



KDE Comprehensive School Improvement Plan

Barren County Middle School

Barren County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

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Executive Summary

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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Description of the School

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

Barren County Middle School, located in Glasgow, Kentucky, serves the communities of Austin Tracy, Park City, Cave City, Temple Hill, Hiseville, and eastern Barren County. The community has grown rapidly in the past three years and was named "Best Place to Live in Rural America" in 2007. The population of the county has increased by 10.89 % since 2000. 77.8% of the adult population graduated high school and 14.2% of the population has a bachelor's degree or higher. The average income is \$38,600 compared to a state average of \$42,200. As the community has grown so has the school population. Our school population consists of 645 students; ten percent of those students are categorized as ECE (Exceptional Child Education), and 62% are on free or reduced lunch. We have 71 people on staff including one principal, one assistant principal, two full time counselors, one full time curriculum coordinator, 38 certified teachers, and various support staff. While our community is very supportive of our school, poverty and a lack of education can present challenges to the social and academic success of the students we serve.

School's Purpose

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

Purpose: Our ultimate purpose as a school is to equip students to be independent, contributing members of society.

School Vision: Our vision at Barren County Middle School is to be constantly striving toward commitment, consistency, connection, conviction, and character.

School Mission: Barren County Middle School has an unwavering commitment to assist students in discovering the connection between developing character traits and becoming productive citizens. The conviction to do one's best will be instilled in students through consistency in the school's expectations and curriculum.

We have high expectations for our students as indicated through our school policies and procedures. We consistently recognize student success through our KYCID program which includes success tickets, positive office referrals, character awards, and weekly celebration assemblies. We offer a wide range of opportunities to help students reach their full potential. Our programs include the following:

College and career readiness

-Magnet Program

-Trojan Extreme cooking class, small engine repair, technology class, carpentry class, homework help

-Advanced related arts classes

-High school credit classes

-STLP

-Junior Guard

-Mammoth Cave Summer Camp

-Cooking Summer Camp

-Leadership Summer Camp

-Project Lead the Way / Gateway to Technology

Extra-curricular / Enrichment

-Beta

-Science Club

-Academic Team

-Band

-Chorus

-Orchestra

-Trojan Extreme archery, art, guitar, piano, bowling, ping-pong

Athletics

-Swimming

-Cheerleading

-Softball

-Football

-Soccer

-Wrestling

-Cross county

- Track
- Baseball
- Basketball
- Volleyball
- Intramural teams (basketball and volleyball)

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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.

Magnet Program - Barren County Middle School unveiled the Middle Magnet during the 2012-2013 school year. This program is designed to offer students a rigorous curriculum including many classes that allow students to earn high school credit. It is also designed to offer students enrichment activities such as summer camps, field trips, and college and career readiness opportunities. Students who participate in the Middle Magnet also complete community service hours.

The Trojan Extreme After School Program continues to be recognized for its innovation and success. Gary Gardner, Trojan Extreme Coordinator, was a finalist for the KASA Fred Award. The program, funded by a 21st Century Federal Grant, has received over \$140,000 in supplemental funds due to the large number of students who have been served. During the current school year, over 320 students have taken part in Trojan Extreme, and during the last five years, we have served over 2200 kids. Trojan Extreme also offers multiple summer camps to our students. These camps include math and science camps conducted in partnership with Mammoth Cave, leadership camps, and cooking camps. During the summer of 2015, over 100 students participated.

Explore Test Results - Barren County Middle School has consistently scored above the national and state average on this exam.

Tell Survey - Honorable Mention School

Laying the Foundations Training - During the last five years, over twenty faculty members have attended LTF training for four days during the summer. This training equips teachers to develop rigorous curriculum and instructional practices that will prepare students for pre-AP and AP classes at the high school.

Areas for Improvement:

We are working to close achievement gaps in non-duplicated gap groups and to increase our combined reading and math K-PREP scores.

We are also making a concerted effort to increase the success of our ECE population in the areas of reading and math.

Additional Information

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

Barren County Middle School has a positive atmosphere because the administrators, faculty and staff love kids. The adults in our building invest their personal time and money to assist children in need. From buying kids Christmas presents, to driving kids home from Trojan Extreme, from coming in early to tutor students to staying late so that kids have lab access to finish a project, our staff is willing to go the extra mile to ensure that our students succeed.

Process for developing CSIP - K-PREP Proficiency and GAP Goals for BCMS were based on state test scores. Administrators, curriculum coordinators, and content leaders completed this first draft of the CSIP identifying school programs and classroom strategies that are currently in place to help address these goals. The various strategies and activities included in the plan were developed by committees consisting of administrators, teachers, parents, and students. This initial draft will be a working document that will be refined and revised throughout the school year through feedback from all stakeholders including parents, students, teachers, and staff.

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Overview

Plan Name

KDE Comprehensive School Improvement Plan 2015 16

Plan Description

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Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	GAP Goal - Increase the average combined Reading and Math Proficiency Ratings for all students in the Non-Duplicated Gap Group from 45.8 in 2014 to 71.4% in 2017.	Objectives: 1 Strategies: 5 Activities: 13	Organizational	\$5250
2	K-PREP Proficiency Goal: Increase the average combined reading and math K-PREP scores for middle school students from 56.5% in 2014 to 76.5% in 2017. (Long Term Delivery Target)	Objectives: 1 Strategies: 6 Activities: 8	Organizational	\$325000
3	Next Generation Professionals-By 2015-16, Barren County Middle School will implement PGES according to district CEP. The baseline data from the 14-15 school year will be used to set 2015-16 targets.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$0
4	Program Review Goal-The Program Reviews will show a 10% increase in overall score improvement at Barren County Middle School.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Barren County Middle School will reduce the number of novice students.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: GAP Goal - Increase the average combined Reading and Math Proficiency Ratings for all students in the Non-Duplicated Gap Group from 45.8 in 2014 to 71.4% in 2017.

Measurable Objective 1:

collaborate to decrease the overall Achievement Gap at Barren County Middle School by increasing the average combined Reading and Math Proficiency Ratings for all students in the Non-Duplicated Gap Group from 45.8 to 65.6% by 05/27/2016 as measured by KPREP Scores.

Strategy 1:

Professional Development - Teachers will continue to develop their practice through various avenues including collaboration with other teachers, workshops, and continuing education programs. Professional development will be job-embedded, build instructional capacity, and meet the growth needs of both teachers and students.

Category: Professional Learning & Support

Research Cited: <http://www.edweek.org/ew/issues/professional-development/>

Activity - Professional Learning Communities (PLC) and Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet bi-monthly in Data Teams and weekly in Common Planning PLCs to complete the following: 1. Collaborate in the design of effective instruction 2. Create or revise formative and summative assessments 3. Analyze student work	Professional Learning	08/30/2012	05/27/2016	\$750	School Council Funds	Principal, Curriculum Coordinators, Content Leaders, and Teachers

Strategy 2:

Progress Monitoring - Teachers will use curriculum maps/pacing guides to ensure that a guaranteed, viable curriculum that is aligned with the Core Content/Common Standards is being taught in all classrooms.

Category:

Research Cited: Dufour and Marzano, Leaders of Learning

Activity - Core Content/Common Standards Tracking and Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop, revise, and refine pacing guides / tracking maps to ensure that a guaranteed, viable curriculum is implemented in all content areas.	Direct Instruction	08/08/2012	05/27/2016	\$0	No Funding Required	Curriculum coordinators, content leaders and faculty

Activity - Evaluation of Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will meet to analyze results of formative and summative common assessments to determine student achievement. MAP, KPREP, School-Wide Scrimmage tests, and classroom assessments will be analyzed. Data teams will be utilized to review student data. Based on these results, teachers will reteach content which students have failed to master, refer students for academic support such as tutoring through Trojan Extreme (after school program), revise instructional strategies, and/or revise pacing guides.	Other	08/08/2012	05/27/2016	\$0	No Funding Required	Content leaders and faculty
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Strategy 3:

Best Practice - Teachers will refine instruction by using research based strategies that reflect best practice in the classroom.

Category:

Research Cited: What Works Clearing House (<http://ies.ed.gov/ncee/wwc/AboutUs.aspx>)

Activity - Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and faculty will collect information regarding student engagement and learning by conducting regular walk-throughs during instructional time.	Other	01/14/2013	05/27/2016	\$0	No Funding Required	Administrators and faculty

Activity - Differentiation Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use various methods to deliver instruction which meet the needs of various levels of learners. Teachers will utilize differentiation practices in the collaborative classroom to ensure student progress. These strategies will include Thoughtful Education strategies, small group instruction, parallel teaching, flexible grouping, co-teaching, etc. Edgenuity us also a class that is utilized to meet the various learning needs of students.	Direct Instruction	08/08/2012	05/27/2016	\$0	No Funding Required	Faculty

Activity - Magnet Program, High School Credit Courses, and Advanced Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Magnet Program will provide high achieving students with an advanced track through the middle school along with enrichment opportunities such as summer camps and field trips. High school credit classes in English, math, and science will be offered as a part of the middle school curriculum. Advanced classes in social studies, related arts and math will also be offered as a part of the curriculum.	Direct Instruction	08/08/2012	05/27/2016	\$1000	General Fund	Administrators, faculty, staff

Activity - Claim, Data, Warrant Writing Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all content areas will instruct students on how to use the format of claim, data, warrant in expository, persuasive, and analytical writing. This includes open responses, essays, document based questions, and on-demand writing.	Direct Instruction	08/08/2012	05/27/2016	\$0	No Funding Required	Faculty

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Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Barren County Middle School will partner with neighboring counties to complete Instructional Rounds. Instructional Rounds will help identify strengths and weaknesses within overall instruction. Areas for improvement will be identified and suggestions for next steps will be discussed.	Other	08/07/2015	05/27/2016	\$0	No Funding Required	Leadership team, Content Leaders, Faculty

Activity - Critical Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to a new critical thinking class. In this class students will be involved in: 1. Project-Based Learning 2. Data Notebook-weekly personal and academic goal setting 3. Read Seven Habits of Highly Effective Teens and apply strategies for self-improvement 4. Consumerism Project 4. Banking Prject	Other	08/07/2015	05/27/2016	\$0	No Funding Required	Faculty

Activity - Visible Learning Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will be involved in implementing John Hattie's research-based strategies as a means to improve student achievement. Strategies that have been found to be successful and will be utilized by staff are: microteaching, feedback, self-reporting grades, formative evaluations, Piagetian programs, reciprocal teaching, etc.	Other	08/07/2015	05/27/2016	\$0	No Funding Required	Faculty

Strategy 4:

Response to Intervention - Administrators and teachers will meet to identify students who need academic intervention.

