2021-22 Phase One: Continuous Improvement Diagnostic Barren Co District

2021-22 Phase One: Continuous Improvement Diagnostic for Districts

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

2021-22 Phase One: Continuous Improvement Diagnostic for Districts - 2021-22 Phase One: Continuous Improvement Diagnostic

Barren Co District - Generated on 12/07/2021

Barren County

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2021-22 Phase One: Continuous Improvement Diagnostic for Districts

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2021-22 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1
• The Needs Assessment for Districts
• District Assurances
• District Safety Report

Phase Three: November 1 - January 1
• Comprehensive District Improvement Plan
• Executive Summary for Districts
• The Superintendent Gap Assurance
• Professional Development Plan for Districts

Phase Four: January 1 - December 31
• Continuation of Learning Plan for Districts (Due May 1)
• English Learner Plan for Districts (Lau Plan) (Due May 1)
• Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that

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the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

Please enter your name and date below to certify.

Bo Matthews, Aug 30, 2021

2021-22 Phase Two: District Assurances Barren County District

2021-22 Phase Two: District Assurances

Barren County
Bo Matthews
202 West Washington Street
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United States of America

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2021-22 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 complies 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

The district hereby ensures that the FY 2021-2022 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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: District Safety Report Barren Co District

2021-22 Phase Two: District Safety Report

Barren County
Bo Matthews

202 West Washington Street
Glasgow, Kentucky, 42141
United States of America

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2021-22 Phase Two: District Safety Report

District Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) in the comment box.

Yes Barren County Board Policy - Safety 05.4

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

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If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

4. Has each school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

6. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

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Yes

7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

8. Was each school's emergency plan reviewed following the end of the <u>prior</u> school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes All Schools were completed on July 26, 2021, except Park City Elementary which was completed on September 15, 2021.

9. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the <u>current</u> school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes Austin Tracy Elementary - August 9, 2021; Barren County High School - August 9, 2021; Barren County Middle School - August 10, 2021; College Street Campus - August 9, 2021; Eastern Elementary - August 9, 2021; Hiseville Elementary - August 9, 2021; North Jackson Elementary - August 9, 2021; Park City Elementary - August 9,

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2021; Red Cross Elementary - August 9, 2021; Temple Hill Elementary - August 10, 2021

10. During the first 30 instructional days of the <u>current</u> school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

11. During the month of January during the <u>prior</u> school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

12. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: The Needs Assessment for Districts Barren Co District

2021-22 Phase Two: The Needs Assessment for Districts

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

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2021-22 Phase Two: The Needs Assessment for Districts Understanding Continuous Improvement: The Needs Assessment for Districts

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all districts 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 districts, each district to 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

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

As a district we are using KPREP, MAP, Tableau Visualization, Survey data, Early Warning Tool, Brigance, ACT, CERT, AP, 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, school culture survey, 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

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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, Instructional Coaches/Resource Teachers, 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 - every other month Director of Pupil Personnel & Principals - review of attendance, discipline and safe school data - monthly & annual report District RtI/S-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

Trends

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

Example of Trends
-The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
-From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

Please view shared data sheet for the Barren County Need Assessment at this link - https://docs.google.com/document/d/1yyXkswloumNW1kDWeZ0xJ4WfRUPq1NC2LevPu7uKRIQ/edit?usp=sharing (will show graphs/charts and updated information)

ATTACHMENTS

Attachment Name

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📎 District Needs Assessment

Current State

3. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:
- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher attendance rate was 84% for the 2020-21 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Please view shared data sheet for the Barren County Need Assessment at this link - https://docs.google.com/document/d/1yyXkswloumNW1kDWeZ0xJ4WfRUPq1NC2LevPu7uKRIQ/edit?usp=sharing (will show graphs/charts and updated information)

Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

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

Please view shared data sheet for the Barren County Need Assessment at this link - https://docs.google.com/document/d/1yyXkswloumNW1kDWeZ0xJ4WfRUPq1NC2LevPu7uKRIQ/edit?usp=sharing (will show graphs/charts and updated information)

Strengths/Leverages

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5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Please view shared data sheet for the Barren County Need Assessment at this link - https://docs.google.com/document/d/ 1yyXkswloumNW1kDWeZ0xJ4WfRUPq1NC2LevPu7uKRIQ/edit?usp=sharing (will show graphs/charts and updated information)

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district 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.

NOTE: These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Based upon the analysis of current state, the trends, and the teaching & learning environment the problem appears to be with design and delivery of research based

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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.

ATTACHMENTS

Attachment Name

🔗   District Key Elements - Barren County 2021-22

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Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 District Key Elements - Barren County 2021-22		• 6
🔗 District Needs Assessment		• 2

Key Elements of the Teaching and Learning Environment - District

School:__Barren County District_____   Date: _____October 21, 2021_____

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your district continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	● Summer PL Sessions ● District PLC structures & sessions throughout year ● School level PLC sessions by content ● Common grade level pacing maps/guides ● Coaching support
KCWP 2: Design and Deliver Instruction What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?	● PL Plan ● Visible Learning Implementation & support ● S-Team data
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	● Visible Learning Plan ● Common Assessment ● Districtwide training in conjunction with standards work ● RTI Plan
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	● Continuous Improvement Cycle ● Data Teams process ● PLC Structure ● Implementation Science (TZone) process
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	● RTI/S-Team Model ● Counselor/Mental Health plan ● Benchmark & Interim Assessment Data
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	● PBIS & Safe Schools Data ● Data Teams process ● SEL Plan ● Induction and Mentoring Program

Understanding Continuous Improvement: The Needs Assessment

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

As a district we are using KPREP, MAP, Tableau Visualization, Survey data, Early Warning Tool, Brigance, ACT, CERT, AP, ACCESS, 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, school culture survey, 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, Instructional Coaches/Resource Teachers, 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 - every other month

Director of Pupil Personnel & Principals - review of attendance, discipline and safe school data - monthly & annual report

District RtI/S-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

Trends

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

Overall - while not comparable for many reasons (change in test format/length, changes in standards assessed, change in all accountable students vs only those tested, etc), we have trend data that is "disjointed" in terms of overall, long-term trend. Numerically the data would show,

