



## 2020-21 Phase Three: Executive Summary for Schools BMS

2020-21 Phase Three: Executive Summary for Schools

**Bernheim Middle School**  
**Katie Stephens**  
700 Audubon Drive  
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United States of America

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## 2020-21 Phase Three: Executive Summary for Schools

. 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?

Bernheim Middle School is located in Bullitt County, considered a suburb of Louisville the area however is highly rural. There are no densely populated neighborhoods within walking distance and the majority of our students travel more than one mile to school each day with some students traveling to school from as far as 13 miles away. Bernheim's district covers the southernmost part of Bullitt County with the borders touching the surrounding counties of Nelson and Hardin. Bernheim Middle School is considered a neighborhood school. Our students have grown up and attended school together for most of their lives. Bernheim Middle School is a Title 1 School with 54% of students formally qualifying for Free/Reduced Lunch. The school population has about a 20% transient population and the average daily attendance being around 94% in a non-covid year. When asked to partner with our school most community members are willing to participate and this is seen in career day and other events the school has sponsored. Bernheim's staff is comprised of highly qualified veteran and new teachers as the turnover of teachers results mainly from teachers retiring. Bernheim offers students many ways to become engaged in school through numerous extra curricular activities including, but not limited to, basketball, cheerleading, baseball, volleyball, cross country, track and field, academic team, chess, archery, energy team, KYA, KUNA, STEM, STLP, BETA Club, Planet BMS, Civics Club, pep band and band. Students are also part of "houses" where they can earn points for their house based on attendance, behavior, grades, etc.

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

The mission statement of Bernheim middle school is "Every Student, Every Day". Our belief is this applies to students, teachers, all staff and even our BMS community. The vision statement is "Creating a Legacy Excellence", again this applies to each and every member of our school community. We strive to be distinguished in our craft no matter our role. Our goal is to create an environment where students will strive to excel and are successful academically, socially and behaviorally as well as attain soft skills needed to be well rounded 21st Century Citizens. The students are offered multiple opportunities to succeed and experience

the world as we know it. We have incorporated foreign language into our Unified Arts Rotation. Students have the opportunity to become effective communicators in the communications classes. At this time, 8th grade students may earn high school credits in the areas of: Health, PE, Spanish 1 and Algebra 1. This opens up opportunities for our advanced students as they enter high school.

. 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.

Notable achievements from the last three years include in 2019 on Kprep data we saw large gains in both reading and math, which was the last time KPREP was administered. Reading was a 69.4% proficiency and Math 64.5% proficiency. In the last three years BMS continues to excel in athletics, including a world class archery team, as well as academic competitions such as Governors Cup, Beta, KYA, KUNA, and STLP. BMS continues to provide students opportunity in extra curriculums including the Creative Club, Planet BMS, Chess Club, FCA, and more. An area for improvement includes increasing the percentage of students achieving proficient/distinguished in both Reading and Math on the KPREP assessment. Additionally, we aim to provide students the opportunity to grow in the area of perseverance/grit while developing appropriate social emotional skills that will provide them the skills they need to be successful in a 21st century world not only now, but in a post graduation environment.

. **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

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

BMS has a staff that is dedicated to the success of every student. BMS is working to be the number one school in the district regardless of the barriers and challenges our students face. Our goal is to embed social emotional learning and teach resilience to all learners at BMS. BMS staff continues to have a growth mindset, they are working to develop effective PLC processes so that we can focus on what students need to know, develop process for what to do if they don't and how to measure those deficits and we are working on how to push students who have already mastered concepts. The whole child is extremely important and in the end a

student can be a successful productive citizen based on the foundation that the BMS community instills for the students. That may or may not be measured by state accountability. We continue to serve every student, every day as we push them and ourselves to create a legacy of excellence.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: The Needs Assessment for  
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2020-21 Phase Two: The Needs Assessment for Schools

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## **2020-21 Phase Two: The Needs Assessment for Schools**

## Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

## Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The BMS ILT, Katie Stephens, Jennifer Harrison, Amy Bush, Maegan Tepe and Tiffany Jenkins, PLCs which include all content teachers at BMS, Team Leaders, James Carnes, Amanda, Korby, April Watkins, Ashley Schell, Tonya Cravens, Kimberly Newton, SBDM Josh Cravens, James Carnes, Elizabeth Johnson, PLC facilitators Dominic McCamish, Tonya Cravens, Kimberly Newton, Hallie Polston and Elizabeth Johnson as well as the ABRI team, C3 Teams, all share data and review data to move learning forward. These are regularly scheduled meetings with Agendas and Minutes posted in a common area for all to review. These teams meet at least bi weekly, most meet weekly.

## Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### **Example of Non-Academic Current State:**

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

The current state due to COVID 19 is that we do not have data encompassing the past 6 months. The most recent data indicates that as of January 2020 BMS was predicted to be 50.4% P/D in reading and 39.4% P/D in Math on CASE assessment which is a predictor of KPREP. This is a drop from the previous years data wherein we were 69.4% P/D in Reading on KPREP and 64.5% in Math on KPREP. Therefore Reading and Math are a focus area for growth. Non Academic data includes the IMPACT survey including the area of climate as an area of growth and the area of staff leadership relationships as an area of strength.

## Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

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

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

The most recent data indicates that as of January 2020 BMS was predicted to be 50.4% P/D in reading and 39.4% P/D in Math on CASE assessment which is a predictor of KPREP. This is a significant drop from the previous year's actual data. This a concern and a priority. BMS Special Education Students have earned 19.7%P/D in Reading and 13.9% P/D in Math according to CASE KPrep predictor as of January 2020. There is a significant gap between our general education students and our special education students according to this data.

## Trends

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

The current state due to COVID 19 is that we do not have data encompassing the past 6 months. The most recent data indicates that as of January 2020 BMS was predicted to be 50.4% P/D in reading and 39.4% P/D in Math on CASE assessment which is a predictor of KPREP. This is a drop from the previous years data wherein we were 69.4% P/D in Reading on KPREP and 64.5% in Math on KPREP. IF Case predictor is accurate this is a drop in reading schoolwide of 19 and a drop in math of 25%. The data from 2017-2018 indicates a 57% in Reading Schoolwide and a 55.9%P/D in Math KPREP. In 2017 The reading was 59.3 and the Math was 55.8. Therefore Reading and Math experienced tremendous growth in 2019, but are actively an area of focus for growth based on current data.

## Potential Source of Problem

. Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

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

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

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

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

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

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

Per the statement above we will continue to work through all of the KCWP. However we will be continuously working on KCWP 2: Design and Deliver Instruction, KCWP Review, Analyze and Apply Data along with KCWP Design, Align and Deliver Support. As a result of remote learning and NTI KCWP 6 will also be emphasized as we bring students back to the classroom and work on grit and motivation in an empathic and culturally responsive atmosphere.

## Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

The current PLC process is an area of strength. Teachers use data and standards to drive instruction. We will continue to work with our PLC process to overcome the immediate challenges and cause growth for students. Based 2019 KPREP data student were able to achieve 69.4% P/D in Reading on KPREP and 64.5% in math. 100% of our teachers can identify the positive impact on learning that current PLC process provide.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## BMS CSIP PHASE III 2021

### Operational Definitions

**Goal:** Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

### Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

**Proficiency/Gap/Growth Goals (3 year target for each)**

- Proficiency Goal (all levels)- By 2023 BMS students will reach 75% P/D in reading for all students as measured by KPREP.
- Proficiency Goal (all levels) - By 2023 BMS students will reach 71% P/D in math for all students as measured by KPREP.
- Gap Goal (all levels) By 2023 BMS students will increase the combined GAP RATE from 40.7 P/D in reading to 44% and will go from 33.3% combined P/D in math to 40% as measured by KPREP. (Average of ED and SPed p/d%)
- Growth Goal (ES/MS levels) By 2023 BMS will achieve a combined math and reading P/D percentage of 56.9%, up from 44.9% combined math and reading from Fall 2020.