Category:

Research Cited: http://education.ky.gov/users/otl/RTI/KSI%2010_30.pdf

Activity - Response to Intervention Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and faculty will meet quarterly to determine students who need academic assistance. MAP, School-Wide Scrimmage Tests, and KPREP scores along with classroom performance will be used to identify FOCUS students who need intervention. Once FOCUS students are placed into intervention programs, interventionists check their progress weekly. Intervention programs include Aleks Math, Read 180, Fast Math, Reading Plus, and small group instruction with Americorps/Learning Corps staff.	Academic Support Program	08/08/2012	05/27/2016	\$3000	General Fund	Administrators, teachers, staff

Activity - Barren Connect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students are assigned mentors who monitor student progress, set weekly goals, and assist in improving student achievement	Academic Support Program	08/13/2015	05/27/2016	\$0	No Funding Required	ECE Teachers, Classroom teachers
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Strategy 5:

Literacy Design Collaborative Training - Language Arts and Social Studies teachers will receive training for Literacy Design Collaborative.

Category:

Research Cited: <http://www.literacydesigncollaborative.org/>

Activity - Literacy Design Collaborative Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language arts, social studies, and science teachers have received receive training on developing and implementing LDC modules with a view to developing and implementing the modules in the 2015-2016 school year. LDC focuses on building students' reading, speaking, listening, note-taking, critical thinking, and writing skills. This will help address the literacy needs of our FOCUS groups in ECE reading.	Direct Instruction	11/17/2012	05/27/2016	\$500	General Fund	faculty

Goal 2: K-PREP Proficiency Goal: Increase the average combined reading and math K-PREP scores for middle school students from 56.5% in 2014 to 76.5% in 2017. (Long Term Delivery Target)

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores to 71.8% at Barren County Middle School by 05/27/2016 as measured by K-PREP scores.

Strategy 1:

Curriculum Assessment and Alignment - Teachers will collaborate to design and revise curriculum.

Category: Continuous Improvement

Research Cited: Dufour and Marzano, Leaders of Learning, John Hattie's Visible Learning

Activity - Assessment Design and Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in content areas to design/revise common formative and summative assessments. They will analyze the results of these assessments in order to evaluate instructional practices, determine the need for remediation, and target students for enrichment.	Other	08/08/2012	05/27/2016	\$0	No Funding Required	Principal, content leaders and teachers

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Strategy 2:

Teacher Training - Teachers will attend various trainings to improve their delivery of instruction and as a result, student achievement.

Category:

Research Cited: <http://www.edweek.org/ew/issues/professional-development/>

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math, science, and English teachers have attended Laying the Foundation workshops in order to learn instructional strategies that will prepare students for Pre-AP and AP classes at the high school.	Professional Learning	05/18/2012	05/27/2016	\$4000	School Council Funds	Administrators and faculty
Activity - Project Lead the Way	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLTW classes are hands-on, based in real-world experience, and engaging for students and teachers. We set the highest standards for rigorous, focused and relevant study, and develop students' innovative, collaborative, critical-thinking, and problem-solving skills.	Technology	06/03/2013	05/27/2016	\$250000	Grant Funds	Annell Becker - Technology Teacher Administration
Activity - PGES Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been trained in the PGES evaluation system. There will be an ongoing discussion of the new evaluation system and its requirements. Teachers will evaluate themselves through various self-reflection activities.	Professional Learning	10/07/2013	05/27/2016	\$0	No Funding Required	Teachers and Administrators

Strategy 3:

Individual Learning Plan - Students will develop/edit/revise their ILPs throughout the school year.

Category:

Research Cited: <http://education.ky.gov/educational/CCadv/ilp/Pages/default.aspx>

Activity - ILP Development and Revision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will create/revise their ILPs through technology class, advanced related arts class or with their ECE teacher. They will meet with school staff during the spring semester to review the information contained in the ILP and to plan for their academic future. At this time, students will discuss high school scheduling options along with college and career options.	Other	08/08/2012	05/27/2016	\$0	No Funding Required	Administrators, faculty and staff

Strategy 4:

School Preparation and Orientation - Parents and students will be oriented to the middle school before they begin classes.

Category:

Research Cited: <http://tweenparenting.about.com/od/educationissues/qt/Middle-School-Orientation.htm>

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Activity - Orientation Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through 6th grade orientation, the Back to School Bash, and Magnet Orientation, parents and students will receive information on school policies/procedures, course offerings, Infinite Campus access, Trojan Extreme, and syllabi.	Parent Involvement	06/04/2012	05/27/2016	\$1000	School Council Funds	Administrators, faculty, and staff

Strategy 5:

After School Program - After school program will be utilized to offer both academic support and enrichment activities.

Category:

Research Cited: <http://www.edweek.org/ew/issues/after-school-programs/>

Activity - Trojan Extreme After School Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are not mastering key concepts in any content area or who are failing to complete classwork will be referred to Trojan Extreme tutoring and homework help. Trojan Extreme will also be utilized as an enrichment/extension opportunity for students who are successful in the classroom.	Academic Support Program	09/09/2013	05/27/2016	\$70000	Other	Administrators, Trojan Extreme Coordinator, faculty, staff

Strategy 6:

Program Reviews - Program reviews in writing, arts and humanities, and practical living will be conducted throughout the school year.

Category:

Research Cited: <http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx>

Activity - Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will work in committees to conduct regular reviews of the writing, practical living and arts and humanities programs at the middle school. During these reviews, we will evaluate the quality and consistency of our curriculum and instruction in these areas to ensure that core content and common core standards are addressed and that student learning is taking place.	Other	05/17/2012	05/27/2016	\$0	No Funding Required	Administrators and faculty

Goal 3: Next Generation Professionals-By 2015-16, Barren County Middle School will implement PGES according to district CEP. The baseline data from the 14-15 school year will be used to set 2015-16 targets.

Measurable Objective 1:

collaborate to increase the overall effectiveness of our teachers by 06/30/2017 as measured by new state-wide Professional Growth and Evaluation System (PGES)..

Strategy 1:

Professional Development - Additional awareness and training for teachers;specific training for those in pilot group.

Category:

Activity - Professional Development Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet throughout the year to be involved in an ongoing discussion about the new PGES system. In the meetings, the domains and indicators will be reviewed and discussed.	Professional Learning	08/06/2013	05/27/2016	\$0	No Funding Required	Principal

Measurable Objective 2:

collaborate to increase the overall effectiveness of our principals by 06/30/2017 as measured by new state-wide Principal Professional Growth Evaluation System (PPGES)..

Strategy 1:

Training - Principal will increase their professional practice by completing trainings

Category:

Activity - EDS Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will continue to participate in PLC to fully study and implement the EDS modules as part of the new PGES.	Policy and Process	06/01/2013	05/27/2016	\$0	No Funding Required	Principal, district trainers

Activity - Professional Development: ISLN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will participate in ISLN for the 2015-2016 school year.	Professional Learning	07/01/2013	06/03/2016	\$0	No Funding Required	Principals, district staff

Goal 4: Program Review Goal-The Program Reviews will show a 10% increase in overall score improvement at Barren County Middle School.

Measurable Objective 1:

collaborate to increase the Program Review Score by 10% by 06/01/2015 as measured by Unbridled Learning.

Strategy 1:

Professional Learning - Based on Program Reviews results, areas for improvement were identified and activities were written to address the identified areas of weakness. This work continues yearly as PLC teams review the results of previous years and make corrections/adjustments as needed.

Category: Professional Learning & Support

Activity - Program Review Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers worked together with special area teachers to identify gaps in practical living/vocational studies as well as in the areas of Arts & Humanities and PE in order to align curriculum to meet standards and also identify areas of grade level integration in order to infuse these content areas into all areas of the curriculum. Students will be exposed to cultural enrichment and diversity through a variety of activities. BC Health/Wellness will be expanded to include instruction on the "We Can" program to promote healthy living through announcements, PE classes, and rewards.	Academic Support Program	06/01/2014	06/01/2016	\$0	No Funding Required	Teachers and Administrators

Goal 5: Barren County Middle School will reduce the number of novice students.

Measurable Objective 1:

collaborate to use data to expose gaps to identify processes for continuous improvement and reduce the number of novice performing students by 50% (10% annually) by 11/01/2020 as measured by Spring KPREP data each year.

Strategy 1:

School Data Leadership Team - Our school will begin collaborative work to understand relevant state and local data points and how this data applies to novice reduction goals.