> **From 2019-2021, the district saw an 11.56% increase in novice scores in reading among ALL students (El, MS, HS).**
> > **or   31.16% of students scored a novice in reading, compared to 19.6% in 2019.**

> **From 2019-2021. the district saw an 11.84 % increase in novice scores in math among ALL students (El, MS, HS).**
> > **or   28.3% of students scored a novice in math, compared to 16.46% in 2019.**

Elementary:

	Overall Reading				
	N	A	P	D	P/D
2017	18.7	25.4	39.7	16.2	55.9
2018	14.2	28.6	38.1	19.1	57.2
2019	13.9	25.5	42.4	18.1	60.6
2021	31.8	28.9	27.3	12.1	39.4

For 2021, reading was the 2nd highest percent P/D which is consistent with scoring from prior to pandemic.
In reading, from 2017-2019, students scoring novice decreased by 4.8%.
In reading from 2017-2019, student scoring P/D increased by 4.7%.

	Overall Math				
	N	A	P	D	P/D
2017	14.7	36.5	36.8	12	48.8
2018	13	34.6	37.6	14.8	52.4
2019	14.2	34.6	34.3	17	51.3
2021	23.2	41.9	25.2	9.8	35.0

In math, from 2017-2019, an average of 14% of students scored novice.
In math, from 2017-2019, students scoring P/D increased by 2.5%.

Other elementary data - linked here

2

Middle School

		Overall Reading				
		N	A	P	D	P/D
2017		16.4	24.2	43.2	16.2	59.4
2018		15.4	23.4	40.4	20.8	61.2
2019		14.2	21.2	43.7	20.9	64.6
2021		28.2	26.8	30.0	14.9	44.9
		Overall Math				
		N	A	P	D	P/D
2017		13.2	35.6	41.4	9.8	51.2
2018		10.3	39.6	39.1	11.0	50.2
2019		9.2	37.0	41.0	12.9	53.8
2021		23.6	47.0	23.1	6.3	29.4
		Overall Writing				
2017		24.6	50.5	18.6	6.3	24.9
2018		12.9	45.6	27.2	17.9	45.1
2019		18	47	24	11	35
2021		16.1	31.6	36.7	15.5	52.2

The percentage of students who scored at proficiency or above in the area of reading was 59.1% in 17-18, 62.4% in 18-19, and 42.1% in 20-21. Reading is the 2nd highest percentage of content areas, which is consistent with the years prior to COVID pandemic.

The percentage of students who scored at proficiency or above in the area of math was 46.3% in 17-18, 50.9% in 18-19, and 25.4% in 20-21. (impacted by Covid-19 pandemic).

The percentage of students who scored at proficiency or above in the area of writing was 36.4% in 17-18, 35.6% in 18-19, and 52.2% in 20-21. Saw an increase in writing proficiency at all three levels, which may be due to changes in format, etc.

The percentage of students who scored at proficiency or above in the area of science was 23.9% in 17-18, 26.2% in 18-19, and 18.5% in 20-21(impacted by Covid-19 crisis).

The percentage of students who scored at proficiency or above in the area of social studies was 52.4% in 17-18, 60.1% in 18-19, and proficiency was not reported in 20-21 due to field testing.

Other Middle School data - linked here

Nonacademic Data for BCMS

The school's enrollment had a slight decrease from 18-19 but has remained steady over the past two years at around 758 students.

ECE Percentages have increased 5.5% since 19-20.

ELL percentages have increased 0.8% since 19-20.

Gifted and Talented has increased 0.4% since 19-20.

Disadvantage percentages have decreased 5.8% since 19-20.

ECE Trend Chart -Percentage of ECE Students Performing at Proficient/Distinguished Levels

2015-2021 Results

		Reading		
		Elem	Middle	High
2015		30.21	11.5	15.2
2016		30.8	16.9	8.7
2017		35.7	21.4	14.7
2018		40.8	23.4	12.5
2019		29.5	26.4	3.8
2021		24.1	18.4	14.2
		Math		
		Elem	Middle	High
2015		15.9	11.5	0
2016		23.9	13.8	10
2017		26.4	21.4	15.3
2018		27.7	18.5	4.0
2019		21.6	14.0	4.3
2021		15.0	12.2	7.0

High School ACT Performance - 5 Year Trend Data - Junior Assessment - update

ACT - Barren Co District - Junior Report - 2021

	2017	2018	2019	2020	2021		KY 2021
English	18.6	19.1	17.4	18.5	17.3		17.2
Mathematics	19.4	19.1	18	18.4	17.4		17.7
Reading	19.9	20.2	19	19.5	18		18.5
Science	19.6	19.5	19	19.5	18.5		18.3
Composite	19.5	19.6	18.5	19.1	17.9		18.0

CERT Assessment

High School Composite Cert Data 2021-2022	Fall	Winter	Spring
English	15		
Mathematics	16		
Reading	15		
Science	12		
Composite	15		

High School - KSA/KPrep (2018-2021)

	Overall Reading							Overall Math				
	N	A	P	D	P/D			N	A	P	D	P/D
2018	20.1	27.3	37.0	15.7	52.7		2018	18.1	36.3	34.7	10.9	45.6
2019	30.7	25.5	34.2	9.6	43.8		2019	26.0	40.4	29.2	4.4	33.5
2020							2020					
2021	33.5	24.8	28.6	13.1	41.7		2021	38.2	32.9	24.7	4.2	28.9

Demographic Trends

2021-22 in Infinite Campus

Enrollment 21-22   5303 students
          49.7 Female and 50.3 Male
As reported on current KY School Report Card Oct 2021

Economically Disadvantaged	58% (KY 60.5%)
English Learners	1.6%
Special Education	17.4%
GT	15.3%
Homeless	10.1%
Migrant	1.6%

2020-21 in Infinite Campus

Enrollment 20-21   5204 students
          50.2 Female and 49.8 Male
As reported on current KY School Report Card Oct 2020

Economically Disadvantaged	57.5%
English Learners	1.4%
Special Education	17.5%
GT	12.9%
Homeless	10.6%
Migrant	1.3%

Behavior Data Trends

Behavior information from District PBIS Committee
Student counts - first three month comparisons
Aug - Oct 2021-22   800
Aug - Oct 20-21   68   *Note - COVID-19 Hybrid Flex Schedule in place Aug- Dec 2020*
Aug - Oct 19-20   1088
Aug - Oct 18-19   1041
Aug - Oct 17-18   1339

When comparing the first three month totals - we recorded a decline in students with discipline referrals in IC from 2017-18 until 2019-20 by 21%.   In comparing pre pandemic number (1088) to the 2021-22 count, we notice a reduction by approximately 25%.

