



2020-21 Phase Two: District Assurances Barren Co Schools

2020-21 Phase Two: District Assurances

Barren County

Bo Matthews

202 West Washington Street

Glasgow, Kentucky, 42141

United States of America

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2020-21 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the assurance and indicate whether your district 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.

District Assurances

1. The district hereby ensures that the FY 2020-2021 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Two: The Needs Assessment for Districts Barren Co

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2019-20 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

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

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each district complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

. 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?

As a district we are using KPREP, MAP, Tableau Visualization, Survey data, Early Warning Tool, Brigance, ACT, Transition (College & Career readiness) measures, common assessment data, observations, and data from instructional rounds and learning walks to evaluate the overall performance of our district and schools. Non-academic data reviewed includes: attendance, discipline (overall & PBIS), school safety, parent involvement, survey data, suspensions/expulsions, and bus referrals. The following groups are involved in the evaluation of the data for the needs assessment process: Superintendent, Assistant Superintendent, Director of Instruction & Technology, Director of Elementary Instruction & Title I, Director of Special Programs, Director of Pupil Personnel, Director of Nutrition & 21st Century Programming, Special Programs Teacher Consultants, Curriculum Resource Teachers, District Lead Teacher, Technology Integration Specialists, Grant Writer, Principals, Counselors, Teachers, SBDM Parents, community members, and other key support staff. The following groups meet according to the scheduled below: District Level Leadership Team (Superintendent & Directors) - review of school and district data as it becomes available - monthly District Leadership Team (Superintendent, Directors, Principals) - review of school and district data as it becomes available - monthly Board & District Leadership - review of school and district data as it becomes available - monthly SBDM & Board - review of school improvement plans, current assessment data, and non-academic data - annual reports Oct - Jan; June District Instructional Staff - monitor/review of curriculum & standards, instruction (research-based strategies), and assessment (data analysis) - summer, Sept-Dec, March District Special Program Staff - review of performance data for exceptional education students, EL students, specialized grants, and monitoring of Gaps - monthly Director of Pupil Personnel & Principals - review of attendance, discipline and safe school data - monthly & annual report District Rtl Team - review of instructional strategies, program fidelity, and progress monitoring - quarterly meetings District PBIS Team - review of discipline data (school and bus) and fidelity of positive behavior instructional supports - quarterly meetings; annual update with all administrators

Current State

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

Example of Current Academic State:

-Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.

-From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.

-Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

-Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.

-The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.

-Kentucky TELL Survey results indicated 74% of the district's teachers received adequate professional development.

The 2019-20 District CDIP Needs Assessment Committee used a series of meetings - Oct 2, Oct 14, Oct 17, Oct 18 Oct 24, Oct 28, Oct 31. The group made the final data collection from the needs assessment and shared it at the following link - https://docs.google.com/document/d/1l-P9PHe_ErLDhsT6ylcmEebPY4iWlncRyKAzbHIUqmY/edit?usp=sharing

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Districts.

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

Also available at this link - https://docs.google.com/document/d/1l-P9PHe_ErLDhsT6ylcmEebPY4iWlncRyKAzbHIUqmY/edit?usp=sharing Elementary School Level - KPREP performance - Math increase in novice and decrease in P/D, Social Studies increase in novice and decrease in P/D. Significantly more students with disabilities scored in the novice area in reading (37.4%) and math (36.7%) than their non-disabled peers in both reading (13.9%) and math (14.2%). Math and Growth are priority areas Math and Reading gap between students with disabilities and gen ed students High School Junior ACT Composite - down over 1pt and below state average Reading Novice 32.3% (42.7% P/D) Math Novice 28.2% (32.5% P/D) ACT Composite, Reading and Math, Knowledge of Assessment/Standard/Unit Plans Middle School Level - KPREP performance - 45% of economically disadvantaged students are below proficiency in reading and 59% are below proficiency in math. Middle school math data 14% of students with disabilities scored P/D, a decrease from the previous year. P/D from general education students increased in this time span. Math performance gap between students with disabilities and non-disabled peers is an area of priority at BCMS. Priorities/Concerns for students with disabilities: At the elem level, in 2018 there were 40.8% P/D students in the area of reading. In 2019, that decreased to 29.5% of ECE students being P/D. At the HS level, in 2018 there were 12.5% P/D ECE students in the area of reading. In 2019, that percentage decreased to 3.8%. At both levels, that is a significant decrease in the area of reading. At the MS level in the area of math, 18.5% of ECE students performed P/D in 2018 and it dropped to 14.0% in 2019, even though students' without disabilities scores went up. Priorities/Concerns for students within the GAP group: In the area of middle school writing, 23.3% of students performed P/D in 2018 and only 18.6% scored P/D in 2019. In the area of high school reading, 32.6% of students performed P/D in 2018 and only 18.6% scored PD in 2019. In the area of high school writing, 41.3% of students performed PD in 2018 and only 24.4% scored P/D in 2019.

Trends

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

Available at this link - https://docs.google.com/document/d/1l-P9PHe_ErLDhsT6ylcmEebPY4iWIncRyKAzbHIUqmY/edit?usp=sharing

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](#)

Also available at this link - https://docs.google.com/document/d/1l-P9PHe_ErLDhsT6ylcmEebPY4iWlncRyKAzbHIUqmY/edit?usp=sharing Based upon the analysis of current state and trends, the potential source of the problem appears to be with design and delivery of research based instruction that is standards based (KCWP 1 and 2). This addresses the need for increased performance for students with and without disabilities. By purposeful and directed staff professional learning of the standards, DOK, LI/SC, common assessment and rigorous instruction, student access to aligned & rigorous curriculum will improve and enhance student achievement.