Category: Management Systems

Activity - School Data Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will work with District Data Liaison to create a School Data Leadership Team to participate in district supported trainings.	Policy and Process	08/07/2015	07/29/2016	\$0	No Funding Required	Principal or designee
Activity - Team Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Data Leadership Team will participate in data analysis protocol teacher level training specific to novice reduction.	Professional Learning	08/07/2015	07/29/2016	\$0	No Funding Required	Principal or designee
Activity - Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will monitor progress throughout the school year through the use of data notebooks. Students will set weekly 1. Set weekly academic goals 2. Monitor progress 3. Record weekly data 3.	Other	08/07/2015	05/27/2016	\$0	No Funding Required	Leadership team and teachers
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Project Lead the Way	PLTW classes are hands-on, based in real-world experience, and engaging for students and teachers. We set the highest standards for rigorous, focused and relevant study, and develop students' innovative, collaborative, critical-thinking, and problem-solving skills.	Technology	06/03/2013	05/27/2016	\$250000	Annell Becker - Technology Teacher Administration
Total					\$250000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Design Collaborative Modules	Language arts, social studies, and science teachers have received receive training on developing and implementing LDC modules with a view to developing and implementing the modules in the 2015-2016 school year. LDC focuses on building students' reading, speaking, listening, note-taking, critical thinking, and writing skills. This will help address the literacy needs of our FOCUS groups in ECE reading.	Direct Instruction	11/17/2012	05/27/2016	\$500	faculty
Magnet Program, High School Credit Courses, and Advanced Classes	The Magnet Program will provide high achieving students with an advanced track through the middle school along with enrichment opportunities such as summer camps and field trips. High school credit classes in English, math, and science will be offered as a part of the middle school curriculum. Advanced classes in social studies, related arts and math will also be offered as a part of the curriculum.	Direct Instruction	08/08/2012	05/27/2016	\$1000	Administrators, faculty, staff
Response to Intervention Meetings	Administrators and faculty will meet quarterly to determine students who need academic assistance. MAP, School-Wide Scrimmage Tests, and KPREP scores along with classroom performance will be used to identify FOCUS students who need intervention. Once FOCUS students are placed into intervention programs, interventionists check their progress weekly. Intervention programs include Aleks Math, Read 180, Fast Math, Reading Plus, and small group instruction with Americorps/Learning Corps staff.	Academic Support Program	08/08/2012	05/27/2016	\$3000	Administrators, teachers, staff
Total					\$4500	

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No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Critical Thinking	Students will be exposed to a new critical thinking class. In this class students will be involved in: 1. Project-Based Learning 2. Data Notebook-weekly personal and academic goal setting 3. Read Seven Habits of Highly Effective Teens and apply strategies for self-improvement 4. Consumerism Project 4. Banking Project	Other	08/07/2015	05/27/2016	\$0	Faculty
Core Content/Common Standards Tracking and Pacing Guides	Teachers will develop, revise, and refine pacing guides / tracking maps to ensure that a guaranteed, viable curriculum is implemented in all content areas.	Direct Instruction	08/08/2012	05/27/2016	\$0	Curriculum coordinators, content leaders and faculty
Barren Connect	Students are assigned mentors who monitor student progress, set weekly goals, and assist in improving student achievement	Academic Support Program	08/13/2015	05/27/2016	\$0	ECE Teachers, Classroom teachers
Program Reviews	Administrators and teachers will work in committees to conduct regular reviews of the writing, practical living and arts and humanities programs at the middle school. During these reviews, we will evaluate the quality and consistency of our curriculum and instruction in these areas to ensure that core content and common core standards are addressed and that student learning is taking place.	Other	05/17/2012	05/27/2016	\$0	Administrators and faculty
School Data Leadership Team	Administrator will work with District Data Liaison to create a School Data Leadership Team to participate in district supported trainings.	Policy and Process	08/07/2015	07/29/2016	\$0	Principal or designee
Walk Throughs	Administrators and faculty will collect information regarding student engagement and learning by conducting regular walk-throughs during instructional time.	Other	01/14/2013	05/27/2016	\$0	Administrators and faculty
Assessment Design and Analysis	Teachers will work in content areas to design/revise common formative and summative assessments. They will analyze the results of these assessments in order to evaluate instructional practices, determine the need for remediation, and target students for enrichment.	Other	08/08/2012	05/27/2016	\$0	Principal, content leaders and teachers
Team Training	The School Data Leadership Team will participate in data analysis protocol teacher level training specific to novice reduction.	Professional Learning	08/07/2015	07/29/2016	\$0	Principal or designee

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Barren County Middle School

Differentiation Strategies	Teachers will use various methods to deliver instruction which meet the needs of various levels of learners. Teachers will utilize differentiation practices in the collaborative classroom to ensure student progress. These strategies will include Thoughtful Education strategies, small group instruction, parallel teaching, flexible grouping, co-teaching, etc. Edgenuity us also a class that is utilized to meet the various learning needs of students.	Direct Instruction	08/08/2012	05/27/2016	\$0	Faculty
Professional Development: ISLN	Principal will participate in ISLN for the 2015-2016 school year.	Professional Learning	07/01/2013	06/03/2016	\$0	Principals, district staff
Instructional Rounds	Barren County Middle School will partner with neighboring counties to complete Instructional Rounds. Instructional Rounds will help identify strengths and weaknesses within overall instruction. Areas for improvement will be identified and suggestions for next steps will be discussed.	Other	08/07/2015	05/27/2016	\$0	Leadership team, Content Leaders, Faculty
Visible Learning Strategies	Faculty will be involved in implementing John Hattie's research-based strategies as a means to improve student achievement. Strategies that have been found to be successful and will be utilized by staff are: microteaching, feedback, self-reporting grades, formative evaluations, Piagetian programs, reciprocal teaching, etc.	Other	08/07/2015	05/27/2016	\$0	Faculty
Evaluation of Common Assessments	Teachers will meet to analyze results of formative and summative common assessments to determine student achievement. MAP, KPREP, School-Wide Scrimmage tests, and classroom assessments will be analyzed. Data teams will be utilized to review student data. Based on these results, teachers will reteach content which students have failed to master, refer students for academic support such as tutoring through Trojan Extreme (after school program), revise instructional strategies, and/or revise pacing guides.	Other	08/08/2012	05/27/2016	\$0	Content leaders and faculty
Professional Development Teachers	Teachers will meet throughout the year to be involved in an ongoing discussion about the new PGES system. In the meetings, the domains and indicators will be reviewed and discussed.	Professional Learning	08/06/2013	05/27/2016	\$0	Principal
EDS Module	Principals will continue to participate in PLC to fully study and implement the EDS modules as part of the new PGES.	Policy and Process	06/01/2013	05/27/2016	\$0	Principal, district trainers
ILP Development and Revision	All students will create/revise their ILPs through technology class, advanced related arts class or with their ECE teacher. They will meet with school staff during the spring semester to review the information contained in the ILP and to plan for their academic future. At this time, students will discuss high school scheduling options along with college and career options.	Other	08/08/2012	05/27/2016	\$0	Administrator s, faculty and staff

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Claim, Data, Warrant Writing Strategy	Teachers in all content areas will instruct students on how to use the format of claim, data, warrant in expository, persuasive, and analytical writing. This includes open responses, essays, document based questions, and on-demand writing.	Direct Instruction	08/08/2012	05/27/2016	\$0	Faculty
PGES Training	Teachers have been trained in the PGES evaluation system. There will be an ongoing discussion of the new evaluation system and its requirements. Teachers will evaluate themselves through various self-reflection activities.	Professional Learning	10/07/2013	05/27/2016	\$0	Teachers and Administrators
Program Review Curriculum Alignment	Grade level teachers worked together with special area teachers to identify gaps in practical living/vocational studies as well as in the areas of Arts & Humanities and PE in order to align curriculum to meet standards and also identify areas of grade level integration in order to infuse these content areas into all areas of the curriculum. Students will be exposed to cultural enrichment and diversity through a variety of activities. BC Health/Wellness will be expanded to include instruction on the "We Can" program to promote healthy living through announcements, PE classes, and rewards.	Academic Support Program	06/01/2014	06/01/2016	\$0	Teachers and Administrators
Data Notebooks	Students will monitor progress throughout the school year through the use of data notebooks. Students will set weekly 1. Set weekly academic goals 2. Monitor progress 3. Record weekly data 3.	Other	08/07/2015	05/27/2016	\$0	Leadership team and teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Trojan Extreme After School Program	Students who are not mastering key concepts in any content area or who are failing to complete classwork will be referred to Trojan Extreme tutoring and homework help. Trojan Extreme will also be utilized as an enrichment/extension opportunity for students who are successful in the classroom.	Academic Support Program	09/09/2013	05/27/2016	\$70000	Administrators, Trojan Extreme Coordinator, faculty, staff
Total					\$70000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive School Improvement Plan

Barren County Middle School

Laying the Foundation	Math, science, and English teachers have attended Laying the Foundation workshops in order to learn instructional strategies that will prepare students for Pre-AP and AP classes at the high school.	Professional Learning	05/18/2012	05/27/2016	\$4000	Administrator s and faculty
Professional Learning Communities (PLC) and Data Teams	Teachers will meet bi-monthly in Data Teams and weekly in Common Planning PLCs to complete the following: 1. Collaborate in the design of effective instruction 2. Create or revise formative and summative assessments 3. Analyze student work	Professional Learning	08/30/2012	05/27/2016	\$750	Principal, Curriculum Coordinators, Content Leaders, and Teachers
Orientation Activities	Through 6th grade orientation, the Back to School Bash, and Magnet Orientation, parents and students will receive information on school policies/procedures, course offerings, Infinite Campus access, Trojan Extreme, and syllabi.	Parent Involvement	06/04/2012	05/27/2016	\$1000	Administrator s, faculty, and staff
Total					\$5750	

KDE Needs Assessment

DRAFT

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

DRAFT

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

We are using K-PREP, MAP, and Scrimmage Test data to evaluate the overall academic performance of our school. We are using the TELL Survey to gauge the climate and culture of the school.

DRAFT

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

The MAP test showed that over 60% of 7th and 8th grade students are scoring at or above grade level.

