

Phase One: Continuous Improvement Diagnostic 2018-2019

Phase One: Continuous Improvement Diagnostic

Bryan Station Middle School

Robin Kirby
1865 Wickland Dr
Lexington, Kentucky, 40505
United States of America

Target Completion Date: 10/01/2018

Last Modified: 10/24/2018

Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Results from our 2018-2019 eProve parent and staff survey indicate the need for BSMS to focus our improvement efforts on student engagement in the classroom, family engagement, and our school culture and climate. Sixty-eight percent of BSMS families that replied to our survey responded that their student(s) spend most of their time at school listening to their teacher and 62% of families responded that their student(s) spend a majority of their time completing worksheets and only 14% of families agreed that their student(s) complete challenging work. Two percent of families responded that they have trusting relationships with staff at our school and 70% of families that responded described their interactions with our staff as "brief". Staff that responded to the survey indicated that they felt they didn't have enough time at work while trying to complete responsibilities. Only sixteen of the fifty staff members that responded to the survey described their work environment as inviting.

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Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

BSMS will engage a variety of stakeholders in our process of continuous improvement through our Curriculum and Instruction Committee. Our C&I committee is a sub committee of our SBDM and is open to all stakeholders. Meetings to create plans and monitor progress will be scheduled monthly during a time that all stakeholders can attend.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Two: The Needs Assessment for Schools 2018-2019

Phase Two: The Needs Assessment for Schools

Bryan Station Middle School

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

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

Data is reviewed and analyzed with the Curriculum and Instruction Committee, at leadership team meetings, and at grade level meetings that are held once a week. Data is analyzed with teams, department chairs, the curriculum and instruction committee, MTSS/PBIS teams and SBDM.

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Current State

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

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

The percentage of students scoring proficient and distinguished in KPREP Reading declined from 54.3% in 2017 to 51% in 2018. The percentage of students scoring proficient and distinguished in KPREP Math increased from 38.8% in 2017 to 39.2% in 2018. The percentage of Seventh grade students scoring distinguished in KPREP Reading was 4.3% above State average. 20.6% of Seventh grade students met proficiency in KPREP Science. 39.2% of Eighth grade students met proficiency in KPREP Social Studies. The percentage of Eighth grade students scoring proficient in On Demand Writing was higher than the state average. Teacher attendance increased by 3.5% from 2016 to 2017.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

The percentage of students scoring below proficiency on KPREP Reading and Math in all 5 gap groups is 19 to 60 percent higher than the percentage of students scoring below proficiency in non-gap groups. 100% of Special Education students that tested on KPREP Math scored below proficiency. 98.8% of Special Education students that tested on KPREP Reading scored below proficiency. 60.8% of Eighth grade students scored below proficiency on KPREP Social Studies compared to a state average of 39.7% 79.3% of Seventh grade students scored below proficiency on KPREP Science The percentage of students that met proficiency on KPREP Reading decreased from 53.8% in 2017 to 51% in 2018 The percentage of students that met proficiency on KPREP Social Studies decreased from 48.6% in 2017 to 39.5% in 2018

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Trends

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

There is a need for school wide tier one academic and behavior structures. Proficiency in Reading has declined from 2017 to 2018 Suspensions and SAFE assignments are decreasing

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Potential Source of Problem

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

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

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

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

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

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

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

Delivery of Instruction Reviewing, Analyzing and Applying Data Results Establish a Learning Culture and Environment

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

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

The percentage of students that met proficiency on KPREP Math increased from 38.3% 2017 to 39.2% in 2018 The percentage of students that met proficiency on On Demand Writing increased from 31.7% in 2017 to 44.5% in 2018 The percentage of students scoring novice decreased from 2017 to 2018 in KPREP Math, KPREP Social Studies, and On Demand Writing The percentage of EL students scoring novice on KPREP Reading decreased from 89.5% in 2017 to 61.9% in 2018. The percentage of EL students scoring novice on KPREP Math decreased from 78.9% in 2017 to 23.8% in 2018.

ATTACHMENTS

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ATTACHMENT SUMMARY

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Phase Two: School Assurances 2018-2019

Phase Two: School Assurances

Bryan Station Middle School

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1865 Wickland Dr
Lexington, Kentucky, 40505
United States of America

Last Modified: 10/26/2018

Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
- Yes
 - No
 - N/A

COMMENTS

ATTACHMENTS

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Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
- Yes
 - No
 - N/A

COMMENTS

ATTACHMENTS

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Comprehensive Needs Assessment

3. 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
 - No
 - N/A

COMMENTS

ATTACHMENTS

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4. 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, career, and transition ready.
- Yes
 - No

- N/A

COMMENTS

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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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Targeted Assistance Activities

6. 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.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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7. 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.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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Parent and Family Engagement

8. 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 and Family Engagement Policy.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No

- N/A

COMMENTS

ATTACHMENTS

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Paraeducator Non-Instructional Duties