Strengths/Leverages

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

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

Also available at this link - https://docs.google.com/document/d/1l-P9PHe_ErLDhsT6ylcmEebPY4iWIncRyKAzbHIUqmY/edit?usp=sharing Middle school Hispanic student population performance increased (less novice, more P/D). High School senior graduate ACT scores exceed the state average by .2 points. 100% P/D for identified GT students in reading, math, and writing. Three 4-star schools in the district. Higher than the state average in Separate Academic Indicator, Growth and Proficiency at the elementary level. Graduation rate at BCHS is 4% higher than the state average. Transition rate at BCHS is 16% higher than the state average. Brigrance data is 14% higher than the state average. Five of seven elementary schools have high or very high growth. Four of seven elementary schools have high proficiency. Five of seven elementary schools have high or very high separate academic. PBIS data indicates a 21% decrease when comparing the first three months of the past three years. 700 fewer students had discipline referrals in 2018-19 when compared to 2017-18.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Executive Summary for Districts Barren Co District Nov 2020

2020-21 Phase Three: Executive Summary for Districts

Barren County

Bo Matthews

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2020-21 Phase Three: Executive Summary for Districts

. Describe the district'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 district serves?

Located in the heart of south central Kentucky, Barren County School District currently serves approximately 5,200 students in preschool through 12th grade. The district is comprised of ten schools with 7 elementary, 1 middle, 1 ninth grade academy, and 1 high school. In addition, we have one Area Technical Center, a new CTC facility, an alternative school (College Street Campus), and a virtual middle/high school (BAVEL). We also have the support of a central office facility, a central office annex building, a bus garage, and many auxiliary programs. We are blessed in Barren County with beautiful and efficient facilities for our students. Student Population is 5,204 students, with the following gender and minority percentages: Gender Percentage Male 49.8% Female 50.2% Minority Percentages AUSTIN TRACY ELEMENTARY SCHOOL 9.4% of 298 students BARREN COUNTY HIGH SCHOOL 8.03% of 1,383 students BARREN COUNTY MIDDLE SCHOOL 9.25% of 746 students BAVEL 13.21% of 265 students COLLEGE STREET CAMPUS 7.14% of 42 students EASTERN ELEMENTARY SCHOOL 7.50% of 360 students HISEVILLE ELEMENTARY SCHOOL 8.33% of 276 students NORTH JACKSON ELEMENTARY 8.29% of 531 students PARK CITY ELEMENTARY SCHOOL 17.01% of 388 students RED CROSS ELEMENTARY SCHOOL 13.53% of 621 students TEMPLE HILL ELEMENTARY SCHOOL 11.56% of 294 students DISTRICT TOTAL 10.07% of total student population grades K-12 Barren County School District has repeatedly been identified as a "growth district" due to increases in student enrollment. The increase in enrollment has created a few challenges. To address preschool growth and district program needs, the district has purchased a former private school campus on Calvary Drive and will begin a remodel which will house the preschool and central office staff. In August 2018, the Barren County Innovation Zone, a new state of the art career and technical education facility, opened on the Barren County High School campus. The Innovation Zone was created to compliment hybrid programming offered at our high school and our Area Technology Center. Classroom and lab spaces provide career exploration and training for students in Biomedical/Health Science, Engineering & Design, Culinary Arts, and Information Technology/Computer Science. These programs accommodate student interest and focus on the priority sectors for future jobs in the Commonwealth. This is part of the overall Work Ready Skills Grant that awarded \$6.84 million to allow for the creation of a new regional technical campus. This renovation and modernization to the current ATC and additional CTE facility for BCHS, will help to blend both ATC offerings and Barren

County programs, as well as, address current workforce needs of the community. Additionally, the district offers a virtual high school known as BAVEL where non-traditional students from across the US and around the world can earn a high school diploma. Barren County Schools are known and respected across the state and nation for our academic and enrichment opportunities for students. Our schools are visited by other districts throughout the state, and our leaders often receive invitations to speak and present at national gatherings. The great things happening in Barren County continue to resonate with other educators. Barren County Schools is a participant in the Kentucky Innovative Learning Network (ILN) which allows for access, training and resources for innovative approaches in teaching and learning among the twenty-nine member districts. Barren County hosts numerous meetings and tours in this facility. Barren County Schools continues to push the bar higher in the abundance of career pathway offerings for students. Barren County was one of a select few districts to pilot the Commissioner's Computer Science Initiative a few years ago, and then also partnered with Apple and Code.org to provide additional progressive CS training to compliment the over 30 other career pathways for our students. Creating a pipeline for success in academic areas and exposure to Project Lead the Way (PLTW) Curriculum from preschool to high school, our students experience innovation that would rival any school in the Commonwealth. Because our students are provided opportunities to stretch their learning each and every day, the Barren County School District community can be assured that students are receiving a rigorous and relevant curriculum. Many of our preschool students learn to read, and we have high school students who enroll in the Early College Magnet program. As a district we are also on the cutting edge of the latest educational research, including the work of John Hattie, James Nottingham, and John Antonetti. Our teachers and staff are trained by nationally-known presenters on these topics, with coaching and follow-up provided through building and district leadership. Impact teams at each school site consisting of teachers and administrators meet regularly to measure the effectiveness of these initiatives and determine next steps. Community Statistics In 2019, the population was 44,249 in Barren County. Ninety two percent of the Barren County community is white/caucasian. The largest minority population consists of 4.2% Black/African American. Our community trends toward low-income as the median household income in Barren County in 2018 was \$40,218; much lower than the state average of \$45,265 and national average of \$53,889 (Census ACS data). Our district participates in the Community Eligibility Provision (CEP) program, providing breakfast and lunch for all students at no charge. The current 2020 unemployment rate as of February is 4.72% and 21.9% of residents live below the poverty level. According to the Kentucky Center for Education and Workforce Statistics (KCEWS), 20% of adults in our county have no high school diploma. Only 14.9% of adults in our county have a bachelor's degree or higher.

