

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Eighty-four percent (84%) of students with an IEP scored below proficiency on Kentucky Summative Assessment (KSA) in reading as opposed to just fifty-eight percent (58%) of special population students.

Needs Assessment: Processes, Practices, or Conditions

KCWP 2: Design and Deliver Instruction

- Professional Learning Communities intentionality to address the accommodations/differentiation of instruction.
- Backwards Planning
- Co-Teaching

KCWP 4: Review, Analyze and Apply Data

- Common formative assessments
- Analysis of common formative assessments
- Involving stakeholders in communication of results of data (formative, summative, diagnostic, interim/benchmark)

KCWP 6: Establishing Learning Environment and Culture

- Monitoring of PDSA - specifically Study/Act portion
- Implementation of accommodations for special population during the planning process
- self-directed learners - informed of goals, data related to proficiency of standards

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	LOW: 53.6	INCREASE:3.7
State Assessment Results in science, social studies, and writing	MEDIUM: 50.9	INCREASE: 2.6
English Learner Progress	MEDIUM: 29.6	MAINTAIN: -1.9
Quality of School Climate and Safety	VERY LOW: 58.1	INCREASE: 1.3
Postsecondary Readiness - <i>High School only</i>		

Graduation Rate - High School only		
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1: State Assessment Results in Reading and Mathematics

By October 2028, Bryan Station Middle School will increase Reading and Math proficiency and distinguished levels to 58.6% as measured by KSA. (Current level is 53.6%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, BSMS will increase reading and math proficiency and distinguished levels to 55.2% as measured by KSA	<p>KCWP 2: Design and Deliver Instruction Develop a systematic approach to design and deliver Tier I instruction to include the implementation of evidence-based instructional practices to address the whole child.</p> <p>KCWP 4: Review, Analyze and Apply Data Utilize the PLC protocol to ensure systemic communication and implementation of expectations for collecting, reviewing, analyzing and applying data results to address the needs of all learners.</p> <p>KCWP 6: Establishing a Learning Culture and Environment Design a learning environment that is inclusive and accessible for all learners. Cultivate a culture where leaders and teachers collaborate to establish a</p>	Continue and refine Professional Learning Communities with an intentional focus on sub-group populations addressing accommodations/differentiation.	Through their PDSA planning teachers will demonstrate how they are incorporating accommodations/differentiation to impact student achievement evidenced by: <ul style="list-style-type: none"> • Planning • Observations • Data (interim, benchmark, formative, summative assessments) 	Weekly Planning and Data PLCs (monitored by a member of the administrative team: principal, assistant principal, or instructional coach) <ul style="list-style-type: none"> • protocol and agenda • schedule • analyze assessments <ul style="list-style-type: none"> ○ common formative ○ common summative ○ diagnostics/screeners ○ benchmarks 	N/A
	Develop and implement a coaching and feedback cycle to support on-going professional learning and monitoring in the areas of Teacher Clarity, assessment literacy, and developing/implementing the PDSA protocol that includes planning for high yield instructional strategies that include, but are not limited to: (IP 1, EBP 4) <ul style="list-style-type: none"> • SIOP • Close Reading • Precise Language Math • Thinking Maps 	Increased coaching and feedback cycles demonstrating teacher clarity goals are identified and there is a collaborative effort between coach and teacher to improve practice and teacher efficacy.	School leaders will discuss and monitor the effectiveness of coaching cycles during the weekly administrative team meetings. <ul style="list-style-type: none"> • Coaching and feedback (conducted by an assigned member of the administrative team: principal, assistant principal, coach, or interventionist) <ul style="list-style-type: none"> ○ protocol ○ schedule ○ based on a cycle determined by planning and walkthrough data 	- Title I	

By October 2028, Bryan Station Middle School will increase Reading and Math proficiency and distinguished levels to 58.6% as measured by KSA. (Current level is 53.6%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>culture where learning and continued growth is the primary focus and foundation for all actions.</p>			<p>During weekly administrative meetings school leaders will use the analysis of walkthrough data to determine professional learning next steps.</p> <p>School leaders will review and provide weekly feedback on instructional planning documents (PDSA).</p>	
		<p>Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. (IP 2, EBP 3)</p> <p>PLC facilitators will lead data conversations through the use of the data protocol.</p>	<p>An increase in instructional adjustments based on student data pieces (progress monitoring, formative, summative, benchmark assessments and non academic data).</p> <p>Increase in consistency across departments in implementing the PLC data protocol.</p> <p>Decrease the number of students failing one or more courses as identified by the FCPS ROIS report.</p> <p>ELA and Math common unit assessments (6-8)</p>	<p>School leaders will attend PLCs weekly as well as monitor and provide feedback on the study/act portion of the PDSAs.</p> <ul style="list-style-type: none"> ● Common Unit Assessment Analysis ● PLC planning documents 	N/A
		<p>Incorporate explicit data review, analysis and application components into PLCs and instructional leadership meetings for all student groupings. (IP 1, EBP 4)</p>	<p>Increased consistent use of data findings by teachers to adjust instruction, guide instructional planning</p>	<p>Weekly Data PLCs (monitored by a member of the administrative team: principal, assistant principal, or instructional coach)</p>	N/A

By October 2028, Bryan Station Middle School will increase Reading and Math proficiency and distinguished levels to 58.6% as measured by KSA. (Current level is 53.6%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			<p>conversations, address needs of individual students or groups of students, and ensure curricular alignment.</p>	<ul style="list-style-type: none"> ● Data protocols to analyze assessments <ul style="list-style-type: none"> ○ common formative ○ common summative ○ common unit assessment ○ diagnostics/screeners ○ benchmarks <p>Instructional Leadership team (Turnaround Team) meeting agendas and products are monitored monthly by a member of the administrative team: principal or assistant principals.</p>	
		<p>Utilize Co-Teaching Model to specifically address the needs of TSI identified sub-group population (Special Education).</p>	<p>Teachers will receive training on the Co-Teaching Model, Planning (PDSA) Implementation (observations of various co-teaching models) Data (common formative and summative assessment)</p>	<p>Staff and Administration will utilize:</p> <ul style="list-style-type: none"> ● Short cycle PDSA ● 30-60-90 Days ● Walkthrough Data ● Student Data 	<p>N/A</p>

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

By October 2028, Bryan Station Middle School will increase Science, Social Studies, and Combined Writing proficient and distinguished levels to 55.9% as measured by KSA. (Current level is 50.9%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By October 2025, BSMS will increase Science, Social Studies, and Combined Writing proficient and distinguished levels to 52.5% as measured by KSA.</p>	<p>KCWP 2: Design and Deliver Instruction Develop a systematic approach to design and deliver Tier I instruction to include the implementation of evidence-based instructional practices to address the whole child.</p> <p>KCWP 4: Review, Analyze and Apply Data Utilize the PLC protocol to ensure systemic communication and implementation of expectations for collecting, reviewing, analyzing and applying data results to address the needs of all learners.</p> <p>KCWP 6: Establishing a Learning Culture and Environment Design a learning environment that is inclusive and accessible for all learners. Cultivate a culture where leaders and teachers collaborate to establish a culture where learning and continued growth is the primary focus and foundation for all actions.</p>	<p>Develop and implement a coaching and feedback cycle to support on-going professional learning and monitoring in the areas of Teacher Clarity, assessment literacy, and developing/implementing the PDSA protocol that includes planning for high yield instructional strategies that include, but are not limited to: (IP 1, EBP 4)</p> <ul style="list-style-type: none"> ● SIOP ● Close Reading ● Precise Language Math ● Thinking Maps 	<p>Increased coaching and feedback cycles demonstrating teacher clarity goals are identified and there is a collaborative effort between coach and teacher to improve practice and teacher efficacy.</p>	<p>School leaders will discuss and monitor the effectiveness of coaching cycles during the weekly administrative team meetings.</p> <ul style="list-style-type: none"> ● Coaching and feedback (conducted by an assigned member of the administrative team: principal, assistant principal, coach, or interventionist) <ul style="list-style-type: none"> ○ protocol ○ schedule ○ based on a cycle determined by planning and walkthrough data <p>During weekly administrative meetings school leaders will use the analysis of walkthrough data to determine professional learning next steps.</p> <p>School leaders will review and provide weekly feedback on instructional planning documents.</p>	<p>N/A</p>
		<p>Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. (IP 2, EBP 3)</p> <p>PLC facilitators will lead data conversations through the use of the data protocol. (IP2, EBP 3)</p>	<p>An increase in instructional adjustments based on student data pieces (progress monitoring, formative, summative, benchmark assessments and non academic data).</p>	<p>School leaders will attend PLCs weekly as well as monitor and provide feedback on the study/act portion of the PDSAs. Common Unit Assessment Analysis PLC planning documents</p>	<p>N/A</p>