12. 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**
- No
- N/A

COMMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Three: Comprehensive Improvement Plan for Schools 2018-2019

Phase Three: Comprehensive Improvement Plan for Schools

Bryan Station Middle School

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United States of America

Last Modified: 01/04/2019

Status: Open

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

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

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 BSMS Comprehensive Improvement Plan	BSMS Comprehensive Improvement Plan	

Phase Three: Closing the Achievement Gap Diagnostic 2018-2019

Phase Three: Closing the Achievement Gap Diagnostic

Bryan Station Middle School

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Attached

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

We currently serve 739 students in grades Six through Eight. Our population consists of: 13.6% IEP 50.9% F/R Lunch 22.7% African American 6.1% English Learners 25.2% Hispanic A majority of our students fall into at least one gap group. At BSMS, we place an emphasis on building relationships with students to ensure academic, social and emotional growth. We offer a number of programs to support students in overcoming both internal and external barriers to learning. We welcome and encourage parent and community volunteers to work with students that need additional support. Our mission, vision, and beliefs at BSMS drive our work with our students.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Our school is showing a Novice Reduction in Math for our African American and Hispanic students. Our EL population has shown Novice Reduction in Math by 55.1 percent and Reading by 27.6 percent. As a school we still need to improve in reading for all other gap populations and continue to close the gap in math.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Our school is showing improvement with our EL students in both Math and Reading. Additionally, in Math the percentage of African American students scoring novice declined from 41.1% to 33.9% and the percentage of Hispanic students scoring novice declined from 18.0% to 12.5%. While the school is showing improvement in reducing novice in these areas, we still need to work on increasing proficiency with all gap populations.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Our Special Education population has regressed in both Reading and Math. During the 2016-2017 school year 12.3% of students met proficiency in Reading and 3.1% of students met proficiency in Math. 2018-2019 results show that 100% of Special Education Students failed to meet proficiency in Reading or Math.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

The 2018-2019 Professional Development plan consists of activities in the areas of Department curriculum development and revision, Mission/Vision of our PLC's with an emphasis on moving all students forward, PBIS 101: School-Wide Discipline Plan and EOS, BSMS Instructional Expectations, and SAFE Schools. Additionally, we have embedded professional learning during each week at our Grade Level Meetings including the following topics: Gifted and Talented Service Plans, Social/Emotional Awareness, Differentiation in the Classroom and Data Collection, Interpreting ACCESS scores and providing support, FCPS instructional process, and Addressing SPED needs. We have also revised our ESS plan to target students in Novice TSI groups.

ATTACHMENTS

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F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Although we have changed our Master Schedule this year, there are still not many opportunities for flexible or fluid interventions. While we are working to embed tier II interventions into ELA and Math classes, we still lack opportunities to provide immediate interventions based on the mastery of classroom content. In many instances, a student's grade in Reading and/or Math does not reflect mastery of content as shown on local and state assessments. Additionally, many of our existing and persistent achievement gaps can be addressed with effective behavior interventions that lead to a more structured environment for all students to learn.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Teams of teachers meet every Tuesday for Grade Level Meeting and every Thursday for content PLC. During these meetings, teachers and administrators work together to analyze data, discuss specific students and create plans to help those students reach proficiency. We have requested assistance from the district to assist in strengthening our RTI program and the instructional process. The principal has a staffing committee composed of teachers, leaders, and other stakeholders to help guide decisions based on the needs of our population.

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Decrease the number of sub-groups identified as TSI (Targeted Support and Intervention) from 5 to 0 by 2021. Decrease the number of students scoring Novice in Math in all TSI groups as shown in the summary spreadsheet. Decrease the number of students scoring Novice in Reading in all TSI groups as shown in the summary spreadsheet.

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Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Attached

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 BSMS Gap Group Identification	BSMS Gap Group Identification	III
 Gap Goal	Gap Goal	III

Phase Three: Executive Summary for Schools 2018-2019

Phase Three: Executive Summary for Schools

Bryan Station Middle School

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1865 Wickland Dr
Lexington, Kentucky, 40505
United States of America

Last Modified: 01/04/2019

Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Located in the Hermitage Hills subdivision, adjacent to Bryan Station High School, BSMS has been operating since 1933. Unique to Bryan Station Middle School is the Spanish Immersion Program. In addition to our attendance area students, this immersion based language program builds on the foundation students receive from Spanish Immersion Elementary programs across the district. Students enter the program in Kindergarten and continue through graduation. Students continuing in the Spanish Immersion Program through graduation will graduate prepared to compete in a global economy and will be fluent in the Spanish Language. Our enrollment of 739 (362 Male, 377 Female) consists of 447 students from our district attendance area and 292 students enrolled in our Spanish Immersion Program. Our student demographic information is as follows: 43.1% White 22.7% African-American 25.2% Hispanic 7.9% two or more races 1% Asian .1% Other 50.9% Free and Reduced Meal Qualifiers 6.1% English Language Learners Our staff to student ratio is 12:1 with total of 66 certified staff members. Our certified staff demographics are as follows: 69.7% White 15.2% African-American 15.1 % Hispanic Education Level of Certified Staff Members 4.5% Bachelor's Degree 48.5% Master's Degree 15.2% Master's plus 15 27.3% Rank I 4.5% Doctoral Degree

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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.