2020-2021 Yearly Totals	2019-2020 Yearly Totals	2018-19 Yearly Totals

Total - 313 Students
    Truancy - 36 students
    Defiance - 18 students
    ● *This data impacted by the COVID-19 Pandemic.*
	Total - 1215 Students
	    Truancy - 100 students
	    Defiance - 195 students
	This data impacted by the COVID-19 Pandemic in Spring 2020
		Total - 1456 Students
		    Truancy - 242 students
		    Defiance - 342 students

Current State

3. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Current academic state - Elementary Level:

KPREP/KSA Data - follow this link to view over all subject area data from 2021 Spring KPrep (does compare to the 2019 performance)

KPREP/KSA Elementary Data - follow this link

NWEA/MAP - Elementary Level

See this link for grade level data according to the most recent administration of NWEA's Measure for Academic Progress.

This link compares Spring 2021 MAP data with Fall 2021 MAP data.

Early Entrance to K/Brigance Data:
Nine students petitioned for early entrance to kindergarten and seven of those met the qualifying criteria. Of those seven, three students attend Red Cross Elementary, three attend Austin Tracy Elementary, and one attends Hiseville Elementary. The determination for early entry to kindergarten is based on multiple measures of the child's readiness for school including, but not limited to the following:
- Parent observation and input (Parent Questionnaire)
- Data from prior settings, such as childcare, state-funded preschool, Head Start and other early learning settings (Early Settings Information); this form may be duplicated and completed by multiple prior early settings providers
- Brigance Kindergarten Readiness Screener including Parent Social/Emotional Self-Help
- Other exams that may include STAR Early Literacy, STAR Math, or District Common Assessments

The qualifying criteria for early entry to kindergarten for children who turn five between August 2nd and September 30th who demonstrate academic achievement, social/emotional and physical maturity appropriate for kindergarten placement includes a minimum Brigance (Kindergarten Readiness) score of 85, NWEA Measure of Academic Progress score of 128-154 in reading and 125-155 in math. This is in addition to the surveys (parent and teacher) and prior settings information that also support early entry to kindergarten.

According to Brigance data, 56.1% of tested students are ready for kindergarten. In 2020, 66.3% were determined ready. Even though there is a sharp decrease in readiness in Barren Co , the school system remains above that of the state at 53.1%.

ACCESS for EL - Elementary Level (The numbers in parentheses are proficiency levels. They run 1-6)

Entering (1) - 10 students, Emerging (2) - 9 students, Developing (3) - 17 students, Expanding (4) - 16 students, Bridging (5) - 1 student, Reaching (6) - 0

6 elementary students exited EL status; 11% of elementary students tested exited EL status

Currently have 13 students on monitoring status

Current academic state - Middle School Level:

NWEA/MAP - Middle School Level

According to the fall 2021 MAP test data, 43% of our students are at or above grade level in math and 45% of our students are at or above grade level in reading.

ACCESS for EL - Middle School Level

Based on the 2021 ACCESS test: (The numbers in parentheses are proficiency levels. They run 1-6)

Entering (1)- 1 student, Developing (3) - 2 students, Expanding (4) - 3 students

One student exited EL status; 17% of the students tested at the middle school level exited EL status

Currently have 4 students on monitoring status.

KSA Results (Spring 2021)

KPREP/KSA Data - follow this link to view over all subject area data from 2021 Spring KPrep (does compare to the 2019 performance)

Percentages of students scoring at proficiency or above in the area of reading has decreased by 20.3%, in math 25.5%, in science 7.7% since 18-19.

Across all content areas, 55% or more students with a disability scored in the novice range with 89% or more scoring below proficiency across all content areas.

Prior Year Kprep Data

According to the fall 2019 MAP test data, 55% of our students are at or above grade level in math and 60% of our students are at or above grade level in reading.

The percentage of students with disabilities scoring proficient/ distinguished, decreased from 16.4% to 7.3% in math. Whereas in reading, proficient/ distinguished increased from 15.1% to 18.3%.

Barren County Middle School's hispanic population showed an overall decrease in novice with an increase in proficient/ distinguished in both reading and math. In reading, decrease in the percentage of novice occured, going from 26.9% to 12.1% while increasing their proficient/ distinguished scores from 34.6% to 51.6%. In math, the percentage of novice went from 23.1% to 12.1%, with 30.7% increasing to 42.4%.

The percentage of proficient/distinguished in reading increased from 59.1% to 62.4% in 2019.

45% of economically disadvantaged students are below proficiency in reading and 59% are below proficiency in math.

Current academic state - High School Level:
ACT 2021 - High School Level (district wide)

Junior Level ACT - 17.9 (KY-18.0) (BC 2020 - 19.1)
- overall composite 1.2 lower than prior year
- Composite .1 below state
- Science only area above the state average (18.5 vs 18.3)
- BCHS composite was 18 (same as state)
- A5 Schools - College St composite 15.1; BAVEL composite was 27 (increased 4.7 from prior year (9 pt above state)

ACT (2020) - High School Level (district wide)

Junior Level ACT - 19.1 (KY-19.0) (BC 2019 - 18.5)
- overall composite .6 higher than prior year
- Math only area below the state average (18.4 vs 18.7)
For our A5 Schools -
- BAVEL is above state average by 3.3 points (22.3 composite)
- College Street had the 2nd highest average on 5 years chart (16.0)

CERT - High School Level
Fall 2021-2022 Data:

28% of junior students met reading benchmark | Composite score in reading was 15

16% of junior students met math benchmark | Composite score in math was a 16

11% of junior students met benchmark | Composite score in science was 12

ACCESS for EL - High School Level - (The numbers in parentheses are proficiency levels. They run 1-6)

Entering (1)- 1 student, Emerging (2) - 1 student, Developing (3) - 4 students, Expanding (4) - 3 students

One student exited EL status; 11% of the students tested at the high school level exited EL status

Currently have 2 students on monitoring status.