We are continuing to meet in PLCs and Data teams to refine instructional practices, and we are in the beginning stages of implementing Visible Learning high effect strategies in all classrooms.

The Tell Survey indicated that the vast majority of our staff considered BCMS a good place to work. We will continue to maintain a positive school culture and climate.

DRAFT

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

KPREP data indicated that we need to reduce our novice and apprentice scores in the areas of reading, math, and writing. PLCs and Data teams will be utilized as a time for teachers to collaborate to look at the data to determine the best strategies for improving student performance in these areas.

Implementation of LDC modules in language arts classes will take place this year. LDC focuses on increasing the reading, writing, speaking, and listening skills of all students and can be utilized in all content areas.

DRAFT

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

We will continue to monitor and evaluate all aspects of our school and will work collaboratively to address areas of concern. We will also monitor the implementation of our CSIP to ensure that our goals are being effectively addressed.

DRAFT

KDE Compliance and Accountability - Schools

DRAFT

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

DRAFT

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:
 GAP Goal - Increase the average combined Reading and Math Proficiency Ratings for all students in the Non-Duplicated Gap Group from 45.8 in 2014 to 71.4% in 2017.

Measurable Objective 1:
 collaborate to decrease the overall Achievement Gap at Barren County Middle School by increasing the average combined Reading and Math Proficiency Ratings for all students in the Non-Duplicated Gap Group from 45.8 to 65.6% by 05/27/2016 as measured by KPREP Scores.

Strategy1:
 Professional Development - Teachers will continue to develop their practice through various avenues including collaboration with other teachers, workshops, and continuing education programs. Professional development will be job-embedded, build instructional capacity, and meet the growth needs of both teachers and students.

Category: Professional Learning & Support

Research Cited: <http://www.edweek.org/ew/issues/professional-development/>

Activity - Professional Learning Communities (PLC) and Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet bi-monthly in Data Teams and weekly in Common Planning PLCs to complete the following: 1. Collaborate in the design of effective instruction 2. Create or revise formative and summative assessments 3. Analyze student work	Professional Learning	08/30/2012	05/27/2016	\$750 - School Council Funds	Principal, Curriculum Coordinators, Content Leaders, and Teachers

Strategy2:
 Best Practice - Teachers will refine instruction by using research based strategies that reflect best practice in the classroom.

Category:

Research Cited: What Works Clearing House (<http://ies.ed.gov/ncee/wwc/AboutUs.aspx>)

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Barren County Middle School

Activity - Differentiation Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various methods to deliver instruction which meet the needs of various levels of learners. Teachers will utilize differentiation practices in the collaborative classroom to ensure student progress. These strategies will include Thoughtful Education strategies, small group instruction, parallel teaching, flexible grouping, co-teaching, etc. Edgenuity us also a class that is utilized to meet the various learning needs of students.	Direct Instruction	08/08/2012	05/27/2016	\$0 - No Funding Required	Faculty

Activity - Claim, Data, Warrant Writing Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all content areas will instruct students on how to use the format of claim, data, warrant in expository, persuasive, and analytical writing. This includes open responses, essays, document based questions, and on-demand writing.	Direct Instruction	08/08/2012	05/27/2016	\$0 - No Funding Required	Faculty

Activity - Critical Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to a new critical thinking class. In this class students will be involved in: 1. Project-Based Learning 2. Data Notebook-weekly personal and academic goal setting 3. Read Seven Habits of Highly Effective Teens and apply strategies for self-improvement 4. Consumerism Project 4. Banking Project	Other	08/07/2015	05/27/2016	\$0 - No Funding Required	Faculty

Activity - Visible Learning Stratgies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will be involved in implementing John Hattie's research-based strategies as a means to improve student achievement. Strategies that have been found to be successful and will be utilized by staff are: microteaching, feedback, self-reporting grades, formative evaluations, Piagetian programs, reciprocal teaching, etc.	Other	08/07/2015	05/27/2016	\$0 - No Funding Required	Faculty

Activity - Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and faculty will collect information regarding student engagement and learning by conducting regular walk-throughs during instructional time.	Other	01/14/2013	05/27/2016	\$0 - No Funding Required	Administrators and faculty

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Barren County Middle School

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Barren County Middle School will partner with neighboring counties to complete Instructional Rounds. Instructional Rounds will help identify strengths and weaknesses within overall instruction. Areas for improvement will be identified and suggestions for next steps will be discussed.	Other	08/07/2015	05/27/2016	\$0 - No Funding Required	Leadership team, Content Leaders, Faculty

Activity - Magnet Program, High School Credit Courses, and Advanced Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Magnet Program will provide high achieving students with an advanced track through the middle school along with enrichment opportunities such as summer camps and field trips. High school credit classes in English, math, and science will be offered as a part of the middle school curriculum. Advanced classes in social studies, related arts and math will also be offered as a part of the curriculum.	Direct Instruction	08/08/2012	05/27/2016	\$1000 - General Fund	Administrators, faculty, staff

Goal 2:

Next Generation Professionals-By 2015-16, Barren County Middle School will implement PGES according to district CEP. The baseline data from the 14-15 school year will be used to set 2015-16 targets.

Measurable Objective 1:

collaborate to increase the overall effectiveness of our principals by 06/30/2017 as measured by new state-wide Principal Professional Growth Evaluation System (PPGES)..

Strategy1:

Training - Principal will increase their professional practice by completing trainings

Category:

Research Cited:

Activity - EDS Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will continue to participate in PLC to fully study and implement the EDS modules as part of the new PGES.	Policy and Process	06/01/2013	05/27/2016	\$0 - No Funding Required	Principal, district trainers

Activity - Professional Development: ISLN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will participate in ISLN for the 2015-2016 school year.	Professional Learning	07/01/2013	06/03/2016	\$0 - No Funding Required	Principals, district staff

Measurable Objective 2:

collaborate to increase the overall effectiveness of our teachers by 06/30/2017 as measured by new state-wide Professional Growth and

Evaluation System (PGES)..

Strategy1:

Professional Development - Additional awareness and training for teachers;specific training for those in pilot group.

Category:

Research Cited:

Activity - Professional Development Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet throughout the year to be involved in an ongoing discussion about the new PGES system. In the meetings, the domains and indicators will be reviewed and discussed.	Professional Learning	08/06/2013	05/27/2016	\$0 - No Funding Required	Principal

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

GAP Goal - Increase the average combined Reading and Math Proficiency Ratings for all students in the Non-Duplicated Gap Group from 45.8 in 2014 to 71.4% in 2017.

Measurable Objective 1:

collaborate to decrease the overall Achievement Gap at Barren County Middle School by increasing the average combined Reading and Math Proficiency Ratings for all students in the Non-Duplicated Gap Group from 45.8 to 65.6% by 05/27/2016 as measured by KPREP Scores.

Strategy1:

Literacy Design Collaborative Training - Language Arts and Social Studies teachers will receive training for Literacy Design Collaborative.

Category:

Research Cited: <http://www.literacydesigncollaborative.org/>

Activity - Literacy Design Collaborative Modules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts, social studies, and science teachers have received receive training on developing and implementing LDC modules with a view to developing and implementing the modules in the 2015-2016 school year. LDC focuses on building students' reading, speaking, listening, note-taking, critical thinking, and writing skills. This will help address the literacy needs of our FOCUS groups in ECE reading.	Direct Instruction	11/17/2012	05/27/2016	\$500 - General Fund	faculty

KDE Comprehensive School Improvement Plan

Barren County Middle School

Strategy2:

Professional Development - Teachers will continue to develop their practice through various avenues including collaboration with other teachers, workshops, and continuing education programs. Professional development will be job-embedded, build instructional capacity, and meet the growth needs of both teachers and students.

Category: Professional Learning & Support

Research Cited: <http://www.edweek.org/ew/issues/professional-development/>

Activity - Professional Learning Communities (PLC) and Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet bi-monthly in Data Teams and weekly in Common Planning PLCs to complete the following: 1. Collaborate in the design of effective instruction 2. Create or revise formative and summative assessments 3. Analyze student work	Professional Learning	08/30/2012	05/27/2016	\$750 - School Council Funds	Principal, Curriculum Coordinators, Content Leaders, and Teachers

Strategy3:

Progress Monitoring - Teachers will use curriculum maps/pacing guides to ensure that a guaranteed, viable curriculum that is aligned with the Core Content/Common Standards is being taught in all classrooms.

Category:

Research Cited: Dufour and Marzano, Leaders of Learning

Activity - Core Content/Common Standards Tracking and Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop, revise, and refine pacing guides / tracking maps to ensure that a guaranteed, viable curriculum is implemented in all content areas.	Direct Instruction	08/08/2012	05/27/2016	\$0 - No Funding Required	Curriculum coordinators, content leaders and faculty

Activity - Evaluation of Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to analyze results of formative and summative common assessments to determine student achievement. MAP, KPREP, School-Wide Scrimmage tests, and classroom assessments will be analyzed. Data teams will be utilized to review student data. Based on these results, teachers will reteach content which students have failed to master, refer students for academic support such as tutoring through Trojan Extreme (after school program), revise instructional strategies, and/or revise pacing guides.	Other	08/08/2012	05/27/2016	\$0 - No Funding Required	Content leaders and faculty

Strategy4:

Response to Intervention - Administrators and teachers will meet to identify students who need academic intervention.