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

In the Barren County School District, our focus is on every child along with a vision for preparing students for life. Barren County programs and personalized support of each student and their families allow us to provide tools for success related to academics, social & emotional assistance, career options that exceed state averages, after-school programming, community education, and relationships that support lifelong learning. The Strategic Planning Committee meets annually to update, revise, monitor, and prioritize goals in order to allocate resources. This committee consists of district administrators, parents, teachers, and community leaders. A few years ago, this team wrote the district mission statement for Barren County Schools. The mission of our district, "Where Opportunity Creates Success," along with our vision "BeCome Life Ready" are reinforced by our core values which state the "We are BC BeCause we believe in... -Serving others through teamwork and collaboration -Providing learning experiences that promote content mastery and critical thinking -Demonstrating creativity and inventiveness in our work -Taking ownership to find your path to success -Being accountable to produce high-quality results -Communicating in a peaceful and productive manner This will be demonstrated by providing high quality 21st century teaching that leads to learning in a healthy, safe, and supportive environment. We will provide experiences and create opportunities which will ensure that our students will be prepared to be life ready. In order to accomplish this mission, we first begin by hiring and training a team of high-quality educators and exceptional support staff. To help ensure that those new to the education profession and our school district have a major impact on our students and community and promote the district vision of our students becoming Life Ready, we have implemented a mentoring program that pairs new employees with a mentor who will be a source of guidance and support for the mentee throughout the year. Student success is our goal, and we strive each day to focus our resources and efforts toward this goal. We understand that children do not reach success in exactly the same way. Therefore, Barren County provides multiple pathways to success beyond the traditional system. For example, students may attend or take courses through BAVEL, homebound, or our alternative school. In addition BCHS and College Street have programs that concentrate on online and blended learning. Great efforts have been made to reach ALL students in our Barren County Schools. Over the past two years, we have embraced the PLTW LAUNCH program in our elementary schools in order to enhance our existing PLTW Gateway at the middle school and PLTW Engineering and Bio-Med programs. A Computer Science initiative has also been implemented in K-12 to prepare students

for high demand computing careers in both the information technology and computer programming fields. Project Lead the Way programs: -Biomedical -Engineering -Computer Science / BC Skills App Development. The Barren County School District strives to offer relevant career pathways for all students, based on workforce needs and priority sectors in the region. All students have the opportunity to participate in Career and Technical Education pathways that are a pipeline to both post-secondary education and careers. Programs offered include: -Agriculture: Horticulture and Plant Science Systems, Animal Science, and Ag Power, Structural, Technical Systems -PLTW Biomedical Science -Business: Accounting, Marketing, E-Commerce, Administrative Support, Business & Marketing Education, Business Management -Computer Science -PLTW Engineering -Family & Consumer Science: Early Childhood Education, Culinary Arts & Food Services -Information Support & Services -Cisco Network Administration -Automotive Service Technician -Construction/Carpentry -CAD: Engineering Design, Architectural Designer -JROTC -Electricity: Residential Electrician, Industrial Electrician Assistant, Electrician Assistant -Allied Health, Pre-Nursing, Phlebotomy, Pharmacy Technician -HVAC: Environmental Control System Servicer Assistant -Information Technology -Welding -Machine Tool Technology: Machinist Operator, Machinist Maintenance Mechanic -Diesel Mechanics Barren County Schools also provide high quality 21st Century Community Learning Centers and Barren Beyond the Bell after school programs in our schools. In addition to homework help, academic tutoring, and academic target groups for reading and math, all afterschool programs provide STEM camps, fine arts activities, fitness, health, recreation, preparation for ACT, mentoring opportunities, archery and college/career explorations. We value our partnerships with our parents, families and the larger community. Barren County's District Wellness policy creates a culture of wellness for staff and students with a monthly incentive program related to 95210 We Can. Each 95210 wellness category is based on recommendations for sleeping adequately, eating enough fruits and vegetables, limiting screen time, increasing physical activities and eliminating sugar-added beverages. In addition, all schools have a Tower to Table or Farm to Fork Programs that provide local produce in the cafeterias to use for educational after-school programs. Students participate in the growing process at each school and then the foods grown are used in the meals provided by the cafeterias. To keep our students safe, all of our schools have locked doors with monitoring systems in place. Our guests are asked to sign in and wear identification badges at all times. In addition to our ongoing training and networking with the Kentucky Center for School Safety, district leadership have worked with local first responders for drills and communication to maintain efficiency in keeping our children safe. Through a partnership with the Barren County Sheriff's Office, our district has 5 full time School Resource Officers (SRO) in our buildings to assist our students and leadership teams. A S.T.O.P. tipline that allows students to anonymously report

bullying, violence and risky behavior safely and securely online and this is also monitored by the SRO's and Director of Pupil Personnel who work with building principals to help stop and prevent any issues. Barren County High School has implemented a "See Something, Say Something" campaign promoting student awareness of those who are in need. The school district employs two full time mental health coordinators to serve the students of Barren County Schools.