By October 2028, Bryan Station Middle School will increase Science, Social Studies, and Combined Writing proficient and distinguished levels to 55.9% as measured by KSA. (Current level is 50.9%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			<p>Increase in consistency across departments in implementing the PLC data protocol.</p> <p>Decreased the number of students failing one or more courses as identified by the FCPS ROIS report.</p> <p>Science and Social Studies common unit assessments (6-8). Assessments will include writing opportunities.</p>		
		<p>Incorporate explicit data review, analysis and application components into PLCs and instructional leadership meetings for all student groupings. (IP 1, EBP 4)</p>	<p>Increased consistent use of data findings by teachers to adjust instruction, guide instructional planning conversations, address needs of individual students or groups of students, and ensure curricular alignment.</p>	<p>Weekly Data PLCs (monitored by a member of the administrative team: principal, assistant principal, or instructional coach)</p> <ul style="list-style-type: none"> ● Data protocols to analyze assessments <ul style="list-style-type: none"> ○ common formative ○ common summative ○ common unit assessment ○ diagnostics/screeners ○ benchmarks <p>Instructional Leadership team (Turnaround Team) meeting agendas and products are monitored monthly by a member</p>	<p>N/A</p>

By October 2028, Bryan Station Middle School will increase Science, Social Studies, and Combined Writing proficient and distinguished levels to 55.9% as measured by KSA. (Current level is 50.9%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				of the administrative team: principal or assistant principals.	
		Instructional coach to provide support for general education teachers to engage the Special Education population within the core content classes.	Increase opportunities for differentiation in Science, Social Studies and Writing.	<p>Weekly PlanningPLCs (monitored by a member of the administrative team: principal, assistant principal, or instructional coach)</p> <ul style="list-style-type: none"> ● Planning protocols to analyze instructional strategies: <ul style="list-style-type: none"> ○ evidence-based strategies ○ differentiation <p>Instructional Leadership team (Turnaround Team) meeting agendas and products are monitored monthly by a member of the administrative team: principal or assistant principals.</p>	N/A

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>By May 2025, BSMS will decrease Reading Novice by 5% with African American students, Students with Disabilities, and English Learners.</p>	-Professional learning on evidence-based, high yield instructional strategies.	-Implement close reading strategies that encourage a multiple-read routine, writing to learn and writing to demonstrate learning, while incorporating culturally responsive materials.	-PDSA templates Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-Admin. and Instructional Coaches will monitor weekly through walkthroughs -School Implementation Plan	- Teaching and Learning -Assessment
	-Establish common language structures to identify individual needs.	-Professional learning focused on implementing a "Name and Claim" system for students, using individual data to identify and address specific	-PDSA templates -Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-Admin. and Instructional Coaches will monitor weekly through walkthroughs -School Implementation Plan	- Teaching and Learning -Assessment

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		needs for tiered support within English Language Arts standards.			
<p>Objective 2:</p> <p>By May 2025, BSMS will decrease Math Novice by 5% with African American students, Students with Disabilities, and English Learners.</p>	<p>-Establish consistent vertical alignment of standards and mathematical practices across grade levels.</p>	<p>-Teachers from each grade level meet to review standards and mathematical practices, creating a shared understanding of skill progression across grades.</p> <p>-Utilize MTSS framework to identify and address tiered intervention needs.</p>	<p>-PDSA templates</p> <p>-Standard Benchmarks, Unit, Formative, and Interim Assessments</p> <p>-Walkthrough Data</p>	<p>-Admin. and Instructional Coaches will monitor weekly through walkthroughs</p> <p>-School Implementation Plan</p>	<p>- Teaching and Learning</p> <p>-Assessment</p>
	<p>-Professional learning on evidence-based, high-yield instructional strategies.</p>	<p>-Implement close reading strategies that encourage writing to learn and writing to demonstrate learning of mathematical standards.</p> <p>-Use of co-teaching model in the math classroom</p>	<p>-Formative, Diagnostic, Interim Assessments</p> <p>-Walkthrough data</p>	<p>-School Chiefs and OAS Directors will monitor quarterly through support visits and walkthroughs</p> <p>-School Implementation Plan</p>	<p>- Teaching and Learning</p> <p>-Assessment</p>
	<p>Data PLCs focus on disaggregation of data including targeted student groups. Teachers will utilize the data wise questions (What does the data tell us? What does the data not tell us? Celebrations? Concerns? Next steps?) (IP 2, EBP 3)</p>	<p>Increased teachers utilization of results to inform instructional decisions, determine Rtl and acceleration, and curricular adjustments.</p>	<p>School leaders will attend PLCs weekly as well as monitor and provide feedback on the study/act portion of the PDSAs.</p> <ul style="list-style-type: none"> ● Common Unit Assessment Analysis ● PLC planning documents ● PLC Minutes 	<p>Data PLCs focus on disaggregation of data including targeted student groups. Teachers will utilize the data wise questions (What does the data tell us? What does the data not tell us? Celebrations? Concerns? Next steps?) (IP 2, EBP 3)</p>	<p>N/A</p>

4: English Learner Progress

By April 2028, 80% of EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By February 2025, 80% of English learners will grow 0.5 on their comprehension (listening, reading, speaking, and writing) as measured by ACCESS.</p>	<p>KCWP 2: Design and Deliver Instruction Develop a systematic approach to design and deliver Tier I instruction to include the implementation of evidence-based instructional practices to address the whole child.</p>	<p>Ongoing professional learning and support on PSP's, Integrating Academic Vocabulary, Go-To Strategies EL for students and integrating EL objectives.</p>	<ul style="list-style-type: none"> ● PLC Minutes ● PDSA Plans ● MAP Data 	<p>School leaders and Multilingual Coach will attend PLCs weekly as well as monitor and provide feedback on the PDSAs.</p> <ul style="list-style-type: none"> ● PLC Minutes ● Lesson planning documents ● Instructional activities ● Accommodations for each PSP level ● Common Formative Assessments ● Common Unit Assessment ● MAP Data Analysis <p>Multilingual Coach will monitor the implementation of PSP's and instructional delivery during weekly classroom observations.</p>	<p>- N/A</p>
	<p>KCWP 4: Review, Analyze and Apply Data Utilize the PLC protocol to ensure systemic communication and implementation of expectations for collecting, reviewing, analyzing and applying data results to address the needs of all learners.</p> <p>KCWP 6: Establishing a Learning Culture and Environment Design a learning environment that is inclusive and accessible for all learners. Cultivate a culture where leaders and teachers collaborate to establish a culture where learning and continued growth is the primary focus and foundation for all actions.</p>	<p>Multilingual Coach to provide support for general education teachers to engage multilingual learners within the core content classes.</p>	<p>Increase of SIOP strategies in the design and delivery of instruction.</p>	<p>Multilingual Coach will monitor the implementation of PSP's and instructional delivery during weekly classroom observations.</p> <ul style="list-style-type: none"> ● Walkthrough Data ● Coaching notes 	<p>-Title I</p>