Category:

Research Cited: http://education.ky.gov/users/otl/RTI/KSI%2010_30.pdf

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Activity - Barren Connect	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are assigned mentors who monitor student progress, set weekly goals, and assist in improving student achievement	Academic Support Program	08/13/2015	05/27/2016	\$0 - No Funding Required	ECE Teachers, Classroom teachers

Activity - Response to Intervention Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and faculty will meet quarterly to determine students who need academic assistance. MAP, School-Wide Scrimmage Tests, and KPREP scores along with classroom performance will be used to identify FOCUS students who need intervention. Once FOCUS students are placed into intervention programs, interventionists check their progress weekly. Intervention programs include Aleks Math, Read 180, Fast Math, Reading Plus, and small group instruction with Americorps/Learning Corps staff.	Academic Support Program	08/08/2012	05/27/2016	\$3000 - General Fund	Administrators, teachers, staff

Strategy5:

Best Practice - Teachers will refine instruction by using research based strategies that reflect best practice in the classroom.

Category:

Research Cited: What Works Clearing House (<http://ies.ed.gov/ncee/wwc/AboutUs.aspx>)

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Barren County Middle School will partner with neighboring counties to complete Instructional Rounds. Instructional Rounds will help identify strengths and weaknesses within overall instruction. Areas for improvement will be identified and suggestions for next steps will be discussed.	Other	08/07/2015	05/27/2016	\$0 - No Funding Required	Leadership team, Content Leaders, Faculty

Activity - Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and faculty will collect information regarding student engagement and learning by conducting regular walk-throughs during instructional time.	Other	01/14/2013	05/27/2016	\$0 - No Funding Required	Administrators and faculty

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Barren County Middle School

Activity - Magnet Program, High School Credit Courses, and Advanced Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Magnet Program will provide high achieving students with an advanced track through the middle school along with enrichment opportunities such as summer camps and field trips. High school credit classes in English, math, and science will be offered as a part of the middle school curriculum. Advanced classes in social studies, related arts and math will also be offered as a part of the curriculum.	Direct Instruction	08/08/2012	05/27/2016	\$1000 - General Fund	Administrators, faculty, staff

Activity - Critical Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to a new critical thinking class. In this class students will be involved in: 1. Project-Based Learning 2. Data Notebook-weekly personal and academic goal setting 3. Read Seven Habits of Highly Effective Teens and apply strategies for self-improvement 4. Consumerism Project 4. Banking Project	Other	08/07/2015	05/27/2016	\$0 - No Funding Required	Faculty

Activity - Visible Learning Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will be involved in implementing John Hattie's research-based strategies as a means to improve student achievement. Strategies that have been found to be successful and will be utilized by staff are: microteaching, feedback, self-reporting grades, formative evaluations, Piagetian programs, reciprocal teaching, etc.	Other	08/07/2015	05/27/2016	\$0 - No Funding Required	Faculty

Activity - Differentiation Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various methods to deliver instruction which meet the needs of various levels of learners. Teachers will utilize differentiation practices in the collaborative classroom to ensure student progress. These strategies will include Thoughtful Education strategies, small group instruction, parallel teaching, flexible grouping, co-teaching, etc. Edgenuity is also a class that is utilized to meet the various learning needs of students.	Direct Instruction	08/08/2012	05/27/2016	\$0 - No Funding Required	Faculty

Activity - Claim, Data, Warrant Writing Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all content areas will instruct students on how to use the format of claim, data, warrant in expository, persuasive, and analytical writing. This includes open responses, essays, document based questions, and on-demand writing.	Direct Instruction	08/08/2012	05/27/2016	\$0 - No Funding Required	Faculty

Goal 2:

SY 2015-2016

KDE Comprehensive School Improvement Plan

Barren County Middle School

K-PREP Proficiency Goal: Increase the average combined reading and math K-PREP scores for middle school students from 56.5% in 2014 to 76.5% in 2017. (Long Term Delivery Target)

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores to 71.8% at Barren County Middle School by 05/27/2016 as measured by K-PREP scores.

Strategy1:

Individual Learning Plan - Students will develop/edit/revise their ILPs throughout the school year.

Category:

Research Cited: <http://education.ky.gov/educational/CCadv/ilp/Pages/default.aspx>

Activity - ILP Development and Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will create/revise their ILPs through technology class, advanced related arts class or with their ECE teacher. They will meet with school staff during the spring semester to review the information contained in the ILP and to plan for their academic future. At this time, students will discuss high school scheduling options along with college and career options.	Other	08/08/2012	05/27/2016	\$0 - No Funding Required	Administrators, faculty and staff

Strategy2:

Program Reviews - Program reviews in writing, arts and humanities, and practical living will be conducted throughout the school year.

Category:

Research Cited: <http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx>

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and teachers will work in committees to conduct regular reviews of the writing, practical living and arts and humanities programs at the middle school. During these reviews, we will evaluate the quality and consistency of our curriculum and instruction in these areas to ensure that core content and common core standards are addressed and that student learning is taking place.	Other	05/17/2012	05/27/2016	\$0 - No Funding Required	Administrators and faculty

Strategy3:

Curriculum Assessment and Alignment - Teachers will collaborate to design and revise curriculum.

Category: Continuous Improvement

Research Cited: Dufour and Marzano, Leaders of Learning, John Hattie's Visible Learning

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Barren County Middle School

Activity - Assessment Design and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in content areas to design/revise common formative and summative assessments. They will analyze the results of these assessments in order to evaluate instructional practices, determine the need for remediation, and target students for enrichment.	Other	08/08/2012	05/27/2016	\$0 - No Funding Required	Principal, content leaders and teachers

Strategy4:

Teacher Training - Teachers will attend various trainings to improve their delivery of instruction and as a result, student achievement.

Category:

Research Cited: <http://www.edweek.org/ew/issues/professional-development/>

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, science, and English teachers have attended Laying the Foundation workshops in order to learn instructional strategies that will prepare students for Pre-AP and AP classes at the high school.	Professional Learning	05/18/2012	05/27/2016	\$4000 - School Council Funds	Administrators and faculty

Activity - Project Lead the Way	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLTW classes are hands-on, based in real-world experience, and engaging for students and teachers. We set the highest standards for rigorous, focused and relevant study, and develop students' innovative, collaborative, critical-thinking, and problem-solving skills.	Technology	06/03/2013	05/27/2016	\$250000 - Grant Funds	Annell Becker - Technology Teacher Administration

Activity - PGES Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have been trained in the PGES evaluation system. There will be an ongoing discussion of the new evaluation system and its requirements. Teachers will evaluate themselves through various self-reflection activities.	Professional Learning	10/07/2013	05/27/2016	\$0 - No Funding Required	Teachers and Administrators

Strategy5:

School Preparation and Orientation - Parents and students will be oriented to the middle school before they begin classes.

Category:

Research Cited: <http://tweenparenting.about.com/od/educationissues/qt/Middle-School-Orientation.htm>

Activity - Orientation Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through 6th grade orientation, the Back to School Bash, and Magnet Orientation, parents and students will receive information on school policies/procedures, course offerings, Infinite Campus access, Trojan Extreme, and syllabi.	Parent Involvement	06/04/2012	05/27/2016	\$1000 - School Council Funds	Administrators, faculty, and staff

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Barren County Middle School

Strategy6:

After School Program - After school program will be utilized to offer both academic support and enrichment activities.

Category:

Research Cited: <http://www.edweek.org/ew/issues/after-school-programs/>

Activity - Trojan Extreme After School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are not mastering key concepts in any content area or who are failing to complete classwork will be referred to Trojan Extreme tutoring and homework help. Trojan Extreme will also be utilized as an enrichment/extension opportunity for students who are successful in the classroom.	Academic Support Program	09/09/2013	05/27/2016	\$70000 - Other	Administrators, Trojan Extreme Coordinator, faculty, staff

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

GAP Goal - Increase the average combined Reading and Math Proficiency Ratings for all students in the Non-Duplicated Gap Group from 45.8 in 2014 to 71.4% in 2017.

Measurable Objective 1:

collaborate to decrease the overall Achievement Gap at Barren County Middle School by increasing the average combined Reading and Math Proficiency Ratings for all students in the Non-Duplicated Gap Group from 45.8 to 65.6% by 05/27/2016 as measured by KPREP Scores.

Strategy1:

Best Practice - Teachers will refine instruction by using research based strategies that reflect best practice in the classroom.

KDE Comprehensive School Improvement Plan

Barren County Middle School

Category:

Research Cited: What Works Clearing House (<http://ies.ed.gov/ncee/wwc/AboutUs.aspx>)

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Barren County Middle School will partner with neighboring counties to complete Instructional Rounds. Instructional Rounds will help identify strengths and weaknesses within overall instruction. Areas for improvement will be identified and suggestions for next steps will be discussed.	Other	08/07/2015	05/27/2016	\$0 - No Funding Required	Leadership team, Content Leaders, Faculty

Activity - Critical Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to a new critical thinking class. In this class students will be involved in: 1. Project-Based Learning 2. Data Notebook-weekly personal and academic goal setting 3. Read Seven Habits of Highly Effective Teens and apply strategies for self-improvement 4. Consumerism Project 4. Banking Project	Other	08/07/2015	05/27/2016	\$0 - No Funding Required	Faculty

Activity - Claim, Data, Warrant Writing Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all content areas will instruct students on how to use the format of claim, data, warrant in expository, persuasive, and analytical writing. This includes open responses, essays, document based questions, and on-demand writing.	Direct Instruction	08/08/2012	05/27/2016	\$0 - No Funding Required	Faculty

Activity - Magnet Program, High School Credit Courses, and Advanced Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Magnet Program will provide high achieving students with an advanced track through the middle school along with enrichment opportunities such as summer camps and field trips. High school credit classes in English, math, and science will be offered as a part of the middle school curriculum. Advanced classes in social studies, related arts and math will also be offered as a part of the curriculum.	Direct Instruction	08/08/2012	05/27/2016	\$1000 - General Fund	Administrators, faculty, staff

KDE Comprehensive School Improvement Plan

Barren County Middle School

Activity - Differentiation Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various methods to deliver instruction which meet the needs of various levels of learners. Teachers will utilize differentiation practices in the collaborative classroom to ensure student progress. These strategies will include Thoughtful Education strategies, small group instruction, parallel teaching, flexible grouping, co-teaching, etc. Edgenuity us also a class that is utilized to meet the various learning needs of students.	Direct Instruction	08/08/2012	05/27/2016	\$0 - No Funding Required	Faculty

Activity - Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and faculty will collect information regarding student engagement and learning by conducting regular walk-throughs during instructional time.	Other	01/14/2013	05/27/2016	\$0 - No Funding Required	Administrators and faculty

Activity - Visible Learning Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will be involved in implementing John Hattie's research-based strategies as a means to improve student achievement. Strategies that have been found to be successful and will be utilized by staff are: microteaching, feedback, self-reporting grades, formative evaluations, Piagetian programs, reciprocal teaching, etc.	Other	08/07/2015	05/27/2016	\$0 - No Funding Required	Faculty

Strategy2:

Response to Intervention - Administrators and teachers will meet to identify students who need academic intervention.

