



KDE Comprehensive School Improvement Plan

Browning Springs Middle School

Hopkins County

Jason Clark, Principal
357 West Arch Street
Madisonville, KY 42431

TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School 4

School's Purpose 5

Notable Achievements and Areas of Improvement 6

Additional Information 7

2014-2015 Comprehensive School Improvement Plan

Overview 9

Goals Summary 10

Goal 1: Increase the average combined reading and math K-PREP scores for Browning Springs Middle School students from 39.4% to 66.9% in 2017 11

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34% in 2014 to 63% in 2017 11

Goal 3: Implementation of effective, research-based behavior management practices into each teacher's classroom in order to reduce their time spent dealing with student discipline issues to one hour or less per week 13

Goal 4: Continuation of the Browning Springs Middle School academic program which includes Writing, Practical Living, and Arts and Humanities programs that receive a rating of proficient or higher on all of the indicators in the Program Review Report 15

Goal 5: Working together, the BSMS staff will continue to develop a positive school culture that values students, parents, and teachers, promotes effective instruction and learning, works within a team concept, and provides administrative and collegial support 17

Goal 6: Achievement of College & Career Readiness Benchmarks by all Browning Springs Middle School students. ... 18

Goal 7: Increase the percentage of effective teachers each year through 2020 19

Goal 8: Increase the percentage of effective principals each year through 2020 20

Activity Summary by Funding Source..... 22

KDE Needs Assessment

Introduction..... 28

Data Analysis..... 29

Areas of Strengths..... 30

Opportunities for Improvement..... 31

Conclusion..... 32

The Missing Piece

Introduction..... 34

Stakeholders..... 35

Relationship Building..... 36

Communications..... 37

Decision Making..... 39

Advocacy..... 41

Learning Opportunities..... 42

Community Partnerships..... 44

Reflection..... 45

Report Summary..... 46

Improvement Plan Stakeholder Involvement

Introduction..... 48

Improvement Planning Process..... 49

KDE Assurances - School

Introduction..... 51

Assurances..... 52

Compliance and Accountability - Middle Schools

Introduction..... 58

Planning and Accountability Requirements..... 59

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.

Executive Summary

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.

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?

Browning Springs Middle School is composed of 396 students, 54% male and 46% female. Demographic percentages of students by race are as follows: 69% White, 18% African-American, 7% Hispanic, 6% Two or More Races.

The student population has 66% on free or reduced lunch. The staff is 90% white and 10% African-American. Academic course offerings include reading, math, language arts, science, and social studies. Exploratory classes include band, chorus, music, fine arts, computer science, physical education, health, and consumer science.

Many staff changes have occurred during the past three years, including changes in the administrative staff. This is the first year for the current principal. One assistant principal is in his third year, and the other assistant is in her first year at the school. The curriculum specialist is in her second year at the school, and the Special Education Building Coach is in her first year. The faculty has experienced a high turnover rate with 77% of the teachers being new to the school in the past three years. Also, in the past three years a core content area position in three grades has had multiple teachers filling that position. The changing staff membership presents challenges with building a consistent professional development base, developing a common set of instructional practices, and long-range planning.

Several members of our faculty recently attended a conference on High Poverty, High Achieving schools. There we learned more about how we as teachers can help our students succeed, such as creating relationships with our students, helping students to plan for the future, and meeting student needs. We will be working on these ideas in our PLC meetings to improve our school culture.

The BSMS community is diverse as evidenced by the demographic information; the community contains several Section 8 apartment buildings, but also several nice subdivisions. We are working with our Youth Service Center to try to involve parents of all income levels in our school. One of this year's goals is to reestablish our PTSA. We also have had two family nights, and plan to have another.

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.

One Team Striving for Excellence is the current mission statement of Browning Springs Middle School.

Our BEARS expectations include:

Be Prepared

Earn Respect

Act Responsibly

Reflect a positive attitude

Show Cooperation

As reflected on our CSIP, our school will continue to strive for excellence as we develop a vision for our school with input from our staff. We are committed to providing the best education possible for the students of BSMS. We offer a variety of help for our struggling students including Talent Pool, ESS, and RTI . We also provide opportunities for students to become involved after school through football, basketball, archery, cheerleading, dance, student leadership, and chess club.

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.

Browning Springs Middle School: Notable Achievements and Area of Improvement 2011-2014

2012-2013

Recognitions: Morning announcements, perfect attendance, student of the month, honor roll, assessment recognition, Conservation Essay, Governor's Cup, All District Band, Duke University Talent Identification, Young Authors Festival, Talent Shows, Junior Leadership, Glema Mahr Elementary Art Show.

What We Are Doing to Improve: The school goals for building and strengthening the capacity of the instructional staff and effectiveness of the organization are defined in the School Improvement Plan. The plan identifies resources, timelines, and persons responsible for carrying out each activity. The action steps are aligned with the school improvement goals and objectives. The plan is implemented as developed. The means for evaluating the effectiveness of the plan are established.

2013-2014

Recognitions: Morning announcements, perfect attendance, honor roll, student of the month, assessment recognition, Conservation Essay, Governor's Cup, All district Band, Duke University Talent Identification, Young Authors Festival, Talent Shows, Junior Leadership, Glema Mahr Elementary Art Show.

What We Are Doing to Improve: The school goals for building and strengthening the capacity of the instructional staff and effectiveness of the organization are defined in the School Improvement Plan. The plan identifies resources, timelines, and persons responsible for carrying out each activity. The action steps are aligned with the school improvement goals and objectives. The plan is implemented as developed. The means for evaluating the effectiveness of the plan are established.

Browning Springs Middle School: Target Areas of Improvement 2014-2017

Mathematics and ELA - Supplemental classes and interventions, Student Self-Assessments, Integrated Unit and Lesson Development focused on KCAS Standards, Rigorous student activities, and Professional development.

School Culture and Climate - We have several different professional development opportunities to address needs in this area.

- 1)Professional Development on High Poverty, High Achieving schools, with emphasis placed on improving the school culture and climate and creating a vision for our school.
- 2)Visible Learning Professional Development to help councils make decisions that have the highest researched success rate.
- 3)Whole Brain Learning will be a focus to help teachers to engage students.
- 4)Co-Teaching training to improve Special Education Students' experiences in class which will help to improve the school climate.

Additional Information

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

Browning Springs Middle School is housed on the former Madisonville High School campus. The first class to occupy this building was the class of 1938. Renovations and additions were finalized to modernize the structure in 2008. The current two story structure, which is historic in appearance, has within its walls state of the art technology which includes LCD projectors in all classrooms, Smartboards, three technology student labs, four mobile computer labs, a media center stocked with current publications, and a one-of-a-kind auditorium that rivals most professional theatrical performance venues.

2014-2015 Comprehensive School Improvement Plan

Overview

Plan Name

2014-2015 Comprehensive School Improvement Plan

Plan Description

This is the Browning Springs CSIP for the 2014-15 academic year.