By April 2028, 80% of EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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5: Quality of School Climate and Safety

By October 2028, Bryan Station Middle School will increase the Quality of School Climate and Safety indicator score to 70.2 as measured by KSA. (Current level is 58.1.)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, Bryan Station Middle will increase the Quality of School Climate and Safety indicator score to 63.1 as measured by KSA.	KCWP 6: Establishing a Learning Culture and Environment	Ensure the effective implementation of anti-bullying policies and procedures, including how violations are addressed, how reporting and documentation should occur, and how communication measures should be conducted (including parents/guardians, administration, and teachers). (IP 1, EBP 4)	Increased awareness and understanding among staff and students on suicide prevention and anti-bullying curriculum. Perception data will demonstrate a trend of improving.	<ul style="list-style-type: none"> The MTSS team will review and analyze the ROIS behavior data bi-weekly. Counselors, administration, the behavior coach, and social worker will monitor the STOP TIPLINE reports daily. 	N/A
		Continued implementation and monitoring of school-wide behavioral support and reward system (PBIS). (IP 1, EBP 4)	Increased number of students participating in the PBIS rewards.	<ul style="list-style-type: none"> The MTSS team will review and analyze the ROIS behavior and PBIS data bi-weekly. School leaders will analyze student and staff survey data during administrative meetings. 	Title I Funding
		Implementation of Support Staff led trainings for student and staff on Suicide Prevention and Anti-Bullying curriculum	Decreased number of students needing to visit the RESET room.	<ul style="list-style-type: none"> The behavior management coach will monitor the RESET data weekly. 	General Title I

By October 2028, Bryan Station Middle School will increase the Quality of School Climate and Safety indicator score to 70.2 as measured by KSA. (Current level is 58.1.)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals. (IP 1, EBP 4)		<ul style="list-style-type: none"> The MTSS Systems Review Team will review and analyze the ROIS behavior and PBIS data monthly. 	

6: Postsecondary Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

By October 2028, Bryan Station Middle School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, BSMS will have developed a FACE action plan.	Continue to implement and monitor the strategies developed in the plan.	Collaborate with the school team and FACE Lead to develop a focus for the current school year.	<ul style="list-style-type: none"> Family Survey Participation of Staff and Families 	<ul style="list-style-type: none"> Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits 	<ul style="list-style-type: none"> Title I District General
		Execute the expectations established on the FACE action plan.	<ul style="list-style-type: none"> Analyze pre and post-action plan Participation data of staff and families 	<ul style="list-style-type: none"> Principal, FACE Lead, and FACE Liaison will monitor at the beginning and end of the year 	<ul style="list-style-type: none"> Title I District General
		Provide professional learning to staff on evidence-based family community and engagement strategies and best practices.	<ul style="list-style-type: none"> Participation of staff Staff Learning Feedback Form 	<ul style="list-style-type: none"> FACE Department will monitor the professional learning request form, and staff learning feedback form 	<ul style="list-style-type: none"> Title I District General

Special Considerations for Targeted Support and Improvement (TSI)

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:

To ensure school leadership effectively addresses the needs of underperforming subgroups, we will prioritize ongoing professional development focused on equity-minded leadership, culturally responsive practices, and data-driven decision-making. By fostering strong collaborative leadership teams, we will empower leaders to work together to identify and implement targeted interventions. Additionally, we will provide coaching and mentoring opportunities to support leadership growth and development. Through a relentless focus on data analysis and continuous improvement, we will monitor progress and make data-informed decisions to drive accelerated, meaningful, and sustainable increases in student achievement for all students.

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:

Through data analysis of KSA data, universal screeners, MAP, and common unit assessment data, it was determined that the gap between our Special Education population and the majority was larger than other special populations. We identified several resource inequities that may contribute to underperformance among the Special Education population. These include:

- **Inconsistent access to grade level standards:** High numbers of Special Education students are assigned to resource math and/or reading and are not receiving access to grade level standards.
- **Inconsistent professional learning:** General education teachers and Special Education teachers assigned to Co-Teach Model courses lack the training of how to effectively implement the Co-Teaching Models.
- **Content and Pedagogy:** The professional learning will cover topics such as language acquisition techniques, culturally responsive teaching practice, differentiation strategies, and accommodations for the Special Education population in a co-teach classroom.
- **Ongoing Support:** We will continue to provide support and resources to General Education Teachers to reinforce their skills and knowledge in supporting the Special Education population effectively.
- **Collaboration Opportunities:** We will encourage collaboration and sharing of best practices among educators to foster a culture of continuous improvement in Special Education through release days.

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:

To review the learning culture for our targeted subgroup of students with IEPs, we conducted a comprehensive analysis using a Fishbone Diagram. This tool helped us identify the root causes of underperformance, categorizing them into controllable and uncontrollable factors. Through this process, we determined that a lack of consistent access to grade-level standards and instruction was a significant contributing factor. To address this issue, we will implement several strategies: 1) Provide professional development for both special education and general education teachers on co-teaching models to enhance collaborative

instruction. 2) Intentionally plan for optimal testing environments, including small group and one-on-one settings, to minimize distractions and encourage student performance. By addressing these root causes and implementing targeted interventions, we aim to create a more inclusive and supportive learning environment for our students with IEPs.

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:

The analysis of academic and non-academic data revealed several areas of need for our targeted subgroup of Special Education students. In terms of academic achievement, a significant decrease in science and math proficiency, particularly at the novice level, is a pressing concern. Additionally, while there was an increase in reading proficiency, there remains room for improvement. Regarding non-academic factors, the slight increase in school climate and safety is encouraging, but further efforts are needed to maintain and enhance this positive trend. To address these needs, we will implement evidence-based practices such as:

1. Targeted Academic Interventions: We will provide intensive, individualized instruction in math and science, utilizing small-group and one-on-one tutoring to address specific skill gaps.
2. Plan-Do-Study-Act Cycle: We will incorporate the PDSA cycle into our instructional practices to create more inclusive and accessible learning environments for all students, including those with disabilities.

3. Positive Behavioral Interventions and Supports (PBIS): We will continue to implement PBIS to promote positive behavior, reduce disciplinary referrals, and create a more supportive school climate.
4. Social-Emotional Learning (SEL): We will integrate SEL into our curriculum to help students develop the social and emotional skills necessary for academic success and well-being.

To ensure fidelity of implementation, we will utilize a variety of monitoring strategies, including:

- Monthly data reviews to track student progress and identify areas for improvement.
- Walkthrough data to assess the quality of instruction and implementation of evidence-based practices.
- Teacher surveys and interviews to gather feedback on challenges and successes.
- Student feedback through surveys and focus groups to gain insights into their learning experiences. By implementing these evidence-based practices and closely monitoring their impact, we aim to improve academic outcomes and create a more positive and supportive learning environment for our Special Education students.