Category:

Research Cited: http://education.ky.gov/users/otl/RTI/KSI%2010_30.pdf

Activity - Response to Intervention Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and faculty will meet quarterly to determine students who need academic assistance. MAP, School-Wide Scrimmage Tests, and KPREP scores along with classroom performance will be used to identify FOCUS students who need intervention. Once FOCUS students are placed into intervention programs, interventionists check their progress weekly. Intervention programs include Aleks Math, Read 180, Fast Math, Reading Plus, and small group instruction with Americorps/Learning Corps staff.	Academic Support Program	08/08/2012	05/27/2016	\$3000 - General Fund	Administrators, teachers, staff

Activity - Barren Connect	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are assigned mentors who monitor student progress, set weekly goals, and assist in improving student achievement	Academic Support Program	08/13/2015	05/27/2016	\$0 - No Funding Required	ECE Teachers, Classroom teachers

KDE Comprehensive School Improvement Plan

Barren County Middle School

Strategy3:

Progress Monitoring - Teachers will use curriculum maps/pacing guides to ensure that a guaranteed, viable curriculum that is aligned with the Core Content/Common Standards is being taught in all classrooms.

Category:

Research Cited: Dufour and Marzano, Leaders of Learning

Activity - Core Content/Common Standards Tracking and Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop, revise, and refine pacing guides / tracking maps to ensure that a guaranteed, viable curriculum is implemented in all content areas.	Direct Instruction	08/08/2012	05/27/2016	\$0 - No Funding Required	Curriculum coordinators, content leaders and faculty

Activity - Evaluation of Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to analyze results of formative and summative common assessments to determine student achievement. MAP, KPREP, School-Wide Scrimmage tests, and classroom assessments will be analyzed. Data teams will be utilized to review student data. Based on these results, teachers will reteach content which students have failed to master, refer students for academic support such as tutoring through Trojan Extreme (after school program), revise instructional strategies, and/or revise pacing guides.	Other	08/08/2012	05/27/2016	\$0 - No Funding Required	Content leaders and faculty

Strategy4:

Literacy Design Collaborative Training - Language Arts and Social Studies teachers will receive training for Literacy Design Collaborative.

Category:

Research Cited: <http://www.literacydesigncollaborative.org/>

Activity - Literacy Design Collaborative Modules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts, social studies, and science teachers have received receive training on developing and implementing LDC modules with a view to developing and implementing the modules in the 2015-2016 school year. LDC focuses on building students' reading, speaking, listening, note-taking, critical thinking, and writing skills. This will help address the literacy needs of our FOCUS groups in ECE reading.	Direct Instruction	11/17/2012	05/27/2016	\$500 - General Fund	faculty

Strategy5:

Professional Development - Teachers will continue to develop their practice through various avenues including collaboration with other teachers, workshops, and continuing education programs. Professional development will be job-embedded, build instructional capacity, and meet the growth needs of both teachers and students.

Category: Professional Learning & Support

KDE Comprehensive School Improvement Plan

Barren County Middle School

Research Cited: <http://www.edweek.org/ew/issues/professional-development/>

Activity - Professional Learning Communities (PLC) and Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet bi-monthly in Data Teams and weekly in Common Planning PLCs to complete the following: 1. Collaborate in the design of effective instruction 2. Create or revise formative and summative assessments 3. Analyze student work	Professional Learning	08/30/2012	05/27/2016	\$750 - School Council Funds	Principal, Curriculum Coordinators, Content Leaders, and Teachers

Goal 2:

K-PREP Proficiency Goal: Increase the average combined reading and math K-PREP scores for middle school students from 56.5% in 2014 to 76.5% in 2017. (Long Term Delivery Target)

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores to 71.8% at Barren County Middle School by 05/27/2016 as measured by K-PREP scores.

Strategy1:

Program Reviews - Program reviews in writing, arts and humanities, and practical living will be conducted throughout the school year.

Category:

Research Cited: <http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx>

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and teachers will work in committees to conduct regular reviews of the writing, practical living and arts and humanities programs at the middle school. During these reviews, we will evaluate the quality and consistency of our curriculum and instruction in these areas to ensure that core content and common core standards are addressed and that student learning is taking place.	Other	05/17/2012	05/27/2016	\$0 - No Funding Required	Administrators and faculty

Strategy2:

Individual Learning Plan - Students will develop/edit/revise their ILPs throughout the school year.

Category:

Research Cited: <http://education.ky.gov/educational/CCadv/ilp/Pages/default.aspx>

KDE Comprehensive School Improvement Plan

Barren County Middle School

Activity - ILP Development and Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will create/revise their ILPs through technology class, advanced related arts class or with their ECE teacher. They will meet with school staff during the spring semester to review the information contained in the ILP and to plan for their academic future. At this time, students will discuss high school scheduling options along with college and career options.	Other	08/08/2012	05/27/2016	\$0 - No Funding Required	Administrators, faculty and staff

Strategy3:

After School Program - After school program will be utilized to offer both academic support and enrichment activities.

Category:

Research Cited: <http://www.edweek.org/ew/issues/after-school-programs/>

Activity - Trojan Extreme After School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are not mastering key concepts in any content area or who are failing to complete classwork will be referred to Trojan Extreme tutoring and homework help. Trojan Extreme will also be utilized as an enrichment/extension opportunity for students who are successful in the classroom.	Academic Support Program	09/09/2013	05/27/2016	\$70000 - Other	Administrators, Trojan Extreme Coordinator, faculty, staff

Strategy4:

Teacher Training - Teachers will attend various trainings to improve their delivery of instruction and as a result, student achievement.

Category:

Research Cited: <http://www.edweek.org/ew/issues/professional-development/>

Activity - PGES Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have been trained in the PGES evaluation system. There will be an ongoing discussion of the new evaluation system and its requirements. Teachers will evaluate themselves through various self-reflection activities.	Professional Learning	10/07/2013	05/27/2016	\$0 - No Funding Required	Teachers and Administrators

Activity - Project Lead the Way	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLTW classes are hands-on, based in real-world experience, and engaging for students and teachers. We set the highest standards for rigorous, focused and relevant study, and develop students' innovative, collaborative, critical-thinking, and problem-solving skills.	Technology	06/03/2013	05/27/2016	\$250000 - Grant Funds	Annell Becker - Technology Teacher Administration

KDE Comprehensive School Improvement Plan

Barren County Middle School

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, science, and English teachers have attended Laying the Foundation workshops in order to learn instructional strategies that will prepare students for Pre-AP and AP classes at the high school.	Professional Learning	05/18/2012	05/27/2016	\$4000 - School Council Funds	Administrators and faculty

Strategy5:

School Preparation and Orientation - Parents and students will be oriented to the middle school before they begin classes.

Category:

Research Cited: <http://tweenparenting.about.com/od/educationissues/qt/Middle-School-Orientation.htm>

Activity - Orientation Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through 6th grade orientation, the Back to School Bash, and Magnet Orientation, parents and students will receive information on school policies/procedures, course offerings, Infinite Campus access, Trojan Extreme, and syllabi.	Parent Involvement	06/04/2012	05/27/2016	\$1000 - School Council Funds	Administrators, faculty, and staff

Strategy6:

Curriculum Assessment and Alignment - Teachers will collaborate to design and revise curriculum.

Category: Continuous Improvement

Research Cited: Dufour and Marzano, Leaders of Learning, John Hattie's Visible Learning

Activity - Assessment Design and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in content areas to design/revise common formative and summative assessments. They will analyze the results of these assessments in order to evaluate instructional practices, determine the need for remediation, and target students for enrichment.	Other	08/08/2012	05/27/2016	\$0 - No Funding Required	Principal, content leaders and teachers

Goal 3:

Barren County Middle School will reduce the number of novice students.

Measurable Objective 1:

collaborate to use data to expose gaps to identify processes for continuous improvement and reduce the number of novice performing students by 50% (10% annually) by 11/01/2020 as measured by Spring KPREP data each year.

Strategy1:

School Data Leadership Team - Our school will begin collaborative work to understand relevant state and local data points and how this data applies to novice reduction goals.

Category: Management Systems

Research Cited:

KDE Comprehensive School Improvement Plan

Barren County Middle School

Activity - Team Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Data Leadership Team will participate in data analysis protocol teacher level training specific to novice reduction.	Professional Learning	08/07/2015	07/29/2016	\$0 - No Funding Required	Principal or designee

Activity - School Data Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrator will work with District Data Liaison to create a School Data Leadership Team to participate in district supported trainings.	Policy and Process	08/07/2015	07/29/2016	\$0 - No Funding Required	Principal or designee

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will monitor progress throughout the school year through the use of data notebooks. Students will set weekly 1. Set weekly academic goals 2. Monitor progress 3. Record weekly data 3.	Other	08/07/2015	05/27/2016	\$0 - No Funding Required	Leadership team and teachers

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:
 GAP Goal - Increase the average combined Reading and Math Proficiency Ratings for all students in the Non-Duplicated Gap Group from 45.8 in 2014 to 71.4% in 2017.