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	Increase the average combined reading and math K-PREP scores for Browning Springs Middle School students from 39.4% to 66.9% in 2017	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$300
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34% in 2014 to 63% in 2017	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$49163
3	Implementation of effective, research-based behavior management practices into each teacher's classroom in order to reduce their time spent dealing with student discipline issues to one hour or less per week.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$0
4	Continuation of the Browning Springs Middle School academic program which includes Writing, Practical Living, and Arts and Humanities programs that receive a rating of proficient or higher on all of the indicators in the Program Review Report.	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$0
5	Working together, the BSMS staff will continue to develop a positive school culture that values students, parents, and teachers, promotes effective instruction and learning, works within a team concept, and provides administrative and collegial support.	Objectives: 2 Strategies: 3 Activities: 4	Organizational	\$0
6	Achievement of College & Career Readiness Benchmarks by all Browning Springs Middle School students.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0
7	Increase the percentage of effective teachers each year through 2020.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
8	Increase the percentage of effective principals each year through 2020.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: Increase the average combined reading and math K-PREP scores for Browning Springs Middle School students from 39.4% to 66.9% in 2017

Measurable Objective 1:

collaborate to Increase the averaged combined reading and math K-PREP scores for Browning Springs Middle School students from 33.0% to 47% by 05/31/2015 as measured by 2014-2015 K-PREP .

Strategy 1:

Continue working in Professional Learning Communities - All teachers will meet weekly with PLC grade level teams to collaborate in an effort to address curriculum, instruction, and assessment needs in their classrooms.

Category: Professional Learning & Support

Research Cited: Learning By Doing: A Handbook for Professional Learning Communities at Work by Dufour

Activity - Curriculum Alignment and Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in PLC teams to examine grade level content standards in order to identify any gaps or overlaps in content. They will also break down their content standards into specific learning targets that build upon mastery of previous standards yet are unique to each grade level.	Professional Learning	08/01/2013	06/30/2015	\$0	No Funding Required	Administrative team, Teacher Leaders

Strategy 2:

K-PREP, EXPLORE and MAP Data Analysis - Teachers will disaggregate data from tested areas in order to monitor classroom and individual student progress.

Students will use data notebooks to set goals and monitor their own progress.

Category:

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in each grade level will utilize data notebooks that will travel with them to the next grade level. These will contain their test scores from assessments such as K-PREP, MAP, and EXPLORE. Teachers and students will utilize these to help students set improvement goals.	Academic Support Program	08/01/2014	06/30/2015	\$300	General Fund	Mrs. Lutz, Mr. Clark, all reading enrichment teachers

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34% in 2014 to 63% in 2017

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34% in 2014 to 48.1% by 05/31/2015 as measured by 2014-2015 K-PREP.

Strategy 1:

Reading and Math Intervention - Students who fall below the 18th percentile in Reading and/or Math according to MAP and KPREP screening data will be placed in a corresponding intervention class. Students who fall below the 40th percentile in reading or math will be placed into a PAWS or Reading Enrichment intervention class.

Category: Early Learning

Activity - RTI Math and Reading Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The reading and math intervention classes will target students scoring below the 19th percentile according to MAP reading and/or math data. Using Title 1 funds, a math RTI teacher has been hired for the 2014-2015 school year to help meet the needs of students falling below the 19th percentile in math. Our school librarian will be utilized to help meet the needs of students falling below the 19th percentile in reading.	Academic Support Program	09/03/2012	06/30/2015	\$49163	Title I School Improvement (ISI)	Mr. Clark Mrs. Lutz RTI teachers
Activity - PAWS and Reading Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PAWS classes will target students who score below the 40th percentile in math and/or reading. Reading Enrichment will provide additional reading instruction to all students.	Academic Support Program	08/01/2014	06/28/2015	\$0	No Funding Required	Mrs. Lutz PAWS teachers Reading Enrichment Teachers

Strategy 2:

Improve collaborative classroom teaching strategies - Resource and regular education teachers will implement effective, research-based co-teaching and intervention strategies in the collaborative classroom so that all students will receive instruction that addresses their specific needs.

Category: Integrated Methods for Learning

Activity - Professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All collaborating teachers will receive job-embedded professional development and support regarding best practice collaborative teaching strategies.	Professional Learning	07/30/2014	06/30/2015	\$0	No Funding Required	Mr. Clark Collaborating Teachers
Activity - Monitor implementation of collaborative instructional strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

Implementation of collaborative instructional strategies and accommodations will be monitored using the guided planning process.	Academic Support Program	01/07/2013	06/30/2015	\$0	No Funding Required	Mr. Clark, Mr. Eastham, Ms. Eaves, Mrs. Lutz
--	--------------------------	------------	------------	-----	---------------------	--

Activity - Testing Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be assigned students for testing at the beginning of the year. They will provide accommodations for these students during all standardized testing during the school year.	Academic Support Program	08/25/2014	05/31/2015	\$0	No Funding Required	Ms. Ray, Mrs. McGregor, all teachers

Strategy 3:

Special Education Building Coach - A Special Education Building Coach was hired for our school at the district level.

Category: Human Capital Management

Activity - Resource Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Special Education Building Coach will work with teachers and students at BSMS to meet individual needs of students with disabilities.	Academic Support Program	08/06/2014	06/30/2015	\$0	District Funding	Administration

Activity - Site Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Special Education Building Coach will arrange for collaborating teachers to visit other schools with effective teaching practices.	Other	10/01/2014	05/31/2015	\$0	District Funding	Special Education Building Coach Classroom Teachers

Goal 3: Implementation of effective, research-based behavior management practices into each teacher's classroom in order to reduce their time spent dealing with student discipline issues to one hour or less per week.

Measurable Objective 1:

collaborate to identify and implement interventions that address critical areas of disciplinary concern at BSMS. by 06/30/2015 as measured by SWIS data, One Drive data, and Teacher Survey.

Strategy 1:

PBIS Implementation: Tier 1 - We will continue implementation of PBIS classroom management program until there is full implementation. This will help ensure that

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

teachers consistently manage student behavior throughout the school.

Category: Management Systems

Research Cited: KYCID: Kentucky Center for Instructional Discipline

Activity - PBIS professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue to receive professional development in the PBIS classroom management program.	Professional Learning	08/06/2012	06/30/2015	\$0	Title I School Improvement (ISI)	Mr. Clark, Mr. Eastham, Ms. Eaves, PBIS Tier 1 Team
Activity - PLC collaboration on PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with the Assistant Principals as needed to discuss the school's and grade level's behavior management system which will be adjusted as needed according to data discussed in these meetings.	Behavioral Support Program	09/03/2012	06/30/2015	\$0	No Funding Required	Mr. Eastham, Ms. Eaves, all teachers
Activity - Monitor Implementation of PBIS components	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walkthroughs will be conducted regularly by the administration to monitor implementation of all programs.	Behavioral Support Program	09/03/2012	06/30/2015	\$0	No Funding Required	Mr. Clark, Mr. Eastham, Ms. Eaves, Mrs. Lutz

Strategy 2:

Data Driven Schoolwide policies and procedures - School-wide expectations for students and teachers will be structured around PBIS principles as well as tracked with behavioral data.