TSI 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), 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 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
Routinely use a set of comprehension-building practices to help students make sense of the text through usage of Co-Teaching Models.	Vaughn, S., Gersten, R., Domino, J., Taylor, M.J., Newman-Gonchar, R., Krowka, S., Kieffer, M.J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yanez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grade 4-9 (WW 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/ .	X
Professional Learning Communities (PLC)	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/ .	X
EL Bilingual Instructional Coach/SIOP Coach	Echevarria, J., Short, D., & Powers, K. (2006). School reform and standards-based education: A model for English-language learners. <i>The Journal of Educational Research</i> , 99(4), 195-211. https://doi.org/10.3200/joer.99.4.195-211	X



2024-2025 Phase One: Executive Summary for Schools_10012024_20:04

2024-2025 Phase One: Executive Summary for Schools

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2024-2025 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 school to high school. With a total student enrollment of 746, 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:

- Hispanic 41.15%
- White 34.05%
- Black 18.36%
- Two or More Race 5.36%
- Asian .94%
- Other .13%

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 four years, the school has been proactive in creating pathways for middle school students to earn high school credits. This initiative includes advanced math courses, Spanish language course, and this year we have added English I credit. 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 student'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. Students 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 school's success. The school organizes regular parent-teacher conferences, open houses, Title I Family events and PTSA meetings to engage parents/guardians. Also, the use of newsletters, emails, and an online portal to keep parents/guardians 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 learning 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/guardians, 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 supports. The school hosts community meetings and partnership 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 improvements. The school has establish 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, emails, newsletters, and social media, ensures that stakeholders can easily engage with the school. Offering workshops or training session for stakeholders on topics like educational goals, safety measures, and academic standards to increase their understanding and engagement. Also, hosting event like school fairs, cultural festivals, or showcases of student work fosters a sense of belonging and encourage community involvement. By actively

involving and engaging these stakeholder groups, Bryan Station Middle School ensures that its improvement planning 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 Bearcat Beliefs -- Be kind, Be safe, Be respectful and Be responsible -- to guide our daily work. We believe that all students should have equable 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(HQIR), Savvas, and the Math department is implementing the district adopted resource(HQIR), EnVision in all math classrooms. The math department follows a placement policy in which students are placed in developmentally-appropriate math classes determined by universal screeners, 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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2024-2025 Phase Two: The Needs Assessment for
Schools_10222024_09:57

2024-2025 Phase Two: The Needs Assessment for Schools

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

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2024-2025 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 they will address 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 as you conducted 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 were documented.

See attachment

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?

See attachment

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

See attachment

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

See attachment

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

See attachment

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

See attachment

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 Processes](#)

[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




2024-2025 BSMS CSIP Workbook

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.
See attachment

Attachment Summary

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 2024-2025 BSMS CSIP Workbook		• 7



2024-2025 Phase Two: School Assurances_10222024_09:56

2024-2025 Phase Two: School Assurances

Bryan Station Middle School

Robin Gkant

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Lexington, Kentucky, 40505

United States of America

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2024-2025 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 in a targeted assistance program, 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 in the previous year, 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 this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

33. If identified in the previous year 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

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies 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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2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04162024_22:47

2023-2024 Phase Four: Professional Development Plan for Schools for School Year
2024-2025

Bryan Station Middle School
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2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

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.

PLC: All school PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning)

Accelerated Learning: All schools will develop and implement standard-based instruction to accelerate learning.

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

Strategic Plan Priority Areas are:

- Student Achievement
- Diversity, Equity, Inclusion and Belonging
- Highly Effective and Culturally Responsive Workforce
- Stakeholder Engagement and Outreach
- Organizational Health and Efficiency

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.

Short-Term Changes: Knowledge: Teachers and school administrators participating in PLC networks develop an understanding of teaching and learning practices, assessment analysis processes, and students' opportunities to respond to learning and become assessment capable learners.

Long-Term Changes: Behavior: Teachers and school administrators consistently create the condition where students become assessment capable learners.

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

Student Outcomes:

- By 2025, 100% of EL students will grow by at least .5 in their composite score.
- By 2025, Fayette County Public Schools will increase Reading proficient and distinguished in Middle School to 68% as measured by KSA.
- By 2025, Fayette County Public Schools will increase Math proficient and distinguished in Middle School to 61% as measured by KSA.
- By 2025, Fayette County Public Schools will increase Science proficient and distinguished in Middle School to 46% as measured by KSA.
- By 2025, Fayette County Public Schools will increase Social Studies proficient and distinguished Middle School to 62% as measured by

KSA.

- By 2025, Fayette County Public Schools will increase Combined Writing proficient and distinguished Middle School to 67% as measured

by KSA.

- By May 2025, Fayette County Public Schools will decrease Reading Novice in
 - Middle School Reading
 - African American Students to >15%,
 - English Learners to >15%, and
 - Students with Disabilities to >15%
 - By May 2025, Fayette County Public Schools will decrease Math Novice in
 - Middle School Math

- African American Students to >15%,
- English Learners to >15%, and
- Students with Disabilities to >15%
- By May 2025, Fayette County Public Schools will decrease Science Novice in
 - Middle School Science
- African American Students to >21%,
- English Learners to >21%, and
- Students with Disabilities to >21%
- By May 2025, Fayette County Public Schools will decrease Social Studies Novice in
 - Middle School Social Studies
- African American Students to >23%,
- 4
- English Learners to >23%, and
- Students with Disabilities to >23%
- By May 2025, Fayette County Public Schools will decrease Combined Writing Novice in
 - Middle School Combined Writing
- African American Students to >10%,
- English Learners to >10%, and
- Students with Disabilities to >10%

Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators believe the fundamental purpose of school is to ensure that all students learn at high levels (grade level or higher).
- Educators believe they must work collaboratively and take collective responsibility for the success of each student.
- Educators in a PLC believe in focusing on results-evidence of student learning.

- Educators believe a team can make better decisions, solve more complex problems, and do more to enhance creativity and build skills

than individuals working alone.

- Educators believe that individual teacher credibility and individual teacher efficacy can become collective credibility and efficacy when

teams of teachers engage in learning together.

Educator Practices:

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all members prior to the meeting.

- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding team

members for adhering to the norms.

- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with school and

district goals. They will revisit their SMART Goals and reflect on the successes and revise practice as indicated by progress toward

SMART Goals.

- Collaborative teams report progress made toward their goals to the building administrator(s) at least quarterly.
- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness and progress two times a year.
- Collaborative teams focus on improving the learning for all students.
- Collaborative teams will use district and school assessments as evidence of student learning.
- Collaborative teams provide their building administrators with access to their meeting agendas and minutes.
- Collaborative teams will enhance effective PLC practices to minimally include: teaching and learning practices, assessment analysis

processes, students' opportunities to respond to learning and become assessment capable learners.

- Collaborative teams will use backward lesson design and integration of Kentucky Interdisciplinary Literacy Practice (KLIP) across all

content areas using the FCPS instructional design models and developing exemplar student responses.

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.)

i. Schools will monitor the implementation of PLCs through observations using the PLC Efficacy Feedback Rubric

ii. Teachers, school administrators, chiefs

iii. Two times a year

• i. Collaborative teams will provide access to their meeting notes, agendas, and data analysis.

ii. Teachers, school administrators, chiefs

iii. Each meeting

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.

Clarifying What Students Must Learn

The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are essential for students to learn.

The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are “nice to know,” but don’t deserve priority attention.

The PLC team consistently implements a system to write learning intentions and success criteria in language that everyone-teachers, parents, students, peers working in other grade levels-can understand.

The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative starting dates, ending dates, and dates for common assessments for each unit.