KPREP/KSA Data - follow this link to view over all subject area data from 2021 Spring KPrep (does compare to the 2019 performance)

KSA Results (Spring 2021)- High School

		Overall Reading					State Avg.					Overall Math					
		N	A	P	D	P/D	N	P/D				N	A	P	D	P/D	N	P/D
2021		33.5	24.8	28.6	13.1	41.7	34.8	37.8		2021		38.2	32.9	24.7	4.2	28.9	35.9	30.2

- Reading scored better than state average on Novice (by 1.3) and P/D (3.9) performance in the 2020-2021 year.
- Math P/D was 1.3 below state average
- Science P/D was 1.9 below state average

Current Academic state of ECE students (district-wide):

According to the 2021 report card student count, there are 930 students with disabilities enrolled grades pre-k through grade 14 . In

2019-2020, there were 896 ECE students enrolled.

 98.5% of ECE students tested participated in the state assessment compared to 99% of the general population.

Assessment performance of ECE students scoring P/D in reading and math are slightly below that of state percentages.

Based on 2021 NWEA Data, 17% of Elementary students with disabilities scored P/D in the area of reading. Resulting in a 22.5% decrease from 2019. 20% of Elementary students with disabilities scored P/D in the area of math, which is also a decrease from 1.6% in 2019.

At the middle school level, in the area of reading, 9% of students with disabilities scored P/D which was a decrease of 17.4% from 2019.   In the area of math, 7% scored P/D. Which is a decrease of 7% from 2019.

At the high school, 14.2% of students with disabilities scored in the P/D range compared to 3.8% in 2019. In the area of math, 7% of ECE students scored P/D compared to 4.3% in 2019, resulting in increases in both areas.

From the data, one could possibly discern that the effects of COVID -19 and hybrid/virtual learning played a negative impact on student progress at the elementary and middle school levels. High School ECE students showed positive gains as a result.

In regards to ACT scores, the average score of BCHS ECE students in reading was 13.6 and in math 11.4. Both of these scores are slightly below that of the state average. *Districtwide scores for ECE students in reading was 12.5 and in math 13.9.*

Current Academic State - Graduation & Transition Data:
 2021 4-Year Graduation Rates:
4-year graduation rate is 93.4% for all BCHS students, with the state's graduation rate at 90.2%
4-year graduation rate is 94.7% for BCHS students with an IEP, with the state's graduation rate at 78% for students with a disability.
4-year graduation rate is 93.3% for BCHS students without an IEP, with the state's graduation rate at 91.5% for students without a disability.
4-year graduation rate is 94.6% for BCHS females, with the state's graduation rate at 92.8% for females.
4-year graduation rate is 91.9% for BCHS males, with the state's graduation rate at 87.7% for males.
4-year graduation rate is 75% for BCHS homeless population, with the state's graduation rate at 80.2% for homeless.
4-year gradation rate is 90.8% for BCHS economically disadvantaged students, with the state's graduation rate at 86.9%.
4-year graduation rate is 95.3% for BCHS Non-economically disadvantaged students, with the state's graduation rate at 93.9%.
4-year graduation rates according to race:
African American: Barren 80%, State 83.9%
Hispanic/Latino: Barren 63.6%, State 83.5%

Two or More Races: Barren: 80%, State 90%
White: Barren 95.6%, 91.6%

2021 5 Year Graduation Rates:
5-year graduation rate is 93.1% for all BCHS students, with the state's graduation rate at 92.3%
5-year graduation rate is 81.3% for BCHS students with an IEP, with the state's graduation rate at 80.8% for students with a disability.
5-year graduation rate is 94.3% for BCHS students without an IEP, with the state's graduation rate at 93.5% for students without a disability.
5-year graduation rate is 93.5% for BCHS females, with the state's graduation rate at 94.3% for females.
5-year graduation rate is 92.7% for BCHS males, with the state's graduation rate at 90.6% for males.
5-year gradation rate is 88.6% for BCHS economically disadvantaged students, with the state's graduation rate at 90.3%.
5-year graduation rate is 96.2% for BCHS Non-economically disadvantaged students, with the state's graduation rate at 94.4%.

5-year graduation rates according to race:
Hispanic/Latino: Barren 100%, State 86.6%
White: Barren 93.8%, 93.8%

Graduation Trends for 4-Year Graduation Rate:
2020 - 90% graduation rate among hispanic/latino students at BCHS; 2021 - 63.6% graduation rate among BCHS hispanic/latino students.
2020 - 80.6% graduation rate for BCHS students with an IEP; 2021 94.7% graduation rate for BCHS students with an IEP.
2018 - 89.5% graduation rate for BCHS homeless students; 2021 75% graduation rate for BCHS homeless students.
2018 - 100% graduation rate for BCHS hispanic/latino;   2019 - 83.3%, 2020- 76.2%, 2021 - 100%

Transition:

GROUP	COUNT	PERCENT OF STUDENTS
College	53	16.3%
Technical Training	4	1.2%
Military	7	2.1%
Working	74	22.7%
Work-School Combination	144	44.2%
Other	44	13.5%

Prior Academic State - Transition Ready:
2019 Overall Transition Ready Indicator:

Barren 81.3% vs State 66.0%

2019 ECE Transition Ready Indicator:
Barren's ECE 35.3% vs State ECE 31.0%

2019
340 graduates -
59% of females are academic ready vs 41% of males are academic ready
60% of females are career ready vs 66% of males are career ready

2019 ECE -
6% of ECE students are academic ready
29% of ECE students are career ready
35.3% of Barren's ECE students were transition ready
79.4% of Regular Education student
85.7% of Hispanic students were transition ready while 79.4% of "all students groups" were transition ready.