The mission of BSMS is for all students to reach their full potential and succeed in a diverse society through positive relationships and meaningful instruction. Our vision is to provide learning opportunities for all students in a positive atmosphere while maintaining fair, firm and consistent expectations. Our staff collaboratively developed the PRIDE acronym (Positivity, Respect, Integrity, Determination, Exemplar) to guide our daily work. We believe that all students should have equal access to a quality education and social/emotional support.

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the past three years, BSMS has worked diligently to close the achievement gaps in reading and math skill acquisition. To combat these areas, the school has implemented a schedule in which student deficits can be targeted within the general education classroom This year BSMS has reduced class time in the ELA and Math classes to 55 minute sections and added an additional

math class in 6th and 7th grades and an additional reading class in 8th grade. Also, implementing this year, intervention classes for the students performing at the lower 25%ile on MAP in reading and/or math through the elective rotation. Training is continued through grade level embedded professional development on Multi-Tiered System of Supports (MTSS), which will help guide the staff on identifying students with Tier 2 and Tier 3 academic needs. These student will be targeted through the use of formative assessment and diagnostic testing in order to identify areas of need. The Deaf and Hard of Hearing program currently works with a range of middle school students and provides the entire building with strategies to use, not only for these students, but to integrate the sign language portion of their program into the entire building through video learning sessions on the morning news. This program is in its seventh year at BSMS and is working with the community through several outside DHH programs, such as Hands Alive. This program allowed our DHH students to work with students and community partners from across the district collaboratively on activities to enhance their classroom learning. Bryan Station Middle is working toward enhancing student learning by closing the achievement gap by 10% each year and increasing the variety of advanced and differentiated courses for all of our students. Through this, our school works to close the achievement gap in reading and math as well as increase the offering of advanced courses. The school plans to see a 5-10% growth in K-Prep scores each year for the next three years. Currently, both the English/Language Arts and Math departments follow the district created pacing guides in order to horizontally and vertically align lessons and content within the school. Also, the ELA department is utilizing the district adopted curriculum, Collections, and the Math department is implementing the district adopted curriculum, EnVision in all math classrooms. The math department follows a placement policy in which students are placed in developmentally-appropriate math classes determined by diagnostic tests, teacher recommendation, and grades throughout the school year. The ELA department is implementing the reading program, iReady and Math is implementing enVision Black Box and Success Maker to assist with Tiered instruction. During the last three years, our Arts and Humanities teacher continues to work with students throughout our building to design and create a mural that represents our learning community and mission statement. Students learning valuable lessons related to art design and reflected on the process from beginning to end. This dedication to involving our students and developing their sense of pride in our school continues throughout our building with several smaller artistic projects. Our Band, Orchestra, and Chorus programs consistently receive high ratings at assessment events and have high participation in local and regional musical events.

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Additional Information

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

Bryan Station Middle School is working on building community bonds through improving community events. Each month we hold a Family and Community Night to which all parents and community members are invited to attend. The events include learning components for parents and community members to support our Title I program. The learning components include trainings on literacy, technology usage, Science Fair projects, accountability scores and meanings, guest speakers on school/community safety, and other academic ideas. Programs have been created to support the large cultural diversity found within Bryan Station Middle. Bearcats DIMES and a 6th grade Girl Group were created for girls in the building to help build self-esteem and character. Girls involved in the Bearcat DIMES program check in on a weekly basis with mentor teachers and the school social workers. The girls are required to provide behavior and grade reports during these check-ins so that mentors can follow up on any unsatisfactory reports with individual teachers. The

6th grade Girl Group was created to identify female students at the 6th grade level that were at-risk for academic and/or behavior. Girls in the this group meet with mentors daily before school begins; during this time mentors work with students on study skills, character education, and strategies to cope. To support our at-risk males, Alpha League focuses on building strong character and positive self-images. The Alpha League follows the same principles of the female mentor group, also offers a step (Hip-Hop) component to perform in public. During these public performances, each male student states his life mission and vision and how he is working towards achieving personal goals. The group most recently traveled to Washington, D.C. last school year in order to experience and learn from high-ranking men of color in the political realm. The M.A.D.E. and A.C.E. programs also support students with community mentors to ensure students are able to achieve both personal and academic goals. All of the programs listed provide community involvement through guest speakers, mock job interviews, public performances, and community service.

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ATTACHMENT SUMMARY

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