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

As a district, our mission states "Where opportunity creates success. This will be demonstrated by providing high quality 21st century teaching that leads to learning in a healthy, safe and supportive environment. We will provide experiences and create opportunities which will ensure that our students will be prepared to be life ready. One way we measure our success as a district is by the Kentucky Assessment & Accountability System. In addition, we continually look for ways to involve as many students as possible by offering a variety of programs and opportunities. Our students compete in many arts competitions, club organizations, and service projects. With the help of grant dollars, nearly 16.3 million dollars since 2004, Barren County is an innovative and award-winning district. These are our most notable achievements in the areas that address our mission statement. 2019-20 State Assessment Results/Achievements While most Kentucky Assessments for the past year were cancelled due to COVID-19, the following areas were noted as Achievements: Based on Brigance data from the fall of 2019, 65.8% of all students entering K in Barren Co. Schools were K ready, surpassing the state percentage of 51.0%. 67.1% of state funded students were considered ready. 55% of students with disabilities were ready, and 56.8% of free and reduced students were considered ready. The percentage of students ready for K in Barren Co. has continued to increase since 2015-2016. Barren County High School Junior ACT results indicated a composite of 19.1, which was an increase over the previous year, and exceeded the state by .1 (19.0 for KY). In our A5 schools, BAVEL exceeded the state average by 3.3 points to score 22.3 composite, and College Street Campus noted its 2nd highest composite score in the past 5 years (16.0). 2018-2019 State Assessment Results/Achievements Three (3) schools had 4-Star Rating – Austin-Tracy, Hiseville, and Temple Eight schools had at least one accountability indicator area rated HIGH or VERY HIGH; Six schools had multiple HIGH/VERY HIGH ratings Commissioner's List was released comprised of schools which had a least a 10-pt gain in proficiency (17-18 to 18-19) AND received a Very High label for student growth indicator – Austin-Tracy Elementary School was one of 15 elem on list (725 total elem schools) Overall District Proficiency Indicator Rating for Elementary and Middle School Levels

noted increases for 2019. Elementary Reading P/D = 60.6% (KY=54.6%), Elem Math P/D = 51.3% (KY=48.6%); Middle Sch Reading P/D = 65% (KY=59.6%), Middle Sch Math P/D = 54% (46.4%); Overall Separate Academic Indicator Rating had increases at Elementary and Middle School Levels. Elementary Science P/D = 37.6% (KY=31.7%), Soc St P/D = 62.8% (KY=53%), Writing P/D = 57% (KY=46.6%); Middle Grades Science P/D = 27% (KY=26%), Soc St P/D = 60% (58.8%), Writing P/D = 35% (KY=31.9%); Transition Readiness and Graduation Indicators continue to increase at district level. Transition Readiness saw an increase of over 8 points to 81.3, which is 14.5 pts higher than KY (66.8). The District Graduation Rate rose to 91.7, while the rate for BCHS was 95.6 (KY Graduation Rate is 91) Arts, Business, and other Academic Achievements One of our elementary students followed in the tradition set by others for the last 9 years by being selected to serve as an officer in the Junior Beta Clubs at the state level for 2020-2021. She was named President for the State Elementary Beta Club. She also went on to run for national office at the National Jr. Beta Conventions and was elected National Elementary President. Barren County has been known for having more participation in Beta than nearly all other districts in the state. Numerous Barren County students have received honors and awards throughout the years. Many of our students compete at the State Junior & Senior Beta Conventions, and those winners move on to the National level. There were many students who received awards across all categories in both Junior & Senior Club's State Conferences. The results as followed by school: Austin Tracy Elementary had students at State Jr. Beta Convention who placed 1st in 5th Grade Math, 1st in 5th Grade Science, and 1st in Junior Painting. They also had students participate in the Living Literature Junior Division Barren County Middle School was honored to have a student selected as Leadership Representative. BCMS students also received 1st in Speech, 1st in 8th Grade Social Studies, 2nd in Fiber Arts, 2nd in Drawing, 2nd in Creative Writing, 3rd in 7th Grade Social Studies, 3rd in 8th Grade Mathematics, 3rd in Campaign Skit, and 5th in Apparel Design. BCMS was honored with a Growth Award. Finally, the clubs Lead Outside the Box qualified for Nationals at the Leadership Summit. Eastern Elementary had students place 2nd place in Digital Art, 2nd place Recyclable Art, 4th Place in Elementary Speech, and Eastern Beta received a Growth Award. Hiseville Elementary took 4th place in 4th Grade Social Studies, 2nd in 4th Grade Language Arts, 5th in Elementary Service Learning, 2nd in Elementary Book Battle, 5th place in Elementary Black and White Photography, and 1st in Junior 2D Design. They also placed at the National Level with 6th in 4th Grade Language Arts and 10th in Junior 2D Design. North Jackson Elementary placed 3rd in Jr. Songfest, 5th in Jr. Group Talent, 1st in Apparel Design, 5th in Elementary Digital Arts, 1st in Elementary Painting, and 4th in 4th Grade Social Studies. NJE was honored with a Growth Award. They also had a student who received a Golden Ticket to perform in the opening ceremony at the national convention. Park City Beta attended the Leadership Summit and was recognized as