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
<p>By 2023 BMS students will reach 76% P/D in KPREP in reading. Literacy is a continued area of focus for BMS, reading is a key focus of content area PLC work.</p> <p>By 2023 BMS students will reach 71% P/D in KPREP in Math. Math reasoning is a continued focus of our Math PLC; Case, formative assessment data as well as unit assessments indicate students struggle with communicating math reasoning.</p>	<p>76% of all students will score P/D in reading.</p> <p>71% of all students will score P/D in math.</p>	<p>KCWP 2, 4, 5,</p>	<p>-Embedded PD on Bullitt Days linked to Literacy across the content areas.</p> <p>-Thinking Strategy continued work throughout entire staff</p> <p>- Instructional Strategies and best practices monitored through classroom observations, eleot data, and instructional conversations.</p> <p>-PLC process focusing on analyzing student work and reviewing data</p> <p>-Students will be using specific tools including graphic organizers to organize thinking while writing to demonstrate learning.</p> <p>-Students will have ESSA supported computer based programs to supplement instruction in both Reading and Math as part of specific interventions.</p>	<p>-Analyzing CASE data for the purpose of identifying individual students and their specific areas of need based on standards.</p> <p>-Analyzing Classroom Assessments for congruency with standards and appropriate DOK levels.</p> <p>-Analyzing Mastery Connect data for pre-assessments, formative and summative assessments to determine mastery of grade level standards to inform instruction</p> <p>- Analyzing ER and SCR answers from CASE assessments through PLC process.</p> <p>-Timed Read Data</p> <p>-analyzing student work samples through PLC Process.</p> <p>-Eleot, Walk Through and Observation Data</p>	<p>Title 1, additional Math Class, \$54,000 Title 1</p> <p>ESS, for Intervention Tutor \$9,000 General Funds</p> <p>\$500 YSC Funding</p>	<p>-Through PLC processes teachers analyzed data to determine needs assessment.</p> <p>-Weekly ILT meetings every Monday to review data.</p> <p>-Monthly ABRI meetings to review data</p> <p>-Title 1 Evaluation Survey administered Spring/Summer 2021</p> <p>-Title 1 Family Literacy Night October 28, 2020</p> <p>-Title 1 Student Showcase Student Led Conferences April 2021</p> <p>-Parent Communication through social media, email, face-to-face meetings or virtual.</p> <p>-Title 1 staff provides support in math all 3 grade levels. There is an extra Math teacher to support students.</p> <p>-Monthly review at SBDM meetings of Title 1</p> <p>-School communication via social media for Title 1 communications</p> <p>-Jostens Renaissance Program support programs for Character education/Social Emotional Learning-Improved Culture/Climate Training for Teachers</p>

<p>The need is great as SWD students achieved 24.3% P/D and economically disadvantaged students achieved P/D in 57.1% P/D in reading.</p> <p>In Math SWD students achieved 16.2% P/D and economically disadvantaged students achieved 50.4% P/D in math.</p>	<p>Gap groups will score a combined 44% P/D in reading as measured by KPREP</p> <p>Gap Groups will score a combined 40% in math as measured by KPREP.</p>	<p>KCWP 2,3,4, 6</p>	<ul style="list-style-type: none"> <li>-PLC process for Sped Instruction with with District Sped I.C. as part of the process and supporting the team.</li> <li>-PLC will focus on how to support each student needs individually.</li> <li>--Whole Child supports for all students-</li> <li>-SEL/TIC to help support Economically Disadvantaged students/SWD (all students)</li> <li>-- Instructional Strategies and best practices monitored through classroom observations,eleot data, and instructional conversations.</li> <li>-Tier 2 interventions will occur through Power Path days as well as additional time for students who are below grade level in strategy courses.</li> <li>- -Students will have ESSA supported computer based programs to supplement instruction in both Reading and Math as part of specific interventions.</li> </ul>	<ul style="list-style-type: none"> <li>-Analyzing CASE data</li> <li>-Analyzing Classroom Formative Assessments</li> <li>-analyzing student work samples</li> <li>-SPAGs for special education students.</li> <li>- Behavior Intervention data for SWD/E.D. students</li> <li>-Eleot, Walk Through and Observation Data</li> </ul>	<p>\$500 General Fund \$5000 Title 1 \$3000 ESS fund</p>	<ul style="list-style-type: none"> <li>-Second Step Social Emotional Program for students</li> <li>-Support Growth mindset with student participation Advisory and mentoring programs</li> <li>-ESSA programs for reading and math</li> <li>-MTSS services enhanced through Title 1</li> </ul>
<p>Growth Goal (ES/MS levels) By 2023 BMS will achieve a combined math and reading P/D percentage of 56.9% on the CASE assessment, up from 44.9% combined math and reading from Fall 2020.</p>	<p>48% of all students will score P/D combined on Math and Reading on CASE by Spring 2021</p>	<p>KCWP 1, 2, 4, 5</p>	<ul style="list-style-type: none"> <li>-Embedded PD on Bullitt Days linked to Literacy across the content areas.</li> <li>-Thinking Strategy continued work throughout entire staff</li> <li>- Instructional Strategies and best practices monitored through classroom</li> </ul>	<ul style="list-style-type: none"> <li>-Analyzing CASE data</li> <li>-Analyzing Classroom Formative Assessments</li> <li>-analyzing student work samples through the PLC process, identifying areas of growth and student specific standards needed</li> </ul>	<p>\$8000 General Funds \$7000 Title 1 Funds</p>	