Graduation Rates for ECE and EL - Based on 2019 data
The 4-year graduation rate for ECE students increased from 75.5% in 2019 to 77.9% in 2020. The state set goal for 2020 was 76.4%. The 5-year graduation rate for ECE students increased from 78.7% in 2019 to 79.2% in 2020. The state set goal for 2020 was 79.5%.

The 4-year graduation rate for Hispanic/Latino students increased from 84.1% in 2019 to 84.2% in 2020. The state set goal 2020 was 84.6%. The 5-year graduation rate for Hispanic/Latino students increased from 85.3% in 2019 to 86.1% in 2020. That exceeded the goal of 85.8%.

2021 YOYO Data:

| INDICATOR 14 - 2021	14A	14B	14C
TARGETS	25.5%	56.0%	69.96%
KENTUCKY (2536)	17.2% (435)	53.7% (1363)	64.8% (1643)
GRREC (442)	16.5% (73)	50.5% (223)	61.5% (272)
BARREN COUNTY (17)	11.8% (2)	41.2% (7)	58.8% (10)

Response Rate:

Kentucky 57.8%, GRREC 57.9%, Barren 53.1%

Employment Totals:

	Competitive Employment	Other Employment	No Employment
Barren	35.3% (6)	17.6% (3)	47.1% (8)
GRREC	40.5% (179)	13.8% (61)	45.7% (202)
Kentucky	43.2% (1095	12.7% (322)	44.1% (1119)

From the time you left high school until now, have you been in any type of school or training program?   [solid bars]

Did you complete an entire term/semester?   [striped bars]

Kentucky
26% (651/2536)
21% (533/2536)

GRREC
25% (112/442)
19% (85/442)

District not selected

14
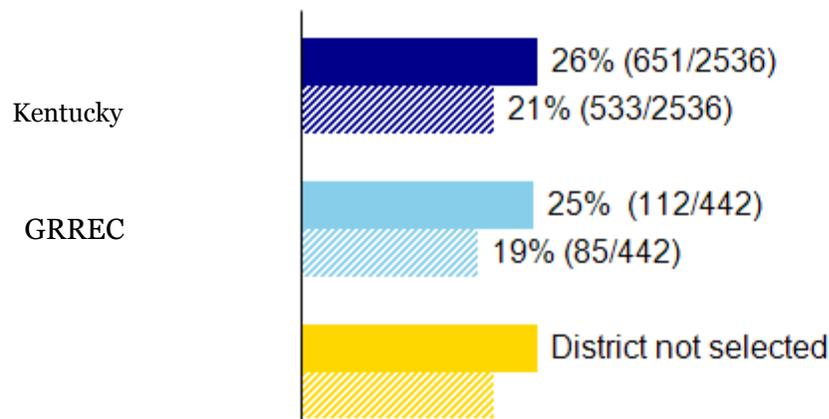
Barren

Of students attending post-secondary, in the past year: "What degree do you expect to get when you are finished with school?"

Bachelor's - KY 37%, GRREC 34%, Barren 25%

Associate's - KY 29%, GRREC 36%, Barren 50%

Certificate - KY 16%, GRREC 15%, Barren 0%

Not seeking a degree - KY 10%, GRREC 12%, Barren 25%

Community Participation:

Where did you live for most of last year?

Living with my family - Kentucky 81%, GRREC 81%, Barren 88%

Do you have a driver's license? Kentucky 48%, GRREC 50%, and Barren 65%

Are you registered to vote? Kentucky 59%, GRREC 61%, Barren 76%

GT Identification (Spring & Fall):

	2021		2020	
PTP (Primary Talent Pool) (K-3)	**288** students identified	**19.7%** of the student population	**227** students identified	**18%** of the student population
Formal Identification (4-12)	**460** students identified	**13.5%** of the student population	**448** students identified	**11%** of the student population

Number of Identified GT Students	2020-2021	2019-2020	2018-2019	2017-2018
Primary Talent Pool	288	227	193	30
Formal Identification Grades 4-12				
General Intellectual	90	101	107	105
Creativity	18	9	14	13
Leadership	84	84	79	81
Language Arts	164	153	159	189
Math	177	173	192	226
Science	35	16	11	13
Social Studies	20	14	100	14
Art	54	39	44	31
Dance	6	3	0	0
Music	37	33	26	27
Drama	12	14	14	12

Current State for Demographic & Student Groups:

2021-22 in Infinite Campus
Enrollment 21-22   5303 students
          49.7 Female and 50.3 Male
As reported on current KY School Report Card Oct 2021
Economically Disadvantaged   58% (KY 60.5%)
English Learners   1.6%
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Homeless   10.1%
Migrant   1.6%

Data overview of Demographic Data from IC - Oct 2021
Data overview of Demographic Data from IC - Oct 2020

Fall 2020 Enrollment Options (In Person vs Virtual)   As of October 20, 2020

10/19/20	Total Enrollment	In Person	Virtual	In Person %age
Austin Tracy	298	253	46	84.90%
Eastern	364	285	79	78.30%
Hiseville	277	237	40	85.56%
North Jackson	530	434	96	81.89%
Park City	386	268	118	69.43%
Red Cross	621	487	134	78.42%
Temple Hill	302	250	52	82.78%
BCHS	1384	927	457	66.98%
BCMS	747	540	207	72.29%
CSC	41	18	23	43.90%
District	5208	3699	1252	71.03%

Current State for Behavior Data

Behavior information from District PBIS Committee
Student counts - first three month comparisons
Aug - Oct 2021-22   800
Aug - Oct 20-21   68   *Note - COVID-19 Hybrid Flex Schedule in place Aug- Dec 2020*
Aug - Oct 19-20   1088

When comparing the first three month totals - we recorded a decline in students with discipline referrals in IC from 2017-18 until 2019-20 by 21%.   In comparing pre pandemic number (1088) to the 2021-22 count, we notice a reduction by approximately 25%.