The PLC team consistently implements a system to use the team’s expertise to identify critical skills and work behaviors that students must master in order to be successful learners.

The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective, skill, or work behavior we identify as essential.

Monitoring Each Student's Learning

The PLC team implements a system to identify level of mastery before beginning to teach.

The PLC team implements a system to develop common formative assessments for every essential outcome.

The PLC team implements a system for organizing, reflecting on, and acting around common formative assessment data.

The PLC team implements a system for using evidence of student learning to determine the effectiveness of instructional strategies.

The PLC team implements a system to develop rubrics for proficiency scales that define different levels of performance on each essential outcome.

The PLC team implements a system to develop exemplars of subjective tasks representing different levels of performance to standardize grading.

The PLC team implements a system to utilize digital tools for assessing and reporting on student learning.

Turning Data Into Information

The PLC team implements a system to frequently analyze multiple sources of data to inform decisions about curriculum and instruction.

The PLC team analyzes trends within and between student groups to inform decisions about equitable teaching and learning practices.

The PLC team implements a system for using data to identify professional learning needs.

The PLC team implements a system for using data to inform MTSS decisions and practices.

Providing Students with Systematic Interventions and Extensions

The school has a highly coordinated system of interventions in place.

The system is very fluid. Students move into intervention and enrichment easily and remain only as long as they benefit from it.

The achievement of each student is monitored on a timely basis.

Interventions

The PLC team consistently implements a system to maintain lists of students who have yet to master each essential outcome in a unit of study.

The PLC team consistently implements a system to maintain lists of common misconceptions or mistakes for each essential outcome.

The PLC team consistently implements a system to share one promising instructional strategy for reteaching essential outcomes.

The PLC team consistently implements a system to identify one instructional strategy for teaching concepts that was ineffective.

The PLC team consistently implements a system to develop additional assessments to monitor progress after interventions have been delivered.

The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short remedial lessons to struggling students.

Extensions

The PLC team consistently implements a system to maintain lists of students who demonstrate mastery of essential outcomes on unit pretests.

The PLC team consistently implements a system to maintain lists of additional concepts that can extend student thinking for each essential outcome.

The PLC team consistently implements a system to share one promising instructional strategy for providing extension of essential outcomes.

The PLC team consistently implements a system to develop sets of challenge tasks for each essential outcome that students who are working beyond the required curriculum can complete independently.

The PLC team consistently implements a system to develop additional assessment to measure progress after extensions have been delivered.

The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short extension lessons for excelling students.

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

The targeted audience is all principals, assistant principals, and teachers (6-8).

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.)

Staff: chiefs, directors, specialists, coaches, principals, assistant principals, teachers

Funding: Title II, District PLC Network Funding

Technology: Navigator, FCPS Professional Learning Website, Teaching and Learning Professional Learning Hub, GALE

Instructional Resources: FCPS PLC Framework, PLC +: Better Decisions and Greater Impact by Design, The PLC + Playbook: A Hands-On Guide to Collectively Improving Student Learning, The PLC + Facilitation and Activator's Guide

Professional Learning Support from Vendors: N/A

Release Time: SIF Cohort 5 funding source

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.

FCPS will initiate phase three of our PLC work as a districtwide team including district administrators, specialists, coaches, school administrators, teachers, and classified staff. Professional learning will initiate with summer professional learning opportunities for all role groups. This includes district-directed professional learning, school-directed professional learning, and administrator professional learning. Throughout this phase the FCPS Cyclical Dissemination Model and FCPS Learning Cycle will be utilized to ensure calibration and coherence through a cycle of continuous improvement leveraging macro- and micro-level learning networks. District leadership, principals, APs, and ILs will actively participate in monthly role group-specific professional learning network sessions. School administrators will enact school-specific sustainability and monitoring plans including associated professional learning in partnership with OAS and School Chiefs. PLC teacher teams will facilitate weekly PLC meetings as established in school master schedules. OAS and school leadership will provide responsive coaching based on need. The professional learning emphasis will be established utilizing a continuum of support to ensure a systematic approach for supporting schools.

OAS directors, specialists, and coaches will provide district leadership, principals, APs, ILs and PLC teams professional learning and networking opportunities to develop and implement plans for scaling out PLC networks to enhance effective PLC practices to minimally include: teaching and learning practices, assessment analysis processes, students' opportunities to respond to learning and become assessment capable learners.

OAS directors, specialists, and coaches will provide principals, APs, ILs and PLC teams professional learning and network opportunities to support teachers in backward lesson design and integration of Kentucky Interdisciplinary Literacy Practice (KLIP) across all content areas. The support of the backward lesson design process will include the FCPS instructional design models and creation of exemplar student responses.

Teachers and classified employees will lead ongoing districtwide role-specific professional learning networks and PLCs driven by continuums. (Deeper Learning, P.E./Health, Fine Arts, World Language, Stem, Gifted and Talented, Library/Media, CTE, EL, and District Administrative Assistants)

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.

Short-Term Changes: Knowledge: Teachers and school administrators learn strategies for Tier I differentiation through the FCPS Acceleration Model.

Long-Term Changes: Behavior: Teachers consistently collaborate and utilize identified gap data and aligned curriculum to differentiate instruction and improve learning outcomes for all students.

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

Student Outcomes:

By 2025, 100% of EL students will grow by at least .5 in their composite score.

By 2025, Fayette County Public Schools will increase Reading proficient and distinguished in Middle School to 68% as measured by KSA.

By 2025, Fayette County Public Schools will increase Math proficient and distinguished in Middle School to 61% as measured by KSA.

By 2025, Fayette County Public Schools will increase Science proficient and distinguished in Middle School to 46% as measured by KSA.

By 2025, Fayette County Public Schools will increase Social Studies proficient and distinguished Middle School to 62% as measured by KSA.

By 2025, Fayette County Public Schools will increase Combined Writing proficient and distinguished Middle School to 67% as measured by KSA.

By May 2025, Fayette County Public Schools will decrease Reading Novice in

Middle School Reading

African American Students to >15%,

English Learners to >15%, and

Students with Disabilities to >15%

By May 2025, Fayette County Public Schools will decrease Math Novice in

Middle School Math

African American Students to >15%,

English Learners to >15%, and

Students with Disabilities to >15%

By May 2025, Fayette County Public Schools will decrease Science Novice in

Middle School Science

African American Students to >21%,

English Learners to >21%, and

Students with Disabilities to >21%

By May 2025, Fayette County Public Schools will decrease Social Studies Novice in

Middle School Social Studies

African American Students to >23%,

English Learners to >23%, and

Students with Disabilities to >23%

By May 2025, Fayette County Public Schools will decrease Combined Writing Novice in

Middle School Combined Writing

African American Students to >10%,

English Learners to >10%, and

Students with Disabilities to >10%

Educator Beliefs:

Educators believe in equity of access and opportunity.

Educators believe that all students can master rigorous grade-appropriate standards.

- CTE educators believe all students are capable of developing technical and employability skills.

Educator Practices:

- **Educators utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate**
- Educators utilize the four practice areas of culturally responsive teaching.
- CTE educators will provide quality programming by aligning to Perkins V Size, Scope, and Quality an

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.)

i. Support team meeting documents and products

ii. Teachers, school administrators

iii. every 4-6 weeks

i. MAP and Common Unit Assessments

ii. Teachers, school administrators, chiefs, OAS directors

iii. Three times yearly, each unit

i. Data resources (i.e. walkthrough tool, subgroup data, universal screening data, progress monitoring data)

ii. Teachers, school administrators

iii. Weekly

i. CTE Instructional Frameworks

ii. Teachers, school administrators

iii. Ongoing

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.