			<p>observations,eleot data, and instructional conversations.</p> <p>-PLC processes focusing on analyzing student growth based on CASE data and classroom formative assessment</p> <p>-Students will be using specific tools including graphic organizers to organize thinking while writing to demonstrate learning.</p> <p>-Students will have ESSA supported computer based programs to supplement instruction in both Reading and Math as part of specific interventions.</p> <p>-PLC processes focusing on analyzing student growth based on CASE data and classroom formative assessment</p> <p>-Use of power path days for both recovery and extension for individual growth.</p> <p>-Student goal setting conversations -helping students identify area growth and specific standards still needing mastery. -</p>	<p>for recovery.</p> <p>-PLC minutes will be monitored regularly to determine effectiveness and intentionality of power path days.</p> <p>-PLC process focusing on analyzing student work and reviewing Mastery Connect grade level standard data</p> <p>-Eleot, Walk Through and Observation Data-</p>		
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<p><b>Separate Academic Indicator (3 year target)</b></p> <ul style="list-style-type: none"> <li>SAI Goal-- By 2023 BMS will achieve a 43.5% Proficient/Distinguished according to KPREP in Writing.</li> </ul>						
Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
Students achieved 31% P/D	Writing Students will	KCWP 1,2,4	-PLC processes will be used to	-Formative Assessment	\$1500 General Fund	<i>Title 1, October 28, 2020</i>

<p>in Writing on KRPEP 2019, down from 42.4% the year prior. By 2023 BMS will achieve a 43.5% Proficient/Distinguished according to KPREP in Writing.</p>	<p>score 40 % P/D as measured by KPREP 2021.</p>		<p>make sure instruction is aligned to standards          -analyzing student work through the PLC process          -Unpacking standards and creating appropriate assessments for writing through the PLC process.          - common organizers for responding to CER and SCR questions such as Claim/Evidence/Reasoning &amp; R.A.C.E will be taught          -On Demand Writing Scrimmage assessments will occur with PLCs using student work protocols to analyze student work and help students set appropriate goals.          -Schoolwide system for grading and administering feedback for ODW argument pieces, with a focus of analyzing data within PLCs to set goals and action steps          -Integration of ODW argument rubric into other classes</p>	<p>Data          -PLC minutes/agendas          -Classroom Assessments- -Student work analysis.          -Eleot, Walkthrough data          -Schoolwide ODW data collected and analyzed within PLC          -Mastery Connect data from CFAs analyzed to inform instruction</p>		<p><i>Literacy night          Title 1, Spring 2021 Student Led Conferences and student showcase,          Title 1 family Orientation August 2020          Support Growth mindset with student participation          Advisory and mentoring programs</i></p>
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## 2020-21 Phase Three: Professional Development Plan for Schools BMS

2020-21 Phase Three: Professional Development Plan for Schools

**Bernheim Middle School**  
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## 2020-21 Phase Three: Professional Development Plan for Schools

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

Annual Professional Development Plan:

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

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

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

1. What is the school's mission?

Every Student, Every, Day- Creating a legacy of excellence

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

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

The most recent CASE data predictor shows that 50.4% of students are predicted to be P/D in reading and 39.4% are predicted to be P/D in Math. This is a drop from the previous years data wherein we were 69.4% P/D in Reading on KPREP and 64.5% in

Math on KPREP. Therefore Reading and Math are a focus area for growth and are one of the top areas of need. Non Academic data includes the IMPACT survey including the area of culture as an area of growth therefore school culture is the second top area of need.