2020-2021 Yearly Totals
Total - 313 Students
   Truancy - 36 students
   Defiance - 18 students
    ● *This data impacted by the COVID-19 Pandemic.*

Current Status of Economic Disadvantaged Information:

	October CEP Data	April CEP Data
21/22	**86.78**	
20/21	**85.92**	**88.63**
19/20	86.1	93.1
18/19	81.8	87.2
17/18	81.7	82.8
16/17	73.4	83.8

15/16	73.1	70.7

Priorities/Concerns

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

Priorities/Concerns (2021):

Elementary School KAS

Overall, reading is the priority concern because the novice rates exceed 24%, having the highest novice rate of all subjects.

The percentage of students with disabilities scored at the novice level in the following areas: reading-41% novice; math-39% novice; science- 20% novice; writing-30% novice. The highest percentage of proficient and distinguished for this group is reading.

MAP/RTI Data

According to most recent MAP data, the priority concern overall is math. 54% or fewer are on grade level in math in grades one through six.

Middle School KAS

The percentage of students who scored novice in all content areas except for writing exceed 23%. Prior to 20-21 KPREP scores, novice percentages did not exceed 18%.

The percentage of students with disabilities scored at the novice level in the following areas: reading-63% novice; math-55% novice; science- 83% novice; writing-57% novice.

Response rate for YOYO was 53.1% (state target response rate 60%)

47.1% of ECE students report no employment the first year after graduation.

The graduation rates for homeless students and hispanic/latino students are decreasing. 2018 - 89.5% graduation rate for BCHS homeless students; 2021 75% graduation rate for BCHS homeless students. 2020 - 90% graduation rate among hispanic/latino students at BCHS; 2021 - 63.6% graduation rate among BCHS hispanic/latino students. 4-year graduation rate is 75% for BCHS homeless population, with the state's graduation rate at 80.2% for homeless.

High School Cert. Fall Data

- **60% of junior students scored Novice in reading on the cert.**
- **51% of junior students scored Novice in math on cert.**
- **71% of junior students scored Novice in science on cert.**

High School KAS

- **Thirty-Four percent (34%) of students scored novice in reading, increasing from thirty-one percent (30.7%) in 2019**
- **Thirty-Eight percent (38%) of students scored novice in math, increasing from twenty-six percent (26%) in 2019**
- **For ECE students, the novice rates for all subject areas exceeds 62%.**

Priorities/Concerns (2020):

High School CERT/ACT

Only 4.9% of last year's sophomores met ACT math benchmarks on CERT. Those sophomores are now 2020's junior class taking the ACT this year.

Prior Year (2019) Priorities/Concerns Included - Due to COVID-19 Pandemic:
These concerns remain unless any new available data provides updated information

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 (2019); slight increase in 2020 but still below state average for Mathematics

2019 Reading Novice 32.3% (42.7% P/D)

2019 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.

Strengths/Leverages

Elementary School -

The district scaled score exceeded the state scaled score in all areas of the KSA except for third grade science. Student goal-setting, the data team process and district professional learning are all being implemented and will help increase proficiency across all content areas.

All seven elementary schools scored at or above the state in the area of writing.

According to the most recent MAP data, 72% of kindergarten students are at or above grade level in math, and 75% are at or above grade level in reading.

Middle School -

The percentage of students who scored at the novice level for the 20-21 KPREP test are below the state novice percentage in all areas except for science. Student goal-setting and the data team process that is implemented will help increase proficiency across all content areas.

Writing achievement has increased from 35% proficient to its current rate of 52.2%. The writing teachers have implemented the 2.6 paragraph that helps students to provide a claim, evidence, and reasoning. Claim, evidence, and reasoning will be utilized in all content areas to support short answer and extended response answers.

High School-

The school P/D reading average outscored the state by 4%, showing that the targeted assistance implemented last year, along with a new pacing map and guide in the content area, will help keep P/D increasing as these aides continue to be used.

The 4-year graduation rate for students with an IEP is 94.7%, for students without an IEP is 93.3%. (Positive for our ECE students)

Barren County's graduation rate is above the state average in all areas except homeless.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

    a. Complete the Key Elements Template.   **School Template -** CLICK HERE   **District Template -** Click Here

    b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes?

Based upon the analysis of current state, the trends, and the teaching & learning environment 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.

2021-22 Phase Three: Professional Development Plan for Districts
Barren Co District

2021-22 Phase Three: Professional Development Plan for Districts

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

2021-22 Phase Three: Professional Development Plan for Districts - 2021-22 Phase Three: Professional Development Plan for Districts

Barren Co District - Generated on 12/07/2021

Barren County

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2021-22 Phase Three: Professional Development Plan for Districts - 2021-22 Phase Three: Professional Development Plan for Districts

Barren Co District - Generated on 12/07/2021

Barren County

2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the district's mission?

The mission of Barren County Schools is "Where Opportunity Creates Success". We are BC because we believe in the following six core values: (1) Serving others through teamwork and collaboration (2) Providing learning experiences that promote content mastery and critical thinking (3) Demonstrating creativity and inventiveness in our work (4) Taking ownership to find your path to success (5) Being accountable to produce high quality results (6) Communicating in a peaceful and productive manner

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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 effective innovation work/coaching 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. as will effective innovation work and coaching.

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 (if applicable) 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.

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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 effective innovation coaching, 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, student data analysis, and fidelity tool results.

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), 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

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data analysis.

District instructional team along with building level support, will conduct learning walks and systems cycles (observation/feedback/coaching) 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.)