Acceleration Framework

Step 1: Generate Thinking, Purpose, Relevance, and Curiosity

Step 2: Clearly Articulate the Learning Goal and Expectations

Step 3: Scaffold and Practice Essential Prerequisite Skills

Step 4: Introduce New Vocabulary and Review Prior Vocabulary

Step 5: Dip into the New Concept

Step 6: Conduct Formative Assessment Frequently

Students can clearly articulate the meaning of today's learning goal.

Students receive scaffolding for prerequisite skills in the context of new learning.

Vocabulary development is hands-on and ongoing and focuses on clearly identified academic vocabulary terms.

Remediation provided is just in time and set in the context of new learning.

Assessment is visible and yields immediate feedback.

Students largely work cooperatively in a safe learning environment.

Students are learning the big idea of new concepts in advance of their core-class peers.

The acceleration teacher and the core-class teacher engage in ongoing collaboration regarding pacing and student progress.

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 is all school leadership teams and teachers from 6th-8th grade.

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.)

Staff: chiefs, directors, specialists, coaches, school leadership teams, teachers, CTE district team

Funding: Title II, Perkins V, LAVEC

Technology: Navigator, EL Professional Learning Hub, CTE Professional Learning Hub, Teaching and Learning Professional Learning Hub, Culturally Responsive Teaching for Multilingual Learners Hub, Assessment Hub, FCPS Professional Learning Website, Learning in the Fast Lane (Gale), Culturally Responsive Teaching and The Brain (Gale)

Instructional Resources: Culturally Responsive Teaching for Multilingual Learners: Tools for Equity, Fayette County Public Schools Multi-Tiered System of Support Guidance Document, FCPS PLC Framework, FCPS Acceleration Model, Culturally Responsive Teaching and The Brain, KDE CTE Program of Studies in conjunction with FCPS CTE Program Area Scope and Sequence

Professional Learning Support from Vendors: ACTE

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.

FCPS will initiate phase three of our accelerated learning work as a districtwide team including district administrators, specialists, coaches, school administrators, and teachers. Professional learning will initiate with summer professional learning opportunities for all role groups. This includes district-directed professional learning, school-directed professional learning, and administrator professional learning. Throughout this phase the FCPS Cyclical Dissemination Model and FCPS Learning Cycle will be utilized to ensure calibration and coherence through a cycle of continuous improvement leveraging macro- and micro-level learning networks. District leadership, principals, APs, and ILs will actively participate in monthly role group-specific professional learning network sessions. School administrators will enact school-specific sustainability and monitoring plans including associated professional learning in partnership with OAS and School Chiefs. PLC teacher teams will facilitate weekly PLC meetings as established in school master schedules. OAS and school leadership will provide responsive coaching based on need. The professional learning emphasis will be established utilizing a continuum of support to ensure a systematic approach for supporting schools.

OAS (Teaching and Learning) directors, specialists, and coaches will provide ongoing professional learning focusing on the implementation of the standards-based district-developed curriculum frameworks and instructional design models. This professional learning will leverage PLC implementation processes to plan for grade

appropriate cognitively engaging instruction. A continuum of support will be utilized to ensure responsive coaching based on school-specific needs assessment.

OAS (Teaching and Learning) directors, specialists, and coaches provide ongoing professional learning focusing on the components of the FCPS Acceleration Process including: pre-assessment, pre-teaching, responsive Tier 1 instruction, data monitoring, and re-teaching.

PLC teams access data through district platforms to analyze and make instructional decisions including differentiating for student subgroups to reduce achievement gaps.

PLC teams will continuously monitor Tier I instruction using FCPS data protocols yielding improvement student learning outcomes.

OAS directors and specialists will provide ongoing professional learning focusing on the utilization of identified gap data and aligned curriculum to differentiate supports to improve outcomes for students. Data will be used to inform coaching and actionable feedback.

OAS (Multilingual) director and (EL) specialists will provide ongoing professional learning utilizing continuums of support. Areas of focus include Equitable Delivery of Content for ELs, Setting the Stage for and Monitoring Equitable Instruction for ELs, Making Content Comprehensible to ELs, and Culturally Responsive Teaching for Multilingual Learners.

OAS directors, specialists, and coaches will provide culturally responsive professional learning and support.

OAS directors, specialists, and coaches will provide co-teaching support upon school request and structural implementation review.

OAS (MTSS) director and specialists will provide ongoing MTSS professional learning utilizing a continuum of support to ensure responsive coaching based on needs assessment.


OAS (Assessment) director and specialists will provide ongoing professional learning ensuring a balanced assessment system through the utilization of a continuum of support and responsive coaching based on school-specific needs assessment.

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)
 2024-2025 School-based Professional Learning Plan		.



FCPS Professional Learning Plan 2024-2025
ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS
2023-2024 Phase 4
FCPS District Professional Learning Plan
High-Quality Professional Learning

School Name: **Bryan Station Middle**

District Mission

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

School 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.

Focus Area 1

PLC: All school PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning)

Focus Area 2

Accelerated Learning: All schools will develop and implement standard-based instruction to accelerate learning.

How do the identified top two focus areas requiring professional learning relate to district goals?

Strategic Plan Priority Areas are:

- **Student Achievement**



- **Diversity, Equity, Inclusion and Belonging**
- **Highly Effective and Culturally Responsive Workforce**
- **Stakeholder Engagement and Outreach**
- **Organizational Health and Efficiency**

Describe Strategic Plan Priority Areas:

The Fayette County Public Schools CDIP goals include:

- **Reading**
- **Math**
- **Science**
- **Social Studies**
- **Combined Writing**
- **Achievement Gap**
- **English Learner Progress**
- **Post-secondary Readiness**
- **Graduation Rate.**

Describe CDIP alignment:

The identified focus areas are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Post-secondary Readiness, and Graduation Rate.

Professional Learning Development Tools



FCPS Professional Learning Timeline Brief 2024-2025	FCPS Professional Learning Timeline 2024-2025 At-A-Glance
FCPS Logic Model	FCPS Monitoring and Evaluation Framework
Core Elements of a Professional Learning Plan	

Focus Area 1

PLC: All school PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning)

Focus Area 1 Objectives

Short-Term Changes: Knowledge: Teachers and school administrators participating in PLC networks develop an understanding of teaching and learning practices, assessment analysis processes, and students' opportunities to respond to learning and become assessment capable learners.

Long-Term Changes: Behavior: Teachers and school administrators consistently create the condition where students become assessment capable learners.