Category: Management Systems

Activity - Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be instructed in expectations at the beginning of the year, as established by the administrative team, Tier 1 PBIS team, and Principal Advisory Council. Students will also receive re-teaching of expectations after each extended break.	Behavioral Support Program	11/01/2013	06/30/2015	\$0	No Funding Required	Mr. Eastham, Mr. Clark, Tier 1 PBIS team, Principal Advisory Council
Activity - Periodic Reteaching of PBIS expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After every extended break from school, each teacher will be responsible for reteaching PBIS expectations to their students.	Behavioral Support Program	10/15/2012	06/30/2015	\$0	No Funding Required	Mr. Eastham, all teachers

Strategy 3:

PBIS Implementation: Tier 2 - Tier 2 PBIS team will consist of Mr. Eastham, Ms. Eaves, Ms. Ray, Mrs. Lutz, and Ms. Johnson

Category: Continuous Improvement

Research Cited: KYCID

Activity - Tier 2 Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 Interventions will be established by the PBIS Tier 2 team for students that are not showing progress in meeting the Tier 1 Expectations. These will include check in/check out and/or a PAWS class for behavioral supports.	Behavioral Support Program	09/15/2014	06/01/2015	\$0	No Funding Required	PBIS Tier 2 Team

Goal 4: Continuation of the Browning Springs Middle School academic program which includes Writing, Practical Living, and Arts and Humanities programs that receive a rating of proficient or higher on all of the indicators in the Program Review Report.

Measurable Objective 1:

collaborate to create a comprehensive academic program that incorporates effective, research-based writing instruction throughout the content areas. by 06/30/2015 as measured by The Writing Program Review Diagnostic tool.

Strategy 1:

Develop an Effective Writing Program - To insure that students receive instruction in all Program Review areas, the school has implemented stricter requirements for classroom instruction and for accountability. Teachers must follow guidelines that require a minimum number of writing activities, and they must show documentation and student work samples in lesson plans and in the Classroom Evidence Binder.

Category:

Activity - Content area Writing Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Writing Program Review Committee was established and training was provided to all teachers on the modes of writing and requirements for Program Review.	Professional Learning	09/01/2013	06/30/2015	\$0	No Funding Required	Mr. Clark, Mrs. Lutz

Activity - Monitor Implementation of Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

Administration will monitor the implementation of the writing plan through use of the Classroom Evidence Binder.	Academic Support Program	08/01/2013	06/30/2015	\$0	No Funding Required	Mrs. Lutz, Mr. Clark, Mr. Eastham, Ms. Eaves Writing Program Review Committee
--	--------------------------	------------	------------	-----	---------------------	--

Activity - SBDM Writing Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM Writing Policy requires that teachers provide instruction in all modes of writing and collect student samples for inclusion in Program Review.	Policy and Process	09/01/2013	06/30/2015	\$0	No Funding Required	Mrs. Lutz Mr. Clark Site Base Council All teachers

Measurable Objective 2:

collaborate to create Practical Living and Arts and Humanities programs that both support and enrich the core content curriculum of the school. by 06/30/2015 as measured by their respective Program Review Diagnostic tools.

Strategy 1:

Develop an Effective PLCS and Arts & Humanities Program - To insure that students receive instruction in all Program Review areas, the school has implemented stricter requirements for classroom instruction and for accountability. Teachers must follow guidelines that require a minimum number of Practical Living/Career Studies and Arts & Humanities activities, and they must show documentation and student work samples in lesson plans and in the Classroom Evidence Binder.

Category:

Activity - Content area PLCS and Arts & Humanities Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLCS and Arts & Humanities Program Review Committees were established and training was provided to all teachers on the requirements for Program Review.	Professional Learning	09/01/2013	06/30/2015	\$0	No Funding Required	Mr. Clark, Mr. Eastham, Ms. Eaves, Mrs. Lutz

Activity - Program Review Procedure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will include at least one cross curricular Arts & Humanities and Practical Living/Career Studies concept each trimester and submit a description and student samples to the appropriate Program Review Committee for the program review process. These activities will also be noted in the teachers' lesson plans.	Policy and Process	09/01/2013	06/30/2015	\$0	No Funding Required	Mr. Clark, Mr. Eastham, Ms. Eaves, Mrs. Lutz

Activity - Monitor Implementation of PLCS and A&H cross curricular activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

Administration will monitor the implementation of the PLCS and Arts & Humanities Programs through use of the Classroom Evidence Binder.	Academic Support Program	09/01/2013	06/30/2015	\$0	No Funding Required	Mr. Clark, Mrs. Lutz, Mr. Eastham, Ms. Eaves
---	--------------------------	------------	------------	-----	---------------------	--

Goal 5: Working together, the BSMS staff will continue to develop a positive school culture that values students, parents, and teachers, promotes effective instruction and learning, works within a team concept, and provides administrative and collegial support.

Measurable Objective 1:

collaborate to develop a positive school culture by 06/30/2015 as measured by staff responses to surveys from the book, "Building a Culture of Hope" , other staff surveys, student surveys, and parent surveys.

Strategy 1:

Positive School Culture - The Principal Advisory Committee and Professional Learning Communities will meet to develop ideas to improve school climate. These communities will meet throughout the year to implement strategies and actions designed to create a common vision, build a team atmosphere, and improve the culture of the school.

Category: Stakeholder Engagement

Research Cited: School culture activities will be based on DuFour and Eaker's research in Professional Learning Communities at Work and suggestions gleaned from staff surveys, parent surveys, and student surveys.

Activity - School vision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a process that involves the entire staff (as recommended in Professional Learning Communities at Work by DuFour and Eaker), create a vision to guide the school towards its mission statement.	Other	07/15/2013	06/30/2015	\$0	No Funding Required	Mr. Clark Mr. Eastham Ms. Eaves Mrs. Snodgrass Entire Staff

Activity - Implementation and Impact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be a monthly Implementation and Impact report to the PLC committees by PAC members.	Other	08/05/2013	06/30/2015	\$0	No Funding Required	Mr. Clark Mr. Eastham Ms. Eaves PAC Committee

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

Strategy 2:

Professional Development - Teachers will receive professional development on improving school culture.

Category: Continuous Improvement

Activity - High Achieving, High Poverty Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend a professional development where they will receive training to improve school culture. The teachers attending will share this information with their PLCs.	Professional Learning	11/04/2014	06/30/2015	\$0	District Funding	Mrs. McGregor Mrs. Lutz teachers

Measurable Objective 2:

collaborate to provide opportunities for families to become involved with Browning Springs Middle School by 05/31/2015 as measured by an increase in family participation in after school activities.

Strategy 1:

PTSA - PTSA will be reestablished at Browning Springs Middle School.

Category: Professional Learning & Support

Activity - PTSA Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representatives from the PTSA will meet at Browning Springs Middle School to train parents, teachers, and students on PTSA policies and procedures.	Policy and Process	11/20/2014	05/31/2015	\$0	No Funding Required	Administration

Goal 6: Achievement of College & Career Readiness Benchmarks by all Browning Springs Middle School students.