an Outstanding Leadership School. PC Betas also qualified to attend the National Beta Convention for Service Snapshot and Rapid Response. One student was selected as a Leadership Representative and competed at Nationals. At the Kentucky State Beta Convention PC Betas placed (Elementary Division) 1st B&W Photography, 1st Sculpture, Runner Up Woodworking, 3rd Color Photography, 4th Digitally Enhanced Photography, and Best of Show. The head sponsor was awarded the John W Harris Educator of Excellence award. At the National Beta Convention PC Betas won Runner-Up in Sculpture, 3rd in Woodworking, and 6th in Digital Art. Red Cross Elementary received 1st place honors in 4th Grade Social Studies, 1st in Engineering Elementary, 2nd in 4th Grade Math, 2nd in Elementary Drawing, 2nd in Elementary Speech, 5th in Elementary Mixed Media, 5th in Elementary Sculpture, 3rd in Junior Trading Pin, 4th in Junior Digital Art, 1st in Junior Portfolio, 2nd in Junior 3D Design and 2nd in Campaign Skit. They also had a student who received a Golden Ticket to perform in the opening ceremony at the national convention. Finally, a student was elected State Elementary President and went on to be elected National Elementary President. Temple Hill Elementary also received honors in Elementary Drawing (4th place), Elementary Speech (5th place), 5th Grade Math (3rd place), and 6th Grade Math (4th place). Barren County High School continued the success at the State Sr. Beta Convention with the following results, Digital Art Division 1 (5th place), 3D Design (1st place), Drawing Division 1 (1st place), On Site Painting Division 1 (1st place), Speech Division 1 (1st), Grade 9 Spanish (2nd), Painting Division 1 (2nd), Sculpture Division 1 (5th), 2D Design (4th), Trading Pin (4th), Two Dimension Design (1st), Club Trading Pin (2nd), Best In Show (1st) Show Choir (4th place), Campaign Skit (2nd place), Portfolio (5th) and Group Talent (2nd). BCHS has a teacher who serves as KY State Beta sponsor. Four BCHS students were awarded Golden Tickets to perform at the opening ceremony at the national convention. Finally, the clubs Lead Outside the Box qualified for Nationals at the Leadership Summit and a BCHS student was selected to represent BCHS as a Leadership Representative at national convention. In addition, Barren County Schools also had a large representation at the National Jr. & Sr. Beta Conventions with the following results: Elementary & Junior Results 6th place in Elementary Digital Art, 6th place in Elementary Mixed Media, 1st place in Elementary Painting, 4th place in Elementary Recyclable Art, 2nd place in Elementary Sculpture, 3rd place in Elementary Woodworking, 1st place in Elementary Campaign Skit, 8th place in Elementary 4th Grade Social Studies, 6th place in Elementary Language Arts, 7th place in Elementary Engineering, 3rd place in Elementary Speech, 9th place in Junior Drawing, 9th place in Junior Fiber Arts, 10th place in Junior Apparel Design, 5th place in Uunior Group Talent, 8th place in Junior Songfest, 2nd place in Junior 8th Grade Math, 5th place in Junior Social Studies, 3rd place in Junior Speech, 10th place in Junior 2D Design, 4th place in Lead Outside the Box Senior Results 10th place in 3D Design, 3rd place in Group Talent, 8th place in Show Choir, 8th place in Speech

Division 1 FBLA had 40 members placed in 25 events at the regional competition, and 5 members placed in 4 events at the state competition. Of these, three qualified to compete at the virtual national convention. A delegation of approximately 15 FBLA members also traveled to the Fall National Leadership Conference in Washington D.C. FBLA continues to work closely with Judge Executive Michael Hale to promote our community, our school, and our organization by participating on various community committees, and by having two accounting students (and FBLA members) help with the county's fiscal budget and tourism. FBLA continues its community service work by providing meals and gifts during the holiday season and working with the Boys and Girls Club. FBLA members have also started a coffee shop business operated through their business classes that will continue operations after COVID restrictions are lifted. In 2019, Barren County High School Bands were named with several accolades in numerous competitions. Thirty-five students were named to the KMEA 3rd District Honors Bands. Several Students were also selected to the KMEA All-State Ensembles.. The strings program is now offered at all 7 elementary schools, the middle school, and the high school. The number of students involved continues to grow. Each year both the middle and high school students perform at KMEA Concert Festival receiving straight distinguished ratings on sight-reading and proficient and distinguished ratings for prepared pieces for Choir, Band, AND Orchestra. We also have a large representation at the auditioned All-District Honors events and judged Solo and Ensemble festivals. Our BCHS students earned several million dollars in academic scholarships (excluding KEES money and athletic scholarships) in the previous year. However, due to the COVID closures, we were not able to get an exact amount for the previous school year. Up to 312 students in Barren County Schools may earn dual-credit in over 25 courses through Western Kentucky University (WKU), Murray State, or SKYCTC for the 2020-2021 school year. There are currently 14 Advanced Placement (AP) courses offered to Barren County students for college credit. We have 9 Barren County graduates that have attended the WKU Gatton Academy of Mathematics and Science. The Barren County FFA Chapter attended numerous conventions and leadership events during the past year, including the following: Kentucky FFA Virtual State Convention, Kentucky FFA Virtual Leadership Training Center (Hardinsburg, KY), Kentucky FFA Virtual State Judging Contests, and the Virtual National FFA Convention (Indianapolis, IN). The FFA Chapter had 2 members receive their American FFA Degrees during the Virtual National Convention. The Barren County FFA Chapter had three FFA Members receive the Kentucky State FFA Degree during the convention. Bree Russell placed 1st in the State Dairy Impromptu speaking contest, Dillon Short placed 3rd in the State Beef Impromptu Speaking contest. Member Bethany Schalk placed 4th in the Extemporaneous Public Speaking Contest during the virtual State Convention. The Chapter AG Sales team placed 3rd in the state virtual contest. The Chapter Record Keeping Team won the State contest

during the virtual convention. Member Bethany Schalk was also elected to serve as the KY FFA State Reporter for the 2020-2021 School year. The Chapter also had members participate in the State FFA Virtual Judging contests in the following areas: Livestock judging, dairy judging, Nursery and Meats evaluation. The meats judging team placed 2nd overall. The Barren County FFA Chapter also received the State Gold Emblem Award from the Kentucky FFA Association for the 47th consecutive year! The 2020 Veterinary Science team competed in the Marysville FFA online Veterinary Science Contest and placed 4th place as a team and Sammie Brewington placed 5th high overall. This was a national online contest open to all chapters. The Barren County School District is on the forefront of Computer Science education. Building off previous years' success as a pilot school for the Commissioner's Computer Science Initiative, the system has added additional student opportunities that feed the newly modified Computer Science pathway at BCHS. Currently, Computer Science education opportunities include Computer Science Fundamentals in our elementary schools, Computer Science Discoveries at BCMS, Project-Based Programming course for exceptional programming students, Intro to Computer Science (Edhesive), Web Development, AP Computer Science Principles (Edhesive), AP Computer Science A (Edhesive), a growing Cyber Security program at the Barren Co Area Technology Center, and the formation and execution of Barren County Skills Development Academy (BC Skills), now in its third cohort. To this point, the BC Skills program has "graduated" 90 participants who have been selected after a rigorous application process. In this program, participants from diverse backgrounds learn in a fully immersive environment seven hours per day for a complete semester with the goal of exiting as junior level mobile app/reactive web developers. Computer Science program enhancements also include hosting annual "Family Coding Nights," "Topper Hacks," a hackathon offered in collaboration with Western Kentucky University and industry partner Appfire, offering opportunities for elementary gifted students to participate in project-based programming tasks, and offering district-led professional development opportunities for educators concerning the inclusion of Computer Science and programming education in the regular education classrooms. In addition, each elementary school is progressing toward the implementation of Computer Science education participating in the "Hour of Code" events hosted by code.org. The Student Technology Help Desk serves the Barren County School District repairing computers, installing network equipment, and providing technical support for teachers and staff. BCHSLive! is an online presence for Barren County Schools. BCHSLive! students broadcast sporting events and well as district events such as Opening Day, Ground Breaking, Ribbon Cutting ceremonies, Veterans Day celebrations, etc. on YouTube, Facebook, Twitter and Instagram. The BC Technology Apprenticeship provides students involved in the Information Technology program with a paid apprenticeship opportunity while still enrolled in High School. Students learn to install door access control, surveillance

