEMA showcase. Our school consistently produces the number one student-led news broadcast in the state and takes multiple award-winning STLP projects to the state competition each year. Our school also operates a successful athletic program consisting of Football, Volleyball, Softball, Baseball, Cross-Country, Track & Field, Soccer, Archery, Swimming, Wrestling, and Cheerleading. This year, our goal is to increase the number of students in our special populations scoring proficient and distinguished on the KSA exam. We will continue to create intervention opportunities for our special needs and ESL students in the areas of reading and mathematics in an effort to reduce the learning gap. Finally, we will strive for our ultimate goal of every student leaving DCMS at or above grade level performance in each subject area.

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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