Focus Area 1 Intended Results

Student Outcomes:

- By 2025, 100% of EL students will grow by at least .5 in their composite score.
- By 2025, Fayette County Public Schools will increase Reading proficient and distinguished in Middle School to 68% as measured by KSA.
- By 2025, Fayette County Public Schools will increase Math proficient and distinguished in Middle School to 61% as measured by KSA.
- By 2025, Fayette County Public Schools will increase Science proficient and distinguished in Middle School to 46% as measured by KSA.
- By 2025, Fayette County Public Schools will increase Social Studies proficient and distinguished Middle School to 62% as measured by KSA.
- By 2025, Fayette County Public Schools will increase Combined Writing proficient and distinguished Middle School to 67% as measured by KSA.
- By May 2025, Fayette County Public Schools will decrease **Reading Novice** in
 - **Middle School Reading**
 - African American Students to >15%,
 - English Learners to >15%, and
 - Students with Disabilities to >15%
- By May 2025, Fayette County Public Schools will decrease **Math Novice** in
 - **Middle School Math**
 - African American Students to >15%,
 - English Learners to >15%, and
 - Students with Disabilities to >15%
- By May 2025, Fayette County Public Schools will decrease **Science Novice** in
 - **Middle School Science**
 - African American Students to >21%,
 - English Learners to >21%, and
 - Students with Disabilities to >21%
- By May 2025, Fayette County Public Schools will decrease **Social Studies Novice** in
 - **Middle School Social Studies**
 - African American Students to >23%,



- English Learners to >23%, and
- Students with Disabilities to >23%
- By May 2025, Fayette County Public Schools will decrease **Combined Writing** Novice in
 - **Middle School Combined Writing**
 - African American Students to >10%,
 - English Learners to >10%, and
 - Students with Disabilities to >10%

Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators believe the fundamental purpose of school is to ensure that all students learn at high levels (grade level or higher).
- Educators believe they must work collaboratively and take collective responsibility for the success of each student.
- Educators in a PLC believe in focusing on results-evidence of student learning.
- Educators believe a team can make better decisions, solve more complex problems, and do more to enhance creativity and build skills than individuals working alone.
- Educators believe that individual teacher credibility and individual teacher efficacy can become collective credibility and efficacy when teams of teachers engage in learning together.

Educator Practices:

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all members prior to the meeting.
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding team members for adhering to the norms.
- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with school and district goals. They will revisit their SMART Goals and reflect on the successes and revise practice as indicated by progress toward SMART Goals.
- Collaborative teams report progress made toward their goals to the building administrator(s) at least quarterly.
- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness and progress two times a year.
- Collaborative teams focus on improving the learning for all students.
- Collaborative teams will use **district and school assessments** as evidence of student learning.



- Collaborative teams provide their building administrators with access to their meeting agendas and minutes.
- Collaborative teams will enhance effective PLC practices to minimally include: teaching and learning practices, assessment analysis processes, students' opportunities to respond to learning and become assessment capable learners.
- Collaborative teams will use backward lesson design and integration of Kentucky Interdisciplinary Literacy Practice (KLIP) across all content areas using the FCPS instructional design models and developing exemplar student responses.

Focus Area 1 Monitoring

What data will be considered and gathered?

Who is responsible for gathering data?

How frequently will it be analyzed?

- i. Schools will monitor the implementation of PLCs through observations using the PLC Efficacy Feedback Rubric
 - ii. Teachers, school administrators, chiefs
 - iii. Two times a year
- i. Collaborative teams will provide access to their meeting notes, agendas, and data analysis.
 - ii. Teachers, school administrators, chiefs
 - iii. Each meeting

Focus Area 1 Indicators of Success (Please describe in detail.)

Clarifying What Students Must Learn

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are essential for students to learn.
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are “nice to knows,” but don’t deserve priority attention.
- The PLC team consistently implements a system to write learning intentions and success criteria in language that everyone-teachers, parents, students, peers working in other grade levels-can understand.



- The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative starting dates, ending dates, and dates for common assessments for each unit.
- The PLC team consistently implements a system to use the team's expertise to identify critical skills and work behaviors that students must master in order to be successful learners.
- The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective, skill, or work behavior we identify as essential.

Monitoring Each Student's Learning

- The PLC team implements a system to identify level of mastery before beginning to teach.
- The PLC team implements a system to develop common formative assessments for every essential outcome.
- The PLC team implements a system for organizing, reflecting on, and acting around common formative assessment data.
- The PLC team implements a system for using evidence of student learning to determine the effectiveness of instructional strategies.
- The PLC team implements a system to develop rubrics for proficiency scales that define different levels of performance on each essential outcome.
- The PLC team implements a system to develop exemplars of subjective tasks representing different levels of performance to standardize grading.
- The PLC team implements a system to utilize digital tools for assessing and reporting on student learning.

Turning Data Into Information

- The PLC team implements a system to frequently analyze multiple sources of data to inform decisions about curriculum and instruction.
- The PLC team analyzes trends within and between student groups to inform decisions about equitable teaching and learning practices.
- The PLC team implements a system for using data to identify professional learning needs.
- The PLC team implements a system for using data to inform MTSS decisions and practices.

Providing Students with Systematic Interventions and Extensions

- The school has a highly coordinated system of interventions in place.
- The system is very fluid. Students move into intervention and enrichment easily and remain only as long as they benefit from it.
- The achievement of each student is monitored on a timely basis.



Interventions

- The PLC team consistently implements a system to maintain lists of students who have yet to master each essential outcome in a unit of study.
- The PLC team consistently implements a system to maintain lists of common misconceptions or mistakes for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for reteaching essential outcomes.
- The PLC team consistently implements a system to identify one instructional strategy for teaching concepts that was ineffective.
- The PLC team consistently implements a system to develop additional assessments to monitor progress after interventions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short remedial lessons to struggling students.

Extensions

- The PLC team consistently implements a system to maintain lists of students who demonstrate mastery of essential outcomes on unit pretests.
- The PLC team consistently implements a system to maintain lists of additional concepts that can extend student thinking for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for providing extension of essential outcomes.
- The PLC team consistently implements a system to develop sets of challenge tasks for each essential outcome that students who are working beyond the required curriculum can complete independently.
- The PLC team consistently implements a system to develop additional assessment to measure progress after extensions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short extension lessons for excelling students.

Focus Area 1 Targeted Audience

The targeted audience is all principals, assistant principals, and teachers (6-8).



Focus Area 1 Resources

Staff: chiefs, directors, specialists, coaches, principals, assistant principals, teachers

Funding: Title II, District PLC Network Funding

Technology: Navigator, FCPS Professional Learning Website, Teaching and Learning Professional Learning Hub, GALE

Instructional Resources: FCPS PLC Framework, *PLC +: Better Decisions and Greater Impact by Design*, *The PLC + Playbook: A Hands-On Guide to Collectively Improving Student Learning*, *The PLC + Facilitation and Activator's Guide*

Professional Learning Support from Vendors: N/A

Release Time: SIF Cohort 5 funding source

Focus Area 1 Ongoing Supports for Implementation

FCPS will initiate phase three of our PLC work as a districtwide team including district administrators, specialists, coaches, school administrators, teachers, and classified staff. Professional learning will initiate with summer professional learning opportunities for all role groups. This includes district-directed professional learning, school-directed professional learning, and administrator professional learning. Throughout this phase the FCPS Cyclical Dissemination Model and FCPS Learning Cycle will be utilized to ensure calibration and coherence through a cycle of continuous improvement leveraging macro- and micro-level learning networks. District leadership, principals, APs, and ILs will actively participate in monthly role group-specific professional learning network sessions. School administrators will enact school-specific sustainability and monitoring plans including associated professional learning in partnership with OAS and School Chiefs. PLC teacher teams will facilitate weekly PLC meetings as established in school master schedules. OAS and school leadership will provide responsive coaching based on need. The professional learning emphasis will be established utilizing a continuum of support to ensure a systematic approach for supporting schools.

1. OAS directors, specialists, and coaches will provide district leadership, principals, APs, ILs and PLC teams professional learning and networking opportunities to develop and implement plans for scaling out PLC networks to enhance effective PLC practices to minimally include: teaching and learning practices, assessment analysis processes, students' opportunities to respond to learning and become assessment capable learners.