systems, clocks, intercoms, and networking equipment and wiring. Information Technology students are also eligible for 9 Information Technology Dual Credit hours through KCTCS. The Barren County High School PLTW Biomedical Science program is a nationally certified biomedical program. The program has strong community partnerships with the UofL Residency program, as well as, members of our local medical community. Students participate in research projects with UofL residents and have internship opportunities with the pharmacy technician program for 4th year Biomed students. The program offers multiple internship opportunities throughout the community from general practice doctors to physical therapists, dentists and nurse practitioners to name a few in addition to the pharmacy options. The district has also been awarded the designation of "PLTW Showcase District", including BCHS as a "PLTW Distinguished School" and has hosted regional events to support other districts in planning their own STEM initiatives. Additional Honors: -Barren County has participated in the NonTraditional Instructional Program (NTI) for many years. This helped us be prepared to address the ongoing long term closures & hybrid schedules needed to address instruction during the Covid-19 pandemic. As part of the KY Innovative Learning Network, our district is part of the growing number of innovative districts addressing the redesign of learning for the future. Barren County Schools have staff members honored with awards: -Angie Rush, Barren County High School Business teacher was recently named the Business/Marketing Teacher of the Year. -Shelly Thomas, a family resource center coordinator in Barren County, is one of two who have been selected to represent Kentucky for the national 2020 Recognizing Inspirational School Employees (RISE) Award. The school district employs a full-time grant writer. Some of the following grants awarded as a result of this opportunity include: The Fresh Fruits and Vegetables grant provides the district with \$75,000 to purchase fresh fruits and vegetable snacks to children each school day. Students are not only provided with healthy snacks, but they also learn about the importance of good nutrition. The TYSA grant provided \$14,000 in funds to support programming for substance abuse education and mental health supports. Dart provided over \$15,000 to PLTW efforts in elementary STREAM labs and in the biomed lab at Barren County High School. United Way provided \$5000 to the district to support the summer kindergarten readiness camp which works to equip incoming students with the skills they need to succeed as they begin their academic journey. They also provided \$5000 to our high school robotics/engineering program which prepares students for jobs in the industry and manufacturing sector. Barren County Schools and Nutrition Services have partnered to create a summer reading and feeding program to combat summer academic slide and hunger when school lunches are not provided. The program is called #BCReadsandFeeds, and we annually host a fundraiser called "Walk a Mile in Their Shoes" to raise awareness and funds to combat hunger in our community. The Barren County Board of Education was awarded \$6.84 million

through the Kentucky Work Ready Skills Initiative funding to address local economy and job placement. The Kentucky Work Ready Skills Initiative has as its goal to build a highly trained, modernized workforce in the Commonwealth to meet the needs of employers and promote sustainable incomes for Kentuckians. The Barren County Innovation Zone is a long sought-after vision the Barren County regional partners have developed as a result of extensive research and development on avenues to address the workforce and educational needs of the region. The overall project also modernized and expanded the existing Barren County Area Technology Center to provide updated equipment and added programming for students to obtain industry certifications as well as building a stronger bridge to postsecondary and employment opportunities. Additional Programs as an Outreach for students -BCHS has developed STEM pathways with two Project Lead the Way programs - Biomedical Sciences and Engineering. Barren County High School implemented a PLTW Computer Science grant in 2017-2018, and has worked to expand additional CS elective courses and a project based capstone BC Skills course for the district. BCMS also has implemented a Gateway program for engineering that allows for advanced coursework for students in grades 7 & 8. The elementary pathway of PLTW Launch has elementary students participating in STEM learning as a building block to the middle and high school programs. -We have an active Special Olympics organization (Flames basketball team) at the local, regional, and state levels. The choirs have received local, regional, and state recognitions. The BCMS Trojan Choir recently performed at the Kentucky Music Educators Association's Annual State Conference (February, 2020). Students from every elementary school, from BCMS, and BCHS will be given the opportunity to participate in All-District, All-State, Children's Day, and Honors Choirs if those activities are held this year. Currently, all choral music performances are NOT recommended by the CDC due to the Covid-19 pandemic. Some individual schools are working on virtual performances for the Fall (Halloween, Veteran's Day, Christmas) to give students a musical outlet. -The Barren County High School Army Junior Reserve Officers' Training Corps (JROTC) is an elective Career Pathway that, upon the completion of 3 credits, will fulfill the requirement to Transitional Readiness. The JROTC course of instruction is presented for academic credit in high schools by retired Officers and Noncommissioned Officers. The Senior Army Instructor (SAI) and Army Instructor's (AI's) are responsible to the Army and the school for all aspects of the operation of the JROTC unit. JROTC develops students, referred to as Cadets, towards character education, student achievement, wellness and leadership skills. To reinforce this culture our Cadets are organized into units with a Cadet chain of command. Cadets are mentored and developed in a classroom environment while utilizing out of classroom activities to reinforce learning and provide opportunity to enhance their leadership, personal skills, discipline, teamwork, and self-esteem. Collectively, these lessons motivate students (Cadets) to be better citizens. Our mission is "to motivate