Measurable Objective 1:

A 50% increase of All Students will demonstrate a proficiency in CCR readiness in Career & Technical by 05/30/2017 as measured by ILP completion and EXPLORE results.

Strategy 1:

Academic and Career Advising - Implementation of Operation Graduation

Category: Persistence to Graduation

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

Career and Technical teachers will monitor the completion of ILPs	Career Preparation/Orientation	12/01/2013	06/01/2015	\$0	No Funding Required	Mrs. Coyle Mr. Bryant Mr. Clark
---	--------------------------------	------------	------------	-----	---------------------	---------------------------------------

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote and implement Operation Preparation for 8th grade students. Invite community advisors to conference with students, one on one, about their career pathways, ILPs and Explore results in order to enhance career awareness and to motivate students.	Career Preparation/Orientation	08/06/2014	05/31/2015	\$0	No Funding Required	Career & Technical Education Teachers 8th Grade Teachers Youth Service Center Administration

Activity - College Readiness Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students will be invited to a College Readiness night where the Administration discusses the Pre-EXPLORE test results and explains the EPAS system to parents. Administration from the local high schools will be invited to participate to help ready students for high school.	Career Preparation/Orientation	09/15/2014	05/31/2015	\$0	No Funding Required	Administration Youth Service Center

Strategy 2:

EXPLORE Data - School reviews EPAS related data, makes instructional decisions based on large areas of student needs, and creates a list of students who did not meet benchmarks on the EXPLORE.

Category:

Activity - Test Taking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate EXPLORE content and testing questions into their instruction. They will practice testing strategies such as the "Five Minute Frenzy".	Academic Support Program	08/01/2013	06/30/2015	\$0	Other	7th and 8th Grade Teachers Mr. Clark Mrs. Lutz

Activity - EXPLORE Pre-Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the Pre-Explore test as 7th graders. Teachers and Administration will use the results of this test to help students set goals for the Explore test.	Career Preparation/Orientation	08/06/2014	05/31/2015	\$0	District Funding	Administration 7th & 8th Grade Teachers

Goal 7: Increase the percentage of effective teachers each year through 2020.

Measurable Objective 1:

collaborate to improve teacher effectiveness through implementation of Kentucky's Framework for Teaching. by 05/29/2015 as measured by the Hopkins County Certified Evaluation Plan rubric..

Strategy 1:

Teacher Training - Teachers will receive training on the components of PGES that will comprise their teacher evaluation.

Category: Teacher PGES

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on PGES evaluation components.	Professional Learning	07/01/2014	06/01/2015	\$0	No Funding Required	Mr. Clark, Mrs.Lutz

Strategy 2:

Monitoring of TPGES - The administrative will monitor teacher performance on TPGES expectations.

Category: Teacher PGES

Activity - Administrative walk-throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will conduct walk-throughs to assess teacher fidelity to TPGES Domains 2 & 3.	Other	09/01/2014	06/01/2015	\$0	No Funding Required	Mr. Clark, Mr. Eastham, Ms. Eaves, Mrs. Lutz

Activity - Guided Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will meet with teachers for guided planning to monitor implementation of Domains 1 and 4 of TPGES.	Professional Learning	08/18/2014	06/01/2015	\$0	No Funding Required	Mr. Clark, Mr. Eastham, Ms. Eaves, Mrs. Lutz

Goal 8: Increase the percentage of effective principals each year through 2020.

Measurable Objective 1:

collaborate to increase principal effectiveness through implementation of Kentucky's Principal Professional Growth and Effectiveness System by 05/29/2015 as measured by Hopkins County Certified Evaluation Plan.

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

Strategy 1:

Teachscape - Principal will complete and review the Teachscape module to assess understanding of PGES components.

Category: Principal PGES

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will serve as a mentor to instruct other principals on PPGES components.	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Mr. Clark
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will instruct/review TPGES components with BSMS teachers and guide Assistant Principals to complete the Teachscape certification process.	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Mr. Clark, all teachers
Activity - Recalibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will successfully recalibrate his Teachscape certification.	Professional Learning	08/06/2014	05/31/2015	\$0	No Funding Required	Mr. Clark

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Notebooks	All students in each grade level will utilize data notebooks that will travel with them to the next grade level. These will contain their test scores from assessments such as K-PREP, MAP, and EXPLORE. Teachers and students will utilize these to help students set improvement goals.	Academic Support Program	08/01/2014	06/30/2015	\$300	Mrs. Lutz, Mr. Clark, all reading enrichment teachers
Total					\$300	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS professional development	All teachers will continue to receive professional development in the PBIS classroom management program.	Professional Learning	08/06/2012	06/30/2015	\$0	Mr. Clark, Mr. Eastham, Ms. Eaves, PBIS Tier 1 Team
RTI Math and Reading Lab	The reading and math intervention classes will target students scoring below the 19th percentile according to MAP reading and/or math data. Using Title 1 funds, a math RTI teacher has been hired for the 2014-2015 school year to help meet the needs of students falling below the 19th percentile in math. Our school librarian will be utilized to help meet the needs of students falling below the 19th percentile in reading.	Academic Support Program	09/03/2012	06/30/2015	\$49163	Mr. Clark Mrs. Lutz RTI teachers
Total					\$49163	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EXPLORE Pre-Test	Students will take the Pre-Explore test as 7th graders. Teachers and Administration will use the results of this test to help students set goals for the Explore test.	Career Preparation/Orientation	08/06/2014	05/31/2015	\$0	Administration 7th & 8th Grade Teachers

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

High Achieving, High Poverty Schools	Teachers will attend a professional development where they will receive training to improve school culture. The teachers attending will share this information with their PLCs.	Professional Learning	11/04/2014	06/30/2015	\$0	Mrs. McGregor Mrs. Lutz teachers
Site Visits	The Special Education Building Coach will arrange for collaborating teachers to visit other schools with effective teaching practices.	Other	10/01/2014	05/31/2015	\$0	Special Education Building Coach Classroom Teachers
Resource Management	The Special Education Building Coach will work with teachers and students at BSMS to meet individual needs of students with disabilities.	Academic Support Program	08/06/2014	06/30/2015	\$0	Administration
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Test Taking Strategies	Teachers will incorporate EXPLORE content and testing questions into their instruction. They will practice testing strategies such as the "Five Minute Frenzy".	Academic Support Program	08/01/2013	06/30/2015	\$0	7th and 8th Grade Teachers Mr. Clark Mrs. Lutz
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC collaboration on PBIS	Teachers will meet with the Assistant Principals as needed to discuss the school's and grade level's behavior management system which will be adjusted as needed according to data discussed in these meetings.	Behavioral Support Program	09/03/2012	06/30/2015	\$0	Mr. Eastham, Ms. Eaves, all teachers
Recalibration	Principal will successfully recalibrate his Teachscape certification.	Professional Learning	08/06/2014	05/31/2015	\$0	Mr. Clark
ILP	Career and Technical teachers will monitor the completion of ILPs	Career Preparation/Orientation	12/01/2013	06/01/2015	\$0	Mrs. Coyle Mr. Bryant Mr. Clark
Professional development	All collaborating teachers will receive job-embedded professional development and support regarding best practice collaborative teaching strategies.	Professional Learning	07/30/2014	06/30/2015	\$0	Mr. Clark Collaborating Teachers
Monitor implementation of collaborative instructional strategies	Implementation of collaborative instructional strategies and accommodations will be monitored using the guided planning process.	Academic Support Program	01/07/2013	06/30/2015	\$0	Mr. Clark, Mr. Eastham, Ms. Eaves, Mrs. Lutz