Measurable Objective 1:
 collaborate to decrease the overall Achievement Gap at Barren County Middle School by increasing the average combined Reading and Math Proficiency Ratings for all students in the Non-Duplicated Gap Group from 45.8 to 65.6% by 05/27/2016 as measured by KPREP Scores.

KDE Comprehensive School Improvement Plan

Barren County Middle School

Strategy1:

Best Practice - Teachers will refine instruction by using research based strategies that reflect best practice in the classroom.

Category:

Research Cited: What Works Clearing House (<http://ies.ed.gov/ncee/wwc/AboutUs.aspx>)

Activity - Claim, Data, Warrant Writing Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all content areas will instruct students on how to use the format of claim, data, warrant in expository, persuasive, and analytical writing. This includes open responses, essays, document based questions, and on-demand writing.	Direct Instruction	08/08/2012	05/27/2016	\$0 - No Funding Required	Faculty

Activity - Differentiation Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various methods to deliver instruction which meet the needs of various levels of learners. Teachers will utilize differentiation practices in the collaborative classroom to ensure student progress. These strategies will include Thoughtful Education strategies, small group instruction, parallel teaching, flexible grouping, co-teaching, etc. Edgenuity us also a class that is utilized to meet the various learning needs of students.	Direct Instruction	08/08/2012	05/27/2016	\$0 - No Funding Required	Faculty

Activity - Visible Learning Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will be involved in implementing John Hattie's research-based strategies as a means to improve student achievement. Strategies that have been found to be successful and will be utilized by staff are: microteaching, feedback, self-reporting grades, formative evaluations, Piagetian programs, reciprocal teaching, etc.	Other	08/07/2015	05/27/2016	\$0 - No Funding Required	Faculty

Activity - Magnet Program, High School Credit Courses, and Advanced Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Magnet Program will provide high achieving students with an advanced track through the middle school along with enrichment opportunities such as summer camps and field trips. High school credit classes in English, math, and science will be offered as a part of the middle school curriculum. Advanced classes in social studies, related arts and math will also be offered as a part of the curriculum.	Direct Instruction	08/08/2012	05/27/2016	\$1000 - General Fund	Administrators, faculty, staff

Strategy2:

Professional Development - Teachers will continue to develop their practice through various avenues including collaboration with other teachers, workshops, and continuing education programs. Professional development will be job-embedded, build instructional capacity, and meet the growth needs of both teachers and students.

KDE Comprehensive School Improvement Plan

Barren County Middle School

Category: Professional Learning & Support

Research Cited: <http://www.edweek.org/ew/issues/professional-development/>

Activity - Professional Learning Communités (PLC) and Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet bi-monthly in Data Teams and weekly in Common Planning PLCs to complete the following: 1. Collaborate in the design of effective instruction 2. Create or revise formative and summative assessments 3. Analyze student work	Professional Learning	08/30/2012	05/27/2016	\$750 - School Council Funds	Principal, Curriculum Coordinators, Content Leaders, and Teachers

Goal 2:

Program Review Goal-The Program Reviews will show a 10% increase in overall score improvement at Barren County Middle School.

Measurable Objective 1:

collaborate to increase the Program Review Score by 10% by 06/01/2015 as measured by Unbridled Learning.

Strategy1:

Professional Learning - Based on Program Reviews results, areas for improvement were identified and activities were written to address the identified areas of weakness. This work continues yearly as PLC teams review the results of previous years and make corrections/adjustments as needed.

Category: Professional Learning & Support

Research Cited:

Activity - Program Review Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers worked together with special area teachers to identify gaps in practical living/vocational studies as well as in the areas of Arts & Humanities and PE in order to align curriculum to meet standards and also identify areas of grade level integration in order to infuse these content areas into all areas of the curriculum. Students will be exposed to cultural enrichment and diversity through a variety of activities. BC Health/Wellness will be expanded to include instruction on the "We Can" program to promote healthy living through announcements, PE classes, and rewards.	Academic Support Program	06/01/2014	06/01/2016	\$0 - No Funding Required	Teachers and Administrators

KDE Assurances - School

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Introduction

KDE Assurances - School

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Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Analysis of MAP and KPREP scores	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Visible Learning High Effect Size Strategies will be utilized. Data Teams will be used to analyze data to choose best instructional strategy to meet the needs of all students.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A	Barren Middle is a 7th and 8th grade school only.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Visible Learning High Effect Size Strategies will be utilized.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A	Title I eligible, but not participating.	

KDE Comprehensive School Improvement Plan

Barren County Middle School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	N/A	Title 1 School, but not participating.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	N/A	Title 1 School, but not participating.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	N/A	Title 1 School, but not participating.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A	Title 1 School, but not participating.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	N/A	Title 1 School, but not participating.	

KDE Comprehensive School Improvement Plan

Barren County Middle School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	N/A	Title 1 School, but not participating.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	N/A	Title 1 School, but not participating.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A	Title 1 School, but not participating.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A	Title 1 School, but not participating.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	N/A	Title 1 School, but not participating.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A	Title 1 School, but not participating.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A	Title 1 School, but not participating.	

KDE Comprehensive School Improvement Plan

Barren County Middle School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A	Title 1 School, but not participating.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A	Title 1 School, but not participating.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A	Title 1 School, but not participating.	

KDE Comprehensive School Improvement Plan

Barren County Middle School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	N/A	Title 1 School, but not participating.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

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The Missing Piece

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Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

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Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

School level administrators

Curriculum Resource Teacher

SBDM Council

Guidance Counselors

DRAFT

Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.0

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

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Decision Making

Overall Rating: 2.57

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

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Advocacy

Overall Rating: 2.67

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 3.0

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

It is the intent of Barren County Middle School to provide parents with opportunities to be a part of their child's education. Parents are informed of their child's progress weekly.

Strengths:

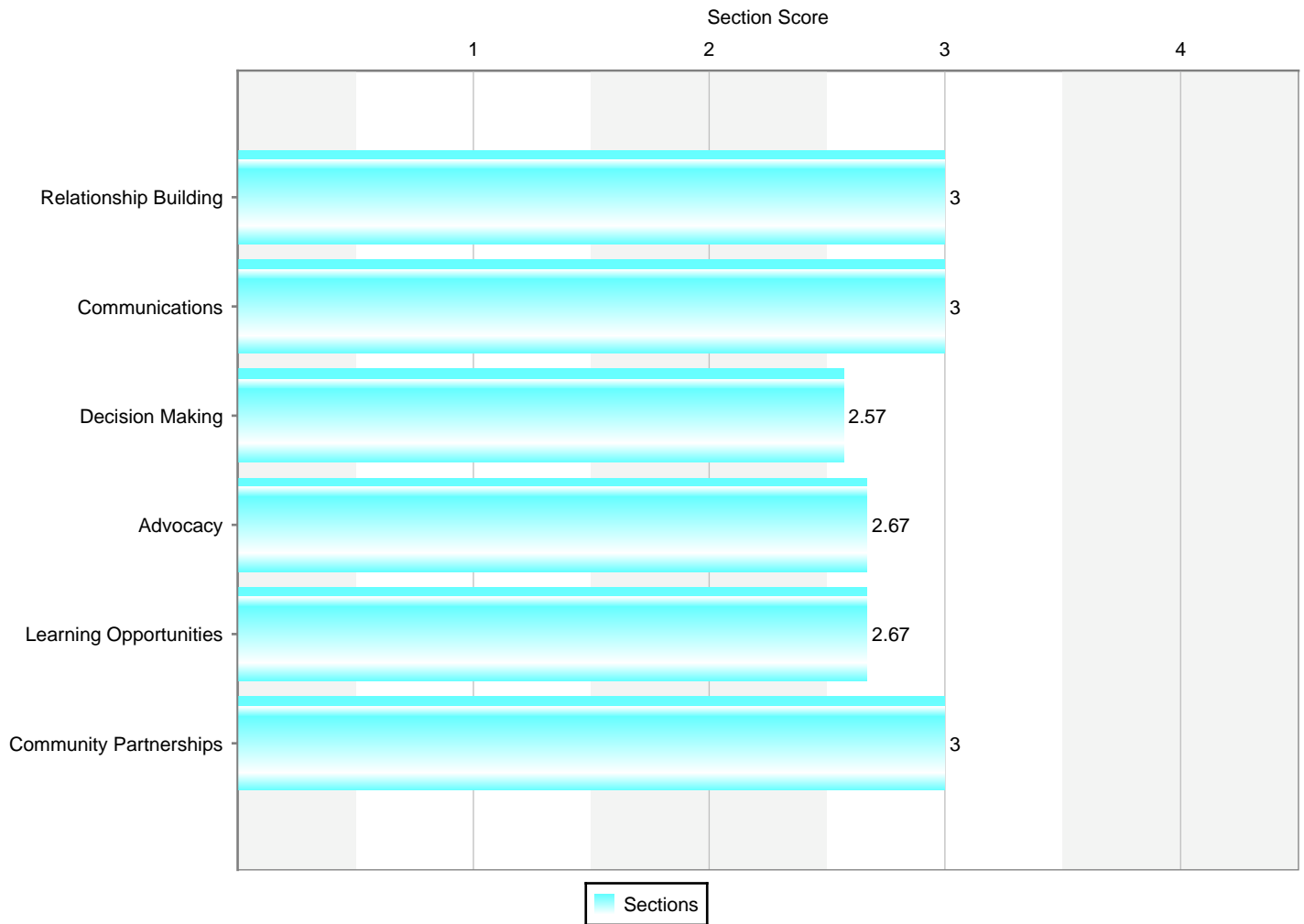
- Weekly newsletter or email sent home to parents from teachers
- One Call system is utilized to ensure parents are aware of events
- Parent/teacher conferences
- 21st Century Trojan Extreme After School Program provides students with extra academic assistance and offers enrichment activities
- Parent University held each year to inform parents about the middle school
- Transitional activities held for parents and students
- Grandparents day held
- Reality Store invites local businesses and community members
- Veteran's Day program involves members of the community to participate

Weaknesses:

- Continue to work on feedback from parents on how to meet the needs of each child

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

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Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Administrators, certified and classified school level staff, parents, business and community partners as well as district employees were involved in the development of our improvement plan. Through the utilization of needs assessment data gathered from our TELL results as well as student performance data from our KPrep, MAP, and common assessments. Committees and team members compiled results to inform and drive the decision making process.