young people to be better citizens” and we have a long and proud tradition of service to the nation through the betterment of our youth. JROTC is not a recruitment program for the military and participation in JROTC incurs no military obligation. The prerequisite to enroll in JROTC is completion of the eighth (8th) grade. The course length is normally four years at a traditional high school (grades 9-12). Other school approved special activities available to Cadets and encouraged by our Staff include: Military Balls & Awards Ceremonies, Color Guard & Drill Teams, Air Rifle Safety & Marksmanship Teams, JROTC Leadership & Academic Bowl (JLAB), JROTC Cadet Leadership Challenge (JCLC), Raiders & Physical Fitness Teams, POW/ MIA Ceremonies and JROTC Club to list a few. The success of the Army JROTC program is largely due to the experience and commitment of our Instructors and the quality and dedication of our Cadets. Our Cadets join for a myriad of reasons: “because it’s different”, “it’s all about leadership and citizenship” and “it gives youth a great start in life! JROTC is a mutual effort between the Army and our High School to create successful students as Leaders while fostering a more effective and efficient learning environment. The goals of the JROTC program are to prepare students to: Act with integrity and personal accountability as they lead others to succeed in a diverse and global workforce Engage civic and social concerns in the community, government, and society Graduate prepared to excel in post-secondary options and career pathways Make decisions that promote positive social, emotional, and physical health Value the role of the military and other service organizations Open to all Barren County High School students. The program is lead by Senior Army Instructor (SAI) LTC (Ret.) David “Scott” Walker and Army Instructor (AI): CSM (Ret.) Phillip D. Gearlds -“BCHSLive! Team” is a group of high school students who are live streaming BCHS events such as sports, alumni recognition, success rallies, ground breakings, etc. BCMSLive! is a product of the BCHSLive! where the high school students are mentoring middle school students in streaming events at their school. This will help to ensure a quality of students each year for both programs. Areas of Improvement: 1. We are diligently working to reduce the number of students in Barren County who are scoring in the Novice range as well as increase proficiency in the area of mathematics. Our district has partnered with GRREC, KDE, and NIRN to create a system of continuous improvement through the lens of Implementation Science. Three of our schools (Park City Elementary, Red Cross Elementary, and Barren County Middle School) are part of the Transformation Zone Coaching Model which will focus on improving mathematics teaching and learning. In collaboration with our regional, state, and national partners, Barren County has established a District Implementation Team (DIT) as well as Building Implementation Teams (BITs) at each school. Through this teaming structure, we will support and monitor teaching and learning in the area of mathematics. The district mathematics coach will provide ongoing training and coaching support to teachers as part of this work. 2. College and Career Readiness is a continued area of focus.

Barren County High School and College Street Campus is working toward implementing a new course called BC Essentials that will revamp the current WIN (What I Need) time, which has been a class for 30 minutes daily to focus on the differentiated needs of all students. The new BC Essentials course will cover ACT Prep, Financial Literacy and College/Career Planning. Students will work toward completing their work ethics certification while participating in ongoing sessions related to meeting the various College and Career Ready benchmark and certification measures. The course is currently on hold launching because the need to use the time for class transitions due to the COVID issues. The secondary schools participate in industry tours, career and college readiness interventions and opportunities. The construction of the new Barren County Innovation Zone was an initiative to focus on College and Career Readiness in our community. Currently our prior year's work with a "Work Ethics Certification" has been redesigned into a larger program around the work of the Barren County Profile of a Trojan to address essential workplace skills and the larger competencies of 21st Century Learner and Employee. 3. The district Digital Learning Coaches have offered Google Certification training and currently have 147 Level 1 Certified Educators, 10 Level 2 Certified Educators and 1 Google Certified Trainer in the district.

. **Districts Supporting CSI/TSI (including ATSI) Schools Only:** Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

NA

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

The district has a long-term strategic plan for our Board of Education. CDIP goals related to the Strategic Plan are also incorporated. Through ongoing planning and focus, both plans will enhance each other and focus our district on continual improvement in the areas of staffing, student involvement, innovative and research-based instructional strategies, and fiscal management. Through ongoing maintenance and development, Barren County Schools will enhance communication with internal and external public groups with our web pages, One Call system, Remind 101, Class Dojo, Google Classroom, Twitter, Instagram, and Facebook pages. The Barren County Website provides state of the art information and resources, as well as added accessibility features, for the BC community. The district offers a mobile app via the App Store and Google Play. This gives us the ability to add quick links to the most popular pages on the site and also allows for push notifications to all app users. There are currently 4237 registered app users.

Our technology & safety infrastructure is in a constant upgrade process which started with security cameras, door access, telephone systems, and intercoms. The district is also piloting additional Apps and devices to improve safety. This year the replacement and upgrade to our surveillance systems where we are replacing $\frac{1}{3}$ of the cameras district wide and updating the backend of our surveillance system. This year our district has worked to provide the "Last Mile Internet" project to approximately 172 students in 124 households. Utilizing one time state funds & federal CARES Act funds, the Barren Co Technology Department was able to secure 140 MiFi Devices to provide services during the 2020-21 school year to address wifi needs during the Covid-19 Pandemic. Find out more about the Barren County Schools On the web at - www.barren.kyschools.us On Facebook at - <https://www.facebook.com/barrenschoools/> On Twitter at - @barrenschoools On Instagram at - barrenschoools

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: The Superintendent Gap Assurance Barren
Co District Nov 2020

2020-21 Phase Three: The Superintendent Gap Assurance

Barren County
Bo Matthews
202 West Washington Street
Glasgow, Kentucky, 42141
United States of America

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2020-21 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

. As superintendent of the district, I hereby certify either:

- **No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years; or.**

- Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.