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

Administrative walk-throughs	The administrative team will conduct walk-throughs to assess teacher fidelity to TPGES Domains 2 & 3.	Other	09/01/2014	06/01/2015	\$0	Mr. Clark, Mr. Eastham, Ms. Eaves, Mrs. Lutz
SBDM Writing Policy	The SBDM Writing Policy requires that teachers provide instruction in all modes of writing and collect student samples for inclusion in Program Review.	Policy and Process	09/01/2013	06/30/2015	\$0	Mrs. Lutz Mr. Clark Site Base Council All teachers
Monitor Implementation of Writing Plan	Administration will monitor the implementation of the writing plan through use of the Classroom Evidence Binder.	Academic Support Program	08/01/2013	06/30/2015	\$0	Mrs. Lutz, Mr. Clark, Mr. Eastham, Ms. Eaves Writing Program Review Committee
College Readiness Night	Parents and students will be invited to a College Readiness night where the Administration discusses the Pre-EXPLORE test results and explains the EPAS system to parents. Administration from the local high schools will be invited to participate to help ready students for high school.	Career Preparation/Orientation	09/15/2014	05/31/2015	\$0	Administration Youth Service Center
Operation Preparation	Develop, promote and implement Operation Preparation for 8th grade students. Invite community advisors to conference with students, one on one, about their career pathways, ILPs and Explore results in order to enhance career awareness and to motivate students.	Career Preparation/Orientation	08/06/2014	05/31/2015	\$0	Career & Technical Education Teachers 8th Grade Teachers Youth Service Center Administration
Curriculum Alignment and Assessment	Teachers will meet in PLC teams to examine grade level content standards in order to identify any gaps or overlaps in content. They will also break down their content standards into specific learning targets that build upon mastery of previous standards yet are unique to each grade level.	Professional Learning	08/01/2013	06/30/2015	\$0	Administrative team, Teacher Leaders
Professional Development	Principal will instruct/review TPGES components with BSMS teachers and guide Assistant Principals to complete the Teachscape certification process.	Professional Learning	07/01/2014	06/30/2015	\$0	Mr. Clark, all teachers
Tier 2 Interventions	Tier 2 Interventions will be established by the PBIS Tier 2 team for students that are not showing progress in meeting the Tier 1 Expectations. These will include check in/check out and/or a PAWS class for behavioral supports.	Behavioral Support Program	09/15/2014	06/01/2015	\$0	PBIS Tier 2 Team
Periodic Reteaching of PBIS expectations	After every extended break from school, each teacher will be responsible for reteaching PBIS expectations to their students.	Behavioral Support Program	10/15/2012	06/30/2015	\$0	Mr. Eastham, all teachers

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

Testing Groups	Teachers will be assigned students for testing at the beginning of the year. They will provide accommodations for these students during all standardized testing during the school year.	Academic Support Program	08/25/2014	05/31/2015	\$0	Ms. Ray, Mrs. McGregor, all teachers
Implementation and Impact	There will be a monthly Implementation and Impact report to the PLC committees by PAC members.	Other	08/05/2013	06/30/2015	\$0	Mr. Clark Mr. Eastham Ms. Eaves PAC Committee
Guided Planning	The administrative team will meet with teachers for guided planning to monitor implementation of Domains 1 and 4 of TPGES.	Professional Learning	08/18/2014	06/01/2015	\$0	Mr. Clark, Mr. Eastham, Ms. Eaves, Mrs. Lutz
PTSA Training	Representatives from the PTSA will meet at Browning Springs Middle School to train parents, teachers, and students on PTSA policies and procedures.	Policy and Process	11/20/2014	05/31/2015	\$0	Administration
Monitor Implementation of PLCS and A&H cross curricular activities	Administration will monitor the implementation of the PLCS and Arts & Humanities Programs through use of the Classroom Evidence Binder.	Academic Support Program	09/01/2013	06/30/2015	\$0	Mr. Clark, Mrs. Lutz, Mr. Eastham, Ms. Eaves
Expectations	Students will be instructed in expectations at the beginning of the year, as established by the administrative team, Tier 1 PBIS team, and Principal Advisory Council. Students will also receive re-teaching of expectations after each extended break.	Behavioral Support Program	11/01/2013	06/30/2015	\$0	Mr. Eastham, Mr. Clark, Tier 1 PBIS team, Principal Advisory Council
Content area PLCS and Arts & Humanities Implementation	The PLCS and Arts & Humanities Program Review Committees were established and training was provided to all teachers on the requirements for Program Review.	Professional Learning	09/01/2013	06/30/2015	\$0	Mr. Clark, Mr. Eastham, Ms. Eaves, Mrs. Lutz
PAWS and Reading Enrichment	PAWS classes will target students who score below the 40th percentile in math and/or reading. Reading Enrichment will provide additional reading instruction to all students.	Academic Support Program	08/01/2014	06/28/2015	\$0	Mrs. Lutz PAWS teachers Reading Enrichment Teachers
Mentoring	Principal will serve as a mentor to instruct other principals on PPGES components.	Professional Learning	07/01/2014	06/30/2015	\$0	Mr. Clark
Monitor Implementation of PBIS components	Walkthroughs will be conducted regularly by the administration to monitor implementation of all programs.	Behavioral Support Program	09/03/2012	06/30/2015	\$0	Mr. Clark, Mr. Eastham, Ms. Eaves, Mrs. Lutz
Content area Writing Implementation	The Writing Program Review Committee was established and training was provided to all teachers on the modes of writing and requirements for Program Review.	Professional Learning	09/01/2013	06/30/2015	\$0	Mr. Clark, Mrs. Lutz

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

School vision	Through a process that involves the entire staff (as recommended in Professional Learning Communities at Work by DuFour and Eaker), create a vision to guide the school towards its mission statement.	Other	07/15/2013	06/30/2015	\$0	Mr. Clark Mr. Eastham Ms. Eaves Mrs. Snodgrass Entire Staff
Professional Development	Teachers will receive training on PGES evaluation components.	Professional Learning	07/01/2014	06/01/2015	\$0	Mr. Clark, Mrs.Lutz
Program Review Procedure	All teachers will include at least one cross curricular Arts & Humanities and Practical Living/Career Studies concept each trimester and submit a description and student samples to the appropriate Program Review Committee for the program review process. These activities will also be noted in the teachers' lesson plans.	Policy and Process	09/01/2013	06/30/2015	\$0	Mr. Clark, Mr. Eastham, Ms. Eaves, Mrs. Lutz
Total					\$0	

KDE Needs Assessment

Introduction

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

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?