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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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

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2021-22 Phase Three: Executive Summary for Districts

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

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Description of the District

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 comprises ten schools with seven elementary, one middle, one ninth-grade academy, and one high school. In addition, we have one Area Technical Center, a CTC facility, an alternative school (College Street Campus), and a virtual K-12 school (BAVEL). We also have the support of a central office facility, a central office annex building, a bus garage, and many additional programs. We are blessed in Barren County with beautiful and efficient facilities for our students. Student Population is 5,570 students, with the following gender and minority percentages: Gender Percentage Male 49.7% Female 50.3% Minority Percentages AUSTIN TRACY ELEMENTARY SCHOOL 5.97% of 318 students BARREN COUNTY HIGH SCHOOL 8.66% of 1,362 students BARREN COUNTY MIDDLE SCHOOL 9.85% of 711 students BAVEL 19.08% of 304 students COLLEGE STREET CAMPUS 25.0% of 32 students EASTERN ELEMENTARY SCHOOL 7.83% of 383 students HISEVILLE ELEMENTARY SCHOOL 10.77% of 297 students NORTH JACKSON ELEMENTARY 7.32% of 533 students PARK CITY ELEMENTARY SCHOOL 16.34% of 410 students RED CROSS ELEMENTARY SCHOOL 15.49% of 652 students TEMPLE HILL ELEMENTARY SCHOOL 13.29% of 301 students DISTRICT TOTAL 10.97% 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 other program needs, the district purchased a former private school campus on Calvary Drive and will begin a remodel to 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 complement 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 create a new regional technical campus. This renovation and modernization to the current ATC and additional CTE facility for

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BCHS will help blend both ATC offerings and Barren County programs and address the community's current workforce needs. 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 students' academic and enrichment opportunities. Other districts throughout the state visit our schools, 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 participates in the Kentucky Innovative Learning Network (ILN), which allows 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 connection with this work and for the Innovation Zone facility. Barren County Schools continue to push the bar higher in the abundance of career pathway offerings for students. Currently, more than forty career pathways are available for students, including the most recent additions of "Early Childhood" and "Teaching and Learning." The addition of these pathways are essential to the sustainability of our incredible school system as we look to "grow our own" next generation of educators. Additionally, Barren County High School is intentionally enhancing cross-pathway collaborations as they have seen the tremendous innovations produced via the collaborations between Computer Science and BioMedical, Engineering, and Business and Marketing. The most recent collaboration is between BC Skills and the English department, as students are engaging in constructing their own professional brand via no-code web design and social media. Because our students are provided opportunities to stretch their learning 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. Nationally-known presenters train our teachers and staff 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 the next steps. Community Statistics In 2020, the population was 44,485 in Barren County. Ninety-three percent of the Barren County community is white/caucasian. The largest minority population consist of 4.2% Black/African American and Hispanic or Latino 3.4%.. Our community trends toward low-income as the median household income in Barren County in 2019 was $40,589, much lower than the state average of $45,135 and the 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 2020

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unemployment rate is 3.4%, and 20.1% of residents live below the poverty level. According to the Kentucky Center for Education and Workforce Statistics (KCEWS), 17% of adults in our county have no high school diploma. Only 16.3% of adults in our county have a bachelor's degree or higher.

District's Purpose

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, afterschool programming, community education, and relationships that support lifelong learning. The Strategic Planning Committee meets annually to update, revise, monitor, and prioritize goals 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," is 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 to ensure that our students will be prepared to be life-ready. 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 significant 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

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blended learning. Great efforts have been made to reach ALL students in our Barren County Schools. Over the few past years, we have embraced the PLTW LAUNCH program in our elementary schools to enhance our existing PLTW Gateway at the middle school and PLTW Engineering and Bio-Med programs at the high school. A Computer Science initiative has also been implemented in K-12 to prepare students for high-demand computing careers in information technology and computer programming fields. Project Lead the Way programs include: 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 PLTW Computer Science PLTW Engineering Family & Consumer Science: Early Childhood Education, Culinary Arts & Food Services Information Support & Services Cisco Network Administration Automotive: Automotive Maintenance Light Repair Technology Construction/Carpentry CAD: Engineering Design, Architectural Designer JROTC Electricity: Residential Electrician, Industrial Electrician Assistant Health: Allied Health, Pre-Nursing, Phlebotomy, Pharmacy Technician HVAC: Environmental Control System Technician Information Technology-Information Support Service ATC: Welder Entry Level Machine Tool Technology: Machinist Operator, Machinist Maintenance Mechanic Diesel Mechanics Barren County Schools also provide high-quality 21st Century Community Learning Centers, BBB Boys & Girls Club, 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 the 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. Staff members are encouraged to participate in the Stay Well program provided by the Kentucky state health plan which is an incentive program where participants can earn points that can be used to purchase merchandise for gift cards. In addition, all schools have a Tower to Table or Farm to Fork Programs that provide local produce in the cafeterias to use for after-school educational 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 present a valid ID, sign in, and wear identification badges at all

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times. In addition to our ongoing training and networking with the Kentucky Center for School Safety, district leaders and school administrators 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 four full-time School Resource Officers (SRO) in our buildings to assist our students and leadership teams. A S.T.O.P. Tipline, monitored by the Office of Homeland Security and KCSS, is available for students to anonymously report bullying, violence, and risky behavior safely and securely online. Reports from the STOP Tipline are sent to the SRO's and Director of Pupil Personnel. SRO's and DPP work with building principals to help stop and prevent any issues reported through the STOP Tipline or other anonymous reporting tools. The school district employs one full-time mental health coordinator to serve the students of Barren County Schools. In partnership with GRREC, the district also employs a District Lead Counselor to serve the students of Barren County and to facilitate the Project Prevent grant within the district. In addition, the school district partners with Cumberland Family Health to employ four additional mental health counselors to serve 10 schools in the district.

Notable Achievements and Areas of Improvement
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. We will provide experiences and create opportunities to ensure that our students will be prepared to be life-ready. This will be demonstrated by providing high-quality 21st-century teaching that leads to learning in a healthy, safe, and supportive environment. One way we measure our success as a district is by the Kentucky Assessment & Accountability System and NWEA's Measure of Academic Achievement (MAP) assessments that are given three times annually. In addition, we continually look for ways to involve as many students as possible by offering various programs and opportunities. Our students compete in many art competitions, club organizations, and service projects. With the help of grant dollars, nearly 18.3 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. 2020-21 State Assessment Results/Achievements For this past school year, the notable academic achievements were: At the elementary level, The district scaled score exceeded the state scaled score in all areas of the KSA except for third grade science. All seven elementary schools scored at or above the state in the area of writing. At the middle school level, the percentage of students who scored at the novice level for the 20-21 KPREP test are