2020-2021 Phase Three: Comprehensive District Improvement Plan Barren Co District Nov 2020

2020-2021 Phase Three: Comprehensive District Improvement Plan

Barren County
Bo Matthews
202 West Washington Street
Glasgow, Kentucky, 42141
United States of America

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2020-21 Phase Three: Comprehensive District Improvement Plan

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

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

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

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

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

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

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

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

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

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

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

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

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

Progress Monitoring: Process used to assess the implementation of the plan, the rate

of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

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

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

. a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).

b. **Upload** your completed Comprehensive District Improvement Plan in the attachment area below.








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

N/A

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Barren Co District Gap 2020-21		.
 Barren Co District Graduation 2020-21		.
 Barren Co District Growth 2020-21		.
 Barren Co District Other Whole Child Supports		.
 Barren Co District Transition 2020-21		.
 Barren Co Proficiency Goal 2020-21		.
 Barren Co Separate Academic Goal 2020-21		.



2020-21 Phase Three: Professional Development Plan for Districts Barren Co District 2020

2020-21 Phase Three: Professional Development Plan for Districts

Barren County
Bo Matthews
202 West Washington Street
Glasgow, Kentucky, 42141
United States of America

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2020-21 Phase Three: Professional Development Plan for Districts

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

Annual Professional Development Plan:

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

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

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

1. What is the district's mission?

Barren County Schools' Mission Statement - Where Opportunity Creates Success

Barren County Schools' Vision Statement - BeCome Life Ready Additional

information about the Mission and Vision of the Barren Co Schools can be found at

- [https://www.barren.kyschools.us/districtNewsArticle.aspx?](https://www.barren.kyschools.us/districtNewsArticle.aspx?artID=346#sthash.F4b6lgtf.x2m86k7b.dpbs)

[artID=346#sthash.F4b6lgtf.x2m86k7b.dpbs](https://www.barren.kyschools.us/districtNewsArticle.aspx?artID=346#sthash.F4b6lgtf.x2m86k7b.dpbs)

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

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

Based on the needs assessment data for Barren County Schools, the top two priorities for professional learning that support continuous improvement are (1) Implementing Visible Learning strategies, and incorporating the work of John Hattie and John Almarode, and (2) Using PLC's to better understand standards and to analyze student work.

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

These professional learning priorities directly relate to the district goals of increasing academic proficiency, to include reading, math, science, social studies, and writing proficiency for all students, including those in the gap group (students with a disability). This priority will also, in turn, have a direct impact on the graduation goal of increased graduation rate. By implementing Visible Learning strategies with a proven effect size of .4 or higher, students will be more likely to make yearly progress or better. Providing professional learning through Professional Learning Communities centered around the standards, including identifying focus standards, will relate the the proficiency, gap, growth and graduation goal by increasing collective teacher efficacy and encouraging a growth mindset.

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

All Barren County Schools staff will continue to be trained to become proficient in utilizing Visible Learning strategies during both in-person and distance learning settings. These strategies will encourage teachers to become evaluators of their own teaching and to see learning through the eyes of their students, helping them become their own teachers. This will include task design, data teams, learning intentions, success criteria, feedback, teacher clarity, teaching strategies, direct instruction, cooperative learning, and collective teacher efficacy.

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

As a result of professional learning centered around Visible Learning and the work of John Hattie and John Almarode, we will see an improvement in teacher capacity, sound teaching practices, and improved student performance.

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

Indicators of success will include professional learning evaluations (teacher self-reflections), MAP reading and math data, evidence of task design, and student data analysis.

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

The targeted audience for the professional learning includes all certified teachers, as well as school administrators and instructional support staff.

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

Teachers, administrators, support staff, district leadership, and students.

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

Resources needed to support the professional learning include instructional coaches (funding for salaries), technology access and use, Visible Learning materials and resources, substitute teachers (funding for subs), and funding for training registrations/presenters.

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

Ongoing supports will include professional learning communities, instructional coaching, collaboration with educational cooperative (Green River Regional Education Cooperative), collaboration with Dr. John Almarode, and job-embedded professional learning.

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

District instructional team along with building level support, will conduct learning walks and instructional rounds when possible. Data from MAP assessments and state assessments, as well as formative and summative assessment data will be

analyzed, PLC's will occur regularly, and the CDIP will be used to monitor implementation.

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

Using PLCs to better understand standards and to analyze student work will align specifically to the proficiency goal of increasing math and reading proficiency for all students. It will also align to the separate academic goal of increasing science, social studies and writing proficiency for all students. It aligns to the gap goal of increasing the proficiency of students with disabilities as well. Using PLCs to better understand standards and to analyze student work will enhance the pedagogy of our teachers, increasing collective teacher efficacy.

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

The intended results include increased collective teacher efficacy, improved academic performance for all students, growth-mindset for teachers, and a sense of teamwork or collegiality in making professional decisions that will directly impact student learning through the use of professional learning communities at both the school and district level.

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

Indicators of success will include teacher feedback, assessment results (school, state, and nationally normed tests), and RTI data.

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

The targeted audience for the professional learning includes all certified teachers, as well as school administrators and instructional support staff.

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

Teachers, administrators, support staff, district leadership, and students.

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

Resources needed to support the professional learning include instructional coaches (funding for salaries), technology access and use, time for PLCs, substitute teachers (funding for subs), and funding for training registrations/presenters.

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

Ongoing supports will include professional learning communities, instructional coaching, collaboration with educational cooperative (Green River Regional Education Cooperative), and job-embedded professional learning.

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

The professional learning will be monitored for evidence of implementation by using teacher feedback and self reflections, student work samples, assessment results (school, state, MAP, and other national tests), professional learning community work, classroom observations, and the CDIP will be used to monitor implementation.

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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