Through analysis of our state accountability data, we have ascertained the mastery level of our students at each grade level. We used our Unbridled Learning data to identify gaps and the number of students meeting typical growth. We also used the KASC data disaggregation tool and Big Button tool to look at areas of strength and weakness. We will use the reading and writing scores to evaluate the effectiveness of our overall literacy plan. Furthermore, we will use this data to place students who performed at the novice or apprentice level in the appropriate intervention courses.

Current data tells us that science was a strength for us, while social studies and language mechanics performed well below our expectations. Also, 8th Grade On Demand Writing had no Distinguished students. The data does not tell us that our 8th grade students went through three different social studies teachers during the course of the year.

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?

Science was our best scoring area. We were close to getting the bonus for that area. Since this is not a tested area for 2014-15, and the test will be changing after this year, it may be difficult to sustain this as an area of strength.

Last year, we were 6 points away from proficiency. Our EXPLORE scores have improved which will help to increase our scores for 2014-2015. Our math and reading scores improved, and we are still working in this area.

Opportunities for Improvement

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

Our Gap students, especially students with disabilities, are one of the areas that we need to improve. We are a focus school in the areas of social studies and science.

We have hired a Special Education Building Coach to help in this area. She is working with our teachers and students to help them with their accommodations. We are also assigning a testing buddy to all students with accommodations. This will help the student gain familiarity with them.

We will monitor our MAP scores to look for improvement in reading and math. We will use data folders and teacher mentors to guide student understanding of their scores and to set personal goals.

Conclusion

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

Our administration is working with teachers and students to increase test scores. We are providing students with data folders so they can set goals for their own achievement. We are teaching students how to use their accommodations and to ask for them. Our goal for the 2014-2015 testing year is 20-50-30 - 20% Novice, 50% Apprentice, and 30% Proficient and Distinguished.

Some of the plans for the school year have already been successfully implemented as shown by the 2014-2015 EXPLORE scores. We look forward to seeing the increase in all areas.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

The school provided a survey was made available to all parents in our school through Infinite Campus. It was also discussed with our SBDM Council, and Principal Advisory Council which includes a representative from each grade level.

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.43

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
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
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Some parents report they are welcome to visit school.	Apprentice

	Statement or Question	Response	Rating
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
5.	School staff involves parents in personal communication about their students' progress at least once a month.	Administrators and school staff are available to parents by appointment only to discuss their student's progress.	Apprentice

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
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

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.43

	Statement or Question	Response	Rating
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
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 that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	Statement or Question	Response	Rating
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).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

	Statement or Question	Response	Rating
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

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 1.71

	Statement or Question	Response	Rating
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.	Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

	Statement or Question	Response	Rating
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
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.	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
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

	Statement or Question	Response	Rating
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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 1.83

	Statement or Question	Response	Rating
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
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
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 that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
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 makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 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 	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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. 	Apprentice

	Statement or Question	Response	Rating
2.	<p>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.</p>	<p>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.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits some student work with scoring guide and proficient level work.</p>	Apprentice

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p>	Apprentice

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

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
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
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 maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

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

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

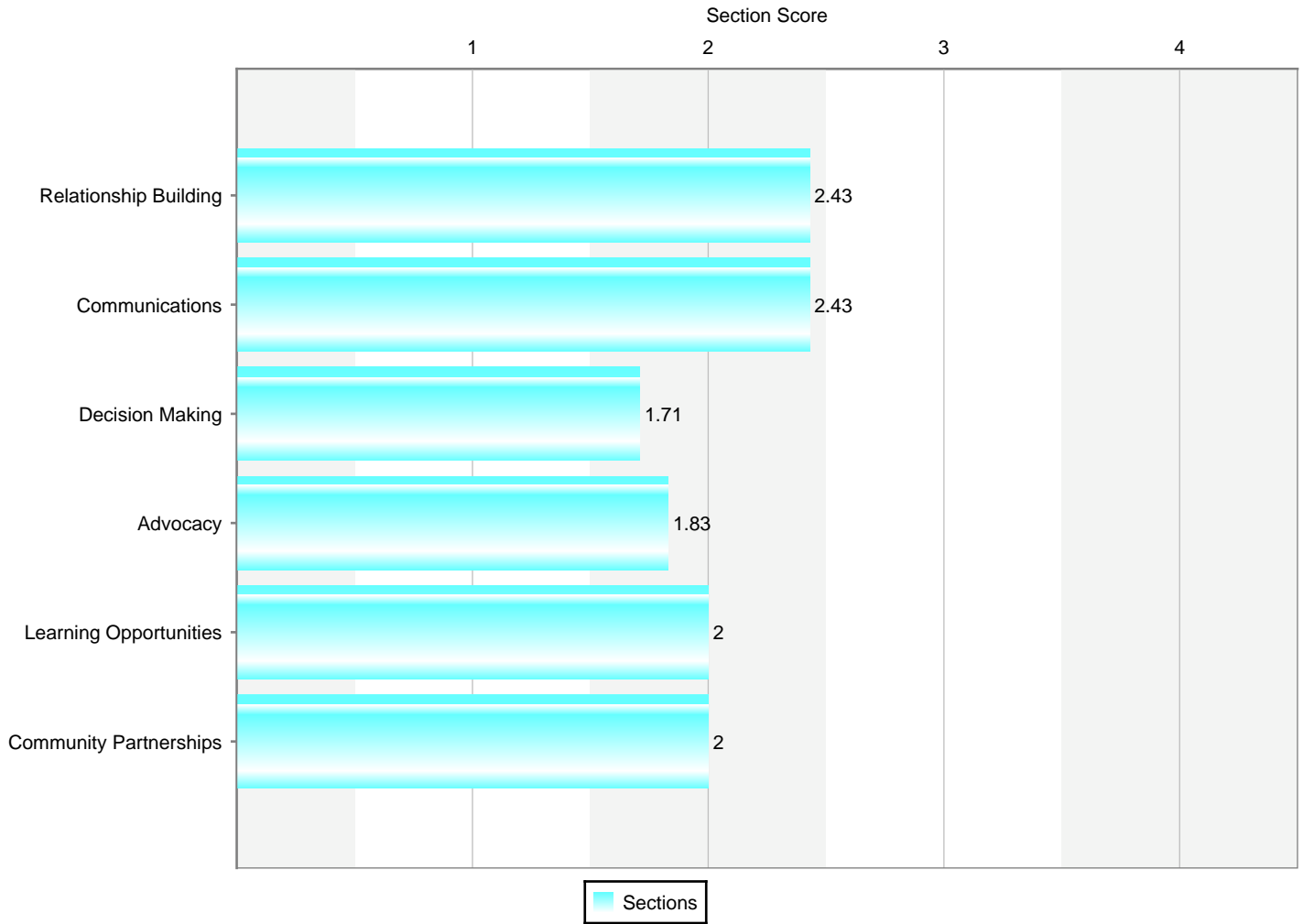
Areas of strength are: welcoming our parents through a yearly open house and providing an ESL translator, using multiple measures to provide parents with information, and scheduling family nights to provide parent information.