3. How do the identified **top two priorities** of professional development relate to school goals?

The PD Plan is aligned with all areas of our area of need. There are PD activities specific to certain contents that are related through the need to improve school culture. Most all activities are related to growth academically for all students including reading, math and literacy and improving school culture through SEL, PBIS, and student recognitions.

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

Specific objectives include increased teacher efficacy in both Reading and Math as well as Literacy across content areas in Science and Social studies. We are including support for special education teachers so that all students will be included. We are including support for PLC practices that when done effectively become the change agent for student growth. We are including support for differentiation so that interventions, recovery and enrichment are a common practice for all students. We continue to support teachers on thinking strategies and other meaningful literacy practices.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results include stronger PLC practices, including but not limited to regularly looking at student data in Reading and Math in order to determine student levels of performance and the implementation of interventions/extensions as needed. It is also intended to grow all students, seeing all students reach grade level mastery and beyond.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Indicators of success will be the percentage of students making academic gains in both Reading and Math; percentage of students demonstrating mastery of grade

level standards in both subjects. Grade level, district and state assessment data will serve as evidence of these indicators.

4d. Who is the targeted audience for the professional development?

The audience includes staffulty schoolwide.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

The whole school community is impacted by the PD plan. Students will grow academically through the structures created with the assistance of the PD plan. Educators will grow in their efficacy to meet students needs academically through the structure of school wide PLC processes including all collaborative teams.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Teachers will need time to collaborate within PLCs and House Teams to utilize the PLC process and discuss student progress and impacts on instruction. We will provide continued support with technology with a variety of programs to best support teacher and student needs leading to student growth.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing supports will include weekly PLC collaboration and ongoing unofficial PLC conversations, whole group and one-on-one meetings between the instructional coach and PLC facilitators, and coaching cycles between the instructional coach and teachers. Continued support between teachers, IC and Principal with opportunity for teacher input on PD needs.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Monitoring of evidence will include weekly PLC agendas/notes, grade level common assessment data comparison/analysis through weekly PLCs, district benchmark data comparison/analysis through PLCs and among the principal and instructional coach (3x per year), and intervention data analysis through PLCs, instructional

coach and intervention teachers. The natural processes that occur at BMS will allow monitoring of all areas including classroom visits, observations and collegial conversations.

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

The specific object is to provide students the opportunity to grow in the area of perseverance/grit while developing appropriate social emotional skills that will provide them the skills they need to be successful in a 21st century world not only now, but in a post graduation environment.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are that students will gain a sense of belonging and self confidence while learning the skills enveloped in the BCPS graduate profile. Relationships matter most when meeting the needs of all students especially those from ED settings, educator beliefs will be supported through the PD plan specifically providing tools for SEL growth, Advisory, Mentoring and ways to celebrate student success. Practices include a multitude of student celebrations, Advisory, SEL lessons and a student advisory group.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Success indicators may include student survey data measuring their perception of their sense of belonging. We will use the percentage of student on the honor roll and conversely the students who are failing courses. We will continue to use academic markers such as CASE, KPREP and school level assessments to determine the success the PD.

5d. Who is the targeted audience for the professional development?

The audience includes our staffuly community.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

The whole school community is impacted by the PD plan. Students will grow academically and social emotionally through the structures created with the

assistance of the PD plan. Educators will grow in their efficacy to meet students needs both academically and their SEL needs.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

The resources required to support the professional development include funding to support the PBIS/Renaissance program, time for educators to collaborate and a continued focus on

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

We will continue to use collaborative team meetings (House, C3, Abri, PLC meetings) to provide supports. The counselor will continue to provide support for mentoring and advisory lessons for all educators and students. We will continue to grow our PBIS/Renaissance program by providing funding as necessary, time and support.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The program will be monitored via behavior data, student survey data, academic data, house competition scoreboards measuring specific school wide data and qualitative data shared by educators in the various collaborative teams.

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

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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