Based on those findings and the previous needs identified from our CSIP, our new plan began to form. As a school, our data indicated a need to increase student performance in reading at all grade levels. Once this was identified, strategies for this to occur were designed and implemented. This is just one example of how we targeted the needs for improvement for our school and community.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

- Parents serving on our SBDM council, committees and PTO shared ideas and suggestions regarding ways to continue to improve
- TELL survey results were also analyzed to determine strengths and target weaknesses in order to improve performance
- Teacher and administrator PLC groups reviewed program review results to determine areas of focus in order for growth to occur
- Student assessment results from KPrep, MAP, common assessments, etc. have been analyzed using the information from summer professional development training on data analysis provided by GRREC
- Community partners share ideas and suggestions during their time working with students in our 21st century after school program

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

CSIP is included on our monthly SBDM agenda and reviewed accordingly. Stakeholders provided input into the development and updates necessary for our plan. BCMS Site Based Council approved the 2015-16 CSIP during their monthly meeting in November and Barren County Board of Education will also review and adopt our plan during their December meeting. Staff members will receive an updated copy of the newly adopted CSIP.

School Safety Report

DRAFT

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

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School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	Barren Middle 9-17-13	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	9-17-13	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes	Originally occurred on Feb. 7. 2013; In August 2014 a second meeting for sharing updated plans was held; October 2015 additional meeting held to review plans. Copies maintained in Central Office.	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	Adopted 9-13-2012 Revised and reviewed 10-28-15	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	Plans were reviewed as part of the opening day trainings - August 4 and 5, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	Local sheriff and fire chief (and staff) have reviewed the EMP. Local first responders participate in annual updates.	

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	August 2015	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	District participates in the Great Central US Shakeout in collaboration with local Emergency Management Director. Participated on October 15, 2015.	

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	The Kentucky Center for School Safety has completed site visits at all Barren County Schools, and we are now starting a second round for analysis and safety planning. District team meet for two additional days with KY Center for School Safety for additional training and review of the district plan in October 2015.	

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	All schools have a file documenting this. In addition, the district has a file, and compiles progress of each school completing them.	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	District and School Leadership are reminded of the requirement and files are kept at district office.	

Equitable Access Diagnostic

DRAFT

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

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Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	Review of data was conducted to determine any barriers which exist regarding equitable access for all students in working with the most effective teachers.	

What are the barriers identified?

Teacher turnover, quality candidates

What sources of data were used to determine the barriers?

School report card - teacher/school data and student assessment data

HR Data - KTIP & EPSB data

PGES Effectiveness Data

TELL Survey Data

What are the root causes of those identified barriers?

Lack of quality candidates with some lacking work ethics/commitment

Lack of respect as profession when higher salaries in other fields are available

Demand of profession/age group

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

Data shows majority are in accomplished range. Some aspects of the system that do not accurately identify all aspects of effective teaching.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

-Barren County Middle School Site Based Decision Making Council appoints the school scheduling committee to take a look at course offerings that best meet the needs of our student population. The Leadership team, made of the principal, assistant principal, counselors and curriculum specialist, discuss and review classes that our taught. Highly effective teachers are assigned to classes in which they meet the needs of the students.

-According to the most recent School Report Card, no teachers are teaching outside his/her teaching field.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Data is used to ensure that all students are placed in the most effective placement possible. The Counselors, with the Leadership team, look at how students score on the MAP, KPREP state assessment, and overall academic performance prior to the year. This data will help place students in the courses that meet their needs. Courses available to meet the needs of the students include Read 180, RTI yearlong groups, and Edgenuity. Teachers are assigned to these classes who are highly qualified in their field.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

-As a Leadership team, data is reviewed to determine student needs. Teachers are intentionally chosen who have the experience and success with meeting these specific needs. The school interview process ensures that only the most effective teachers are employed.

-Our district participates in the job fairs hosted by WKU at the Glasgow and Bowling Green Campuses.

-Our school works with various colleges in our area to host student observers and student teachers.

-Leading to Learn grant participation

-Ongoing GRREC support

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

-Barren Middle's interview process ensures that effective classroom teachers are employed. As a faculty, we research the most effective

strategies to meet the diverse needs of our students.

- John Hattie's Visible Learning High Effect strategies are used by teachers to ensure improvement of academic achievement.
- Teachers also participate in bimonthly data teams to analyze student data and alter instructional strategies when needed.
- Ongoing novice reduction work being completed by leadership team and staff
- District staff working with school level staff to implement strategies to meet the needs of diverse learners

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

- Barren County Middle School works hard to retain effective, quality teachers. Administration strives to retain quality teachers by promoting leadership within the building.
- Teachers are encouraged to attend individual professional development and try innovative teaching strategies.
- Teachers are also asked to be part of daily decision-making so that they feel like they are a part of the school's vision.
- Leadership also encourages teachers by celebrating successes.
- District level support for new teachers

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

Barren County Middle School ensures that first year teachers are supported throughout the school year. New teachers are assigned a mentor within the district, as well as working closely with the school Curriculum Specialist. Content leaders also assist new teachers to ensure that new teachers understand curriculum expectations. Walk-Throughs are utilized to identify areas of need to assist teachers with instruction. Teacher's schedules also allow for common content planning.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Professional learning needs of teachers are identified through walk-throughs, peer observations, and instructional rounds. From these various forms of observations, specific feedback is given. Teachers collaborate to develop growth plans to ensure area of need is addressed. Teachers are encouraged to attend professional development in area of need, as well as being paired with effective teachers who are accomplished in this area. Teachers also meet with leadership to identify strategies to improve in the area of need.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

The TELL survey is analyzed to identify areas for improvement. The master schedule is created so that grade level content areas have common planning. Reward time with students is utilized to ensure that teachers have time to meet in data teams as a department to analyze data to impact and alter instruction. Administrators also meet individually with staff to discuss needs, areas for improvement, weaknesses and strengths.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Goal 1: GAP Goal - Increase the average combined Reading and Math Proficiency Ratings for all students in the Non-Duplicated Gap Group from 45.8 in 2014 to 71.4% in 2017.

Measurable Objective 1: collaborate to decrease the overall Achievement Gap at Barren County Middle School by increasing the average combined Reading and Math Proficiency Ratings for all students in the Non-Duplicated Gap Group from 45.8 to 65.6% by 05/27/2016 as measured by KPREP Scores.

Strategy 1:

Professional Development - Teachers will continue to develop their practice through various avenues including collaboration with other teachers, workshops, and continuing education programs. Professional development will be job-embedded, build instructional capacity, and meet the growth needs of both teachers and students.

Activity - Professional Learning Communities (PLC) and Data Teams

Strategy 2:

Progress Monitoring - Teachers will use curriculum maps/pacing guides to ensure that a guaranteed, viable curriculum that is aligned with the Core Content/Common Standards is being taught in all classrooms.

Activity - Core Content/Common Standards Tracking and Pacing Guides

Activity - Evaluation of Common Assessments

Strategy 3:

Best Practice - Teachers will refine instruction by using research based strategies that reflect best practice in the classroom.

Activity - Walk Throughs

Activity - Differentiation Strategies

Activity - Magnet Program, High School Credit Courses, and Advanced Classes

Activity - Claim, Data, Warrant Writing Strategy

Activity - Instructional Rounds

Activity - Critical Thinking

Activity - Visible Learning Strategies

Strategy 4:

Response to Intervention - Administrators and teachers will meet to identify students who need academic intervention.

Activity - Response to Intervention Meetings

Activity - Barren Connect

Strategy 5:

Literacy Design Collaborative Training - Language Arts and Social Studies teachers will receive training for Literacy Design Collaborative.

Activity - Literacy Design Collaborative Modules

Goal 2: K-PREP Proficiency Goal: Increase the average combined reading and math K-PREP scores for middle school students from 56.5% in 2014 to 76.5% in 2017. (Long Term Delivery Target)

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores to 71.8% at Barren County Middle School by 05/27/2016 as measured by K-PREP scores.

Strategy 1:

Curriculum Assessment and Alignment - Teachers will collaborate to design and revise curriculum.

Activity - Assessment Design and Analysis

Strategy 2:

Teacher Training - Teachers will attend various trainings to improve their delivery of instruction and as a result, student achievement.

Activity - Laying the Foundation

Activity - Project Lead the Way

Activity - PGES Training

Strategy 3:

Individual Learning Plan - Students will develop/edit/revise their ILPs throughout the school year

Activity - ILP Development and Revision

Strategy 4:

School Preparation and Orientation - Parents and students will be oriented to the middle school before they begin classes.

Activity - Orientation Activities

Strategy 5:

After School Program - After school program will be utilized to offer both academic support and enrichment activities.

Activity - Trojan Extreme After School Program

Strategy 6:

Program Reviews - Program reviews in writing, arts and humanities, and practical living will be conducted throughout the school year.

Activity - Program Reviews