Areas for improvement include: keeping parents informed of student progress, working with community partners, and providing parent involvement opportunities.

Based upon the survey given to parents, parents do not feel as if they are being kept informed. Teachers will be reminded of the requirement to post at least one grade for each class weekly. The principal will continue to send out weekly emails to parents about school activities.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

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.

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.

The Browning Springs Principal Advisory Council consists of the team leader from each grade level and Exploratory, along with the Special Education Building Coach, Curriculum Specialist, and Guidance Counselor. The PAC members worked with their grade level teams to disaggregate student assessment data and provide input for the comprehensive school improvement plan. Exploratory team members were incorporated into content areas based upon their area of certification.

Our SBDM Council consists of three teacher representatives, two parents, and our principal. The Advanc-Ed's Parent Survey was sent to all parents using the Infinite Campus Messenger tool. The data from parent surveys will guide our improvement planning. We will have print copies of the survey available in the school's main office for parents who don't have internet access.

Both of our parent representatives are employed by two of our county's largest businesses. Although they aren't necessarily representing those businesses directly as part of our council, their experiences and understanding of community needs brings an important element to our SBDM meetings.

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

The Principal Advisory Council was responsible for collecting and reporting on ideas from their PLC. Ideas would be discussed during PAC meetings and through email, and the PAC representative from each grade level/area would ask for ideas and suggestions and bring these back to administration.

Members of the Site Base Decision Making Council were responsible for collecting ideas, writing the plan, making revisions, and creating the final copy. Parent SBDM members reviewed the CSIP and provided suggestions.

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

The CSIP was presented to SBDM at the regularly scheduled meeting for reading and revision. It will be placed on the BSMS website for all stakeholders to read and copies will be made available by request.

The PAC & SBDM will receive information about its progress at regularly scheduled meetings.

KDE Assurances - School

Introduction

KDE Assurances - School

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		

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		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	Browning Springs Middle School is a 6-8 school and doesn't have preschool. The district does employ preschool transition strategies, however.	

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		

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
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

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.	Yes		

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.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

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.	Yes		

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.	No	We are a school-wide Title I program.	

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

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.	No	We are a school-wide Title I program.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

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.	No	We are a school-wide Title I program.	

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.	No	We are a school-wide Title I program.	

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.	Yes		

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.	No	We are a school-wide Title I program.	

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	We are a school-wide Title I program.	

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.	Yes		

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 and linked to our district website. (provide the website link below)	Yes	www.hopkins.kyschools.us/BrowningSprings.cfm?subpage=694444	

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 specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	Title I does not fund such positions listed.	

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.	Yes		

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

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.	No	We are a school-wide Title I program.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

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	No	We are a school-wide Title I program.	

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		

Compliance and Accountability - Middle Schools

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.

Planning and Accountability Requirements

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

Goal 1:

Working together, the BSMS staff will continue to develop a positive school culture that values students, parents, and teachers, promotes effective instruction and learning, works within a team concept, and provides administrative and collegial support.

Measurable Objective 1:

collaborate to develop a positive school culture by 06/30/2015 as measured by staff responses to surveys from the book, "Building a Culture of Hope", other staff surveys, student surveys, and parent surveys.

Strategy1:

Positive School Culture - The Principal Advisory Committee and Professional Learning Communities will meet to develop ideas to improve school climate. These communities will meet throughout the year to implement strategies and actions designed to create a common vision, build a team atmosphere, and improve the culture of the school.

Category: Stakeholder Engagement

Research Cited: School culture activities will be based on DuFour and Eaker's research in Professional Learning Communities at Work and suggestions gleaned from staff surveys, parent surveys, and student surveys.

Activity - School vision	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a vision to guide the school towards its mission statement, through a process that involves the entire staff (as recommended in Professional Learning Communities at Work by DuFour and Eaker),	Other			07/15/2013	06/30/2015	\$0 - No Funding Required	Mr. Clark Mr. Eastham Ms. Eaves Entire Staff

Activity - Implementation and Impact	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a monthly Implementation and Impact report to the PLC committees by PAC members to provide a communications channel between administrators and teachers.	Policy and Process			08/05/2013	05/31/2015	\$0 - No Funding Required	Mr. Clark PAC Committee

Strategy2:

Professional Development - Teachers will receive professional development on improving school culture.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

Activity - High Achieving, High Poverty Schools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers will attend a professional development where they will receive training to improve school culture. The teachers attending will share this information with their PLCs.	Professional Learning			11/04/2014	06/30/2015	\$0 - District Funding	Mrs. McGregor Mrs. Lutz teachers

Measurable Objective 2:

collaborate to provide opportunities for families to become involved with Browning Springs Middle School by 05/31/2015 as measured by an increase in family participation in after school activities.

Strategy1:

PTSA - PTSA will be reestablished at Browning Springs Middle School.

Category: Professional Learning & Support

Research Cited:

Activity - PTSA Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from the PTSA will meet at Browning Springs Middle School to train parents, teachers, and students on PTSA policies and procedures.	Policy and Process			11/20/2014	05/31/2015	\$0 - No Funding Required	Administration

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

Goal 1:

Increase the average combined reading and math K-PREP scores for Browning Springs Middle School students from 39.4% to 66.9% in 2017

Measurable Objective 1:

collaborate to Increase the averaged combined reading and math K-PREP scores for Browning Springs Middle School students from 33.0% to 47% by 05/31/2015 as measured by 2014-2015 K-PREP .

Strategy1:

K-PREP, EXPLORE and MAP Data Analysis - Teachers and Administrators will analyze KPREP, MAP, and EXPLORE data to track student progress, assess effectiveness of instructional programs, and determine the level of student effort. Decisions regarding academic interventions, student placement, and opportunities for celebration will be made through analysis of this data.

Category: Continuous Improvement

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

Research Cited:

Activity - Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in each grade level will utilize data notebooks that will travel with them to the next grade level. These will contain their test scores from assessments such as K-PREP, MAP, and EXPLORE. Teachers and students will utilize these to help students set improvement goals in both reading and math.	Academic Support Program			08/01/2014	06/30/2015	\$300 - General Fund	Mrs. Lutz, Mr. Clark, all reading enrichment teachers

Strategy2:

Continue working in Professional Learning Communities - All teachers will meet weekly with PLC grade level teams to collaborate in an effort to address curriculum, instruction, and assessment needs in their classrooms.

Category: Professional Learning & Support

Research Cited: Learning By Doing: A Handbook for Professional Learning Communities at Work by Dufour

Activity - Curriculum Alignment and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in PLC teams to examine grade level content standards in order to identify any gaps or overlaps in content. They will also break down their content standards into specific learning targets that build upon mastery of previous standards yet are unique to each grade level.	Professional Learning			08/01/2013	06/30/2015	\$0 - No Funding Required	Administrative team, Teacher Leaders

Activity - Implementation and Impact	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal Advisory Council will present a monthly Implementation and Impact report to the SBDM Council.	Professional Learning			08/01/2014	06/30/2015	\$0 - No Funding Required	Mr. Clark Mrs. Lutz

Strategy3:

Principal Advisory Council - A Principal Advisory Council will continue that comprises teachers that represent all grade levels and content areas.