2. OAS directors, specialists, and coaches will provide principals, APs, ILs and PLC teams professional learning and network opportunities to support teachers in backward lesson design and integration of Kentucky Interdisciplinary Literacy Practice (KLIP) across all content areas. The support of the backward lesson design process will include the FCPS instructional design models and creation of exemplar student responses.
3. Teachers and classified employees will lead ongoing districtwide role-specific professional learning networks and PLCs driven by continuums. (Deeper Learning, P.E./Health, Fine Arts, World Language, Stem, Gifted and Talented, Library/Media, CTE, EL, and District Administrative Assistants)

Focus Area 2

Accelerated Learning: All schools will develop and implement standard-based instruction to accelerate learning.

Short-Term Changes: Knowledge: Teachers and school administrators learn strategies for Tier I differentiation through the FCPS Acceleration Model.

Long-Term Changes: Behavior: Teachers consistently collaborate and utilize identified gap data and aligned curriculum to differentiate instruction and improve learning outcomes for all students.

Focus Area 2 Intended Results

Student Outcomes:

- By 2025, 100% of EL students will grow by at least .5 in their composite score.
- By 2025, Fayette County Public Schools will increase Reading proficient and distinguished in Middle School to 68% as measured by KSA.
- By 2025, Fayette County Public Schools will increase Math proficient and distinguished in Middle School to 61% as measured by KSA.
- By 2025, Fayette County Public Schools will increase Science proficient and distinguished in Middle School to 46% as measured by KSA.
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- By May 2025, Fayette County Public Schools will decrease **Science** Novice in
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 - African American Students to >21%,
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 - African American Students to >23%,
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 - Students with Disabilities to >23%
- By May 2025, Fayette County Public Schools will decrease **Combined Writing** Novice in
 - **Middle School Combined Writing**
 - African American Students to >10%,
 - English Learners to >10%, and
 - Students with Disabilities to >10%

Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators believe that all students can master rigorous grade-appropriate standards.



- CTE educators believe all students are capable of developing technical and employability skills.

Educator Practices:

- Educators utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.
- Educators utilize the four practice areas of culturally responsive teaching.
- CTE educators will provide quality programming by aligning to Perkins V Size, Scope, and Quality and the ACTE high-quality CTE Framework.

Focus Area 2 Monitoring

What data will be considered and gathered?

Who is responsible for gathering data?

How frequently will it be analyzed?

- i. Support team meeting documents and products
 - ii. Teachers, school administrators
 - iii. every 4-6 weeks
- i. MAP and Common Unit Assessments
 - ii. Teachers, school administrators, chiefs, OAS directors
 - iii. Three times yearly, each unit
- i. Data resources (i.e. walkthrough tool, subgroup data, universal screening data, progress monitoring data)
 - ii. Teachers, school administrators
 - iii. Weekly
- i. CTE Instructional Frameworks
 - ii. Teachers, school administrators



iii. Ongoing

Focus Area 2 Indicators of Success (Please describe in detail.)

Acceleration Framework

- Step 1: Generate Thinking, Purpose, Relevance, and Curiosity
- Step 2: Clearly Articulate the Learning Goal and Expectations
- Step 3: Scaffold and Practice Essential Prerequisite Skills
- Step 4: Introduce New Vocabulary and Review Prior Vocabulary
- Step 5: Dip into the New Concept
- Step 6: Conduct Formative Assessment Frequently
 - Students can clearly articulate the meaning of today's learning goal.
 - Students receive scaffolding for prerequisite skills in the context of new learning.
 - Vocabulary development is hands-on and ongoing and focuses on clearly identified academic vocabulary terms.
 - Remediation provided is just in time and set in the context of new learning.
 - Assessment is visible and yields immediate feedback.
 - Students largely work cooperatively in a safe learning environment.
 - Students are learning the big idea of new concepts in advance of their core-class peers.
 - The acceleration teacher and the core-class teacher engage in ongoing collaboration regarding pacing and student progress.

Focus Area 2 Targeted Audience

The targeted audience is all district administrators, school leadership teams, and teachers from all levels.

Focus Area 2 Resources

Staff: chiefs, directors, specialists, coaches, school leadership teams, teachers, CTE district team



Funding: Title II, Perkins V, LAVEC

Technology: Navigator, EL Professional Learning Hub, CTE Professional Learning Hub, Teaching and Learning Professional Learning Hub, Culturally Responsive Teaching for Multilingual Learners Hub, Assessment Hub, FCPS Professional Learning Website, *Learning in the Fast Lane* (Gale), *Culturally Responsive Teaching and The Brain* (Gale)

Instructional Resources: *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity*, Fayette County Public Schools Multi-Tiered System of Support Guidance Document, FCPS PLC Framework, FCPS Acceleration Model, *Culturally Responsive Teaching and The Brain*, KDE CTE Program of Studies in conjunction with FCPS CTE Program Area Scope and Sequence

Professional Learning Support from Vendors: ACTE

Focus Area 2 Ongoing Supports for Implementation

FCPS will initiate phase three of our accelerated learning work as a districtwide team including district administrators, specialists, coaches, school administrators, and teachers. Professional learning will initiate with summer professional learning opportunities for all role groups. This includes district-directed professional learning, school-directed professional learning, and administrator professional learning. Throughout this phase the FCPS Cyclical Dissemination Model and FCPS Learning Cycle will be utilized to ensure calibration and coherence through a cycle of continuous improvement leveraging macro- and micro-level learning networks. District leadership, principals, APs, and ILs will actively participate in monthly role group-specific professional learning network sessions. School administrators will enact school-specific sustainability and monitoring plans including associated professional learning in partnership with OAS and School Chiefs. PLC teacher teams will facilitate weekly PLC meetings as established in school master schedules. OAS and school leadership will provide responsive coaching based on need. The professional learning emphasis will be established utilizing a continuum of support to ensure a systematic approach for supporting schools.

1. OAS (Teaching and Learning) directors, specialists, and coaches will provide ongoing professional learning focusing on the implementation of the standards-based district-developed curriculum frameworks and instructional design models. This professional learning will leverage PLC implementation processes to plan for grade appropriate cognitively engaging instruction. A continuum of support will be utilized to ensure responsive coaching based on school-specific needs assessment.
2. OAS (Teaching and Learning) directors, specialists, and coaches provide ongoing professional learning focusing on the components of the FCPS Acceleration Process including: pre-assessment, pre-teaching, responsive Tier 1 instruction, data monitoring, and re-teaching.



3. PLC teams access data through district platforms to analyze and make instructional decisions including differentiating for student subgroups to reduce achievement gaps.
4. PLC teams will continuously monitor Tier I instruction using FCPS data protocols yielding improvement student learning outcomes.
5. OAS directors and specialists will provide ongoing professional learning focusing on the utilization of identified gap data and aligned curriculum to differentiate supports to improve outcomes for students. Data will be used to inform coaching and actionable feedback.
 - OAS (Multilingual) director and (EL) specialists will provide ongoing professional learning utilizing continuums of support. Areas of focus include Equitable Delivery of Content for ELs, Setting the Stage for and Monitoring Equitable Instruction for ELs, Making Content Comprehensible to ELs, and Culturally Responsive Teaching for Multilingual Learners.
 - OAS directors, specialists, and coaches will provide culturally responsive professional learning and support.
 - OAS directors, specialists, and coaches will provide co-teaching support upon school request and structural implementation review.
 - OAS (MTSS) director and specialists will provide ongoing MTSS professional learning utilizing a continuum of support to ensure responsive coaching based on needs assessment.
 - OAS (Assessment) director and specialists will provide ongoing professional learning ensuring a balanced assessment system through the utilization of a continuum of support and responsive coaching based on school-specific needs assessment.

[Optional Extension](#)