Category: Stakeholder Engagement

Research Cited:

Activity - Monthly Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal Advisory Council will meet monthly with the administrative team to development plans for the 2014-2015 school year and beyond.	Other			08/06/2014	06/30/2015	\$0 - No Funding Required	Administrative staff PAC

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:
 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34% in 2014 to 63% in 2017

Measurable Objective 1:
 collaborate to Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34% in 2014 to 48.1% by 05/31/2015 as measured by 2014-2015 K-PREP.

Strategy1:
 Reading and Math Intervention - Students who fall below the 19th percentile in Reading and/or Math according to MAP and KPREP screening data will be placed in a corresponding intervention class. Students who fall below the 40th percentile in reading or math will be placed into a PAWS or Reading Enrichment intervention class.

Category: Early Learning

Research Cited:

Activity - PAWS and Reading Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PAWS classes will target students who score below the 40th percentile in math and/or reading. Reading Enrichment will provide additional reading instruction to all students.	Academic Support Program			08/01/2014	06/28/2015	\$0 - No Funding Required	Mrs. Lutz PAWS teachers Reading Enrichment Teachers

Activity - RTI Math and Reading Lab	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The reading and math intervention classes will target students scoring below the 19th percentile according to MAP reading and/or math data. Using Title 1 funds, a math RTI teacher has been hired for the 2014-2015 school year to help meet the needs of students falling below the 19th percentile in math. Our school librarian will be utilized to help meet the needs of students falling below the 19th percentile in reading.	Academic Support Program			09/03/2012	06/30/2015	\$49780 - Title I School Improvement (ISI)	Mr. Clark Mrs. Lutz RTI teachers

Strategy2:
 Improve collaborative classroom teaching strategies - Resource and regular education teachers will implement effective, research-based co-teaching and intervention strategies in the collaborative classroom so that all students will receive instruction that addresses their specific

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

needs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All collaborating teachers will receive job-embedded professional development and support regarding best practice collaborative teaching strategies.	Professional Learning			07/30/2014	06/30/2015	\$0 - No Funding Required	Mr. Clark Collaborating Teachers

Activity - Monitor implementation of collaborative instructional strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of collaborative instructional strategies and accommodations will be monitored using the guided planning process.	Academic Support Program			01/07/2013	06/30/2015	\$0 - No Funding Required	Mr. Clark, Mr. Eastham, Ms. Eaves, Mrs. Lutz

Activity - Testing Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be assigned students for testing at the beginning of the year. They will provide accommodations for these students during all standardized testing during the school year.	Academic Support Program			08/25/2014	05/31/2015	\$0 - No Funding Required	Ms. Ray, Mrs. McGregor, all teachers

Strategy3:

Special Education Building Coach - A Special Education Building Coach was hired for our school at the district level.

Category: Human Capital Management

Research Cited:

Activity - Site Visits	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Special Education Building Coach will arrange for collaborating teachers to visit other schools with effective teaching practices.	Other			10/01/2014	05/31/2015	\$0 - District Funding	Special Education Building Coach Classroom Teachers

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

Activity - Resource Management	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Special Education Building Coach will work with teachers and students at BSMS to meet individual needs of students with disabilities, monitor IEP implementation, and ensure accommodations are implemented on assessments. .	Academic Support Program			08/06/2014	06/30/2015	\$0 - District Funding	Administration

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

Goal 1:

Continuation of the Browning Springs Middle School academic program which includes Writing, Practical Living, and Arts and Humanities programs that receive a rating of proficient or higher on all of the indicators in the Program Review Report.

Measurable Objective 1:

collaborate to create Practical Living and Arts and Humanities programs that both support and enrich the core content curriculum of the school. by 06/30/2015 as measured by their respective Program Review Diagnostic tools.

Strategy1:

Develop an Effective PLCS and Arts & Humanities Program - To insure that students receive instruction in all Program Review areas, the school has implemented stricter requirements for classroom instruction and for accountability. Teachers must follow guidelines that require a minimum number of Practical Living/Career Studies and Arts & Humanities activities, and they must show documentation and student work samples in lesson plans and in the Classroom Evidence Binder.

Category:

Research Cited:

Activity - Content area PLCS and Arts & Humanities Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLCS and Arts & Humanities Program Review Committees were established and training was provided to all teachers on the requirements for Program Review.	Professional Learning			09/01/2013	06/30/2015	\$0 - No Funding Required	Mr. Clark, Mr. Eastham, Ms. Eaves, Mrs. Lutz

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

Activity - Program Review Procedure	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will include at least one cross curricular Arts & Humanities and Practical Living/Career Studies concept each trimester and submit a description and student samples to the appropriate Program Review Committee for the program review process. These activities will also be noted in the teachers' lesson plans.	Policy and Process			09/01/2013	06/30/2015	\$0 - No Funding Required	Mr. Clark, Mr. Eastham, Ms. Eaves, Mrs. Lutz

Activity - Monitor Implementation of PLCS and A&H cross curricular activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will monitor the implementation of the PLCS and Arts & Humanities Programs through use of the Classroom Evidence Binder.	Academic Support Program			09/01/2013	06/30/2015	\$0 - No Funding Required	Mr. Clark, Mrs. Lutz, Mr. Eastham, Ms. Eaves

Measurable Objective 2:

collaborate to create a comprehensive academic program that incorporates effective, research-based writing instruction throughout the content areas. by 06/30/2015 as measured by The Writing Program Review Diagnostic tool.

Strategy1:

Develop an Effective Writing Program - To insure that students receive instruction in all Program Review areas, the school has implemented stricter requirements for classroom instruction and for accountability. Teachers must follow guidelines that require a minimum number of writing activities, and they must show documentation and student work samples in lesson plans and in the Classroom Evidence Binder.

Category:

Research Cited:

Activity - Monitor Implementation of Writing Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will monitor the implementation of the writing plan through use of the Classroom Evidence Binder.	Academic Support Program			08/01/2013	06/30/2015	\$0 - No Funding Required	Mrs. Lutz, Mr. Clark, Mr. Eastham, Ms. Eaves Writing Program Review Committee

Activity - SBDM Writing Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM Writing Policy requires that teachers provide instruction in all modes of writing and collect student samples for inclusion in Program Review.	Policy and Process			09/01/2013	06/30/2015	\$0 - No Funding Required	Mrs. Lutz Mr. Clark Site Base Council All teachers

KDE Comprehensive School Improvement Plan

Browning Springs Middle School

Activity - Content area Writing Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Writing Program Review Committee was established and training was provided to all teachers on the modes of writing and requirements for Program Review.	Professional Learning			09/01/2013	06/30/2015	\$0 - No Funding Required	Mr. Clark, Mrs. Lutz