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below the state novice percentage in all areas except for science. Writing achievement has increased from 35% proficient to its current rate of 52.2%. At the high school level, the school P/D reading average outscored the state by 4. The 4-year graduation rate for students with an IEP is 94.7%, for students without an IEP is 93.3%. (Positive for our ECE students). Barren County's graduation rate is above the state average in all areas except homeless. With the numerous changes in testing & the effects of the pandemic it is difficult to pinpoint all the causes, but as an area of concern, we are addressing the novice rates at all levels from the 2021 assessment data. 2019-20 State Assessment Results/Achievements While most Kentucky Assessments for the 2019-2020 year were canceled 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 five years (16.0). Arts, Business, and other Academic Achievements One of our middle school students followed in the tradition set by others for the last ten 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 of the State Junior Beta Club. She also went on to run for national office at the National Jr. Beta Convention. 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 Elementary, Junior & Senior Beta Conventions, and those winners move on to the National level. Many students received awards across all categories in Elementary, Junior & Senior Club's State Conferences. The results follow by school: Austin Tracy Elementary had students qualified for nationals for Rapid Response at the annual Leadership Summit. Barren County Middle School students received 1st in Speech, 1st Digital Art, 1st in Fiber Arts, 2nd in Marketing & Communication, 3rd in Painting, 4th in Sculpture, 4th in Service Learning Showcase, 5th in Woodworking, and 2nd in Campaign Skit. BCMS also had a student elected as the State Junior Beta President. Eastern Elementary had students place 1st in Black & White Photography, 3rd in Technology, 3rd in 4th Grade Math, and 5th in Portfolio. Hiseville Elementary took 4th place in Performing Arts Solo Duo Trio, 3rd in Fifth Grade Social Studies, and 5th in Fourth Grade Math. They also had a student chosen as a Leadership Representative and the Service Snapshot qualified for nationals. North Jackson Beta Club took the following awards

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during the state convention: 5th place Elementary Digital Art, 4th place Elementary Painting, 5th place Elementary Engineering, 2nd place 5th grade math, 2nd place 4th grade Science, 2nd place 4th grade Social Studies, 1st place Elementary Woodworking, and 1st place Elementary Solo, due, trio performing arts. In the Junior division, NJE placed 4th in 6th grade Language Arts, 3rd in Three-Dimensional Design, 1st in Living Literature, and qualified to compete in two leadership competitions (Lead Outside the Box and Rapid Response). 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 Math 4th grade (5th place), Painting Elementary (3rd place), Poetry Elementary (2nd place), Sculpture Elementary (1st place), Black & White Photography Junior (1st place), Creative Writing Junior (5th place), Poetry Junior (3rd place), Recyclable Art Junior (2nd place) Speech Junior (2nd place) and Club Trading Pin (2nd place) and Engineering (2nd place) at the state level. We also had the National Elementary President. We placed 6th in engineering, 7th in speech and 5th in reading pin at Nationals. Temple Hill Elementary also received honors in Language Arts (2nd place), Elementary Woodworking (2nd place), and Elementary Fiber Arts (5th place). Barren County High School continued the success at the State Sr. Beta Convention with the following results, Division I individual events: 9th Grade Agriscience (4th place), 9th Grade Math (3rd place), 9th Grade Science (5th place), Digital Art (5th place), and Color Photography (3rd place). Division II individual events: 11th Grade Math (4th place), 12th Grade Math (4th place), On-Site Drawing (3rd place), Speech (3rd place), Drawing (5th place), Jewelry (2nd place) Painting (3rd place), and Sculpture (1st place). Club Events: Apparel Design (1st place), Freshman Problem Solving (3rd place), Portfolio (1st place), Two Dimensional Design (1st place), and Campaign Skit (3rd place). BCHS has a teacher who serves as KY State Beta sponsor. Finally, the club's Lead Outside the Box and Rapid Response qualified for Nationals at the Leadership Summit. BCHS was also eligible to compete in Living Literature, Group Talent, Show Choir, Club Trading Pin, Robotics & Engineering at the National Beta 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 Elementary Leadership Project-Outside the Box 2nd place, 4th place Elementary Black & White Photography, 3rd place 4th Grade Math, 5th place in Elementary Solo, Duo, Trio Performing Arts, 1st

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place in 4th Grade Science, 3rd place in Woodworking, 2nd in Sculpture, and 6th in Digital Art. Schools also qualified for nationals for Rapid Response at the annual Leadership Summit. A Barren County student was elected as the National Elementary Beta President. At the Junior level-10th place in Living Literature, 6th place in Rapid Response, 9th place Service Learning Showcase, 1st place in Junior Group Talent, 1st place Speech, 3rd place Fiber Arts, 7th place Marketing & Communication. BCMS also had a student run for National Junior Beta President. Senior Results 1st place in Speech II, 3rd place in Freshman Problem Solving, 4th place in Show Choir, 4th place in Rapid Response, 6th place in Math 9, 6th place in Portfolio, 7th place in Agriscience 9, and 8th place in Sculpture II. Due to Covid limitations and virtual conferences, FBLA involvement was limited in the 2020-2021 school year. FBLA had free membership for our students due to the limited activities we would be able to participate in. Eleven FBLA members competed at the regional/state combined meetings. Three members advanced to Nationals. We did not have a delegation attend the Fall National Leadership Conference as it was cancelled due to Covid. 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 six interns work with his office and throughout county government. . FBLA continues its community service work by providing meals and gifts during the holiday season. Again, Covid limited our ability to visit the elementary schools and the Boys and Girls Club. FBLA members have started a coffee shop business operated through their business classes that will continue operations after COVID restrictions are lifted. In 2020- 2021 the BCHS Band had 10 students named to the KMEA 3rd district honors band and 2 students named to the Kentucky All-State Band. The marching band received Grand Champion at the South Central Kentucky Marching Band Classic, Honorable Mention at the Festival of Champions and Adair County Mark Twain Invitational, Reserve Grand Champion at the Muhlenberg Classic, 5th place out of 26 bands at the Mid South Marching Invitational (APSU) and the Kentucky Governor's Cup at the Contest of Champions (MTSU). 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, BCMS, and BCHS will be given the opportunity to participate in All-District, All-State, Children's Day, and Honors Choirs. Currently, all choral music performances are being held but students are still performing in masks due to the Covid-19 pandemic. School performances are being held in person with students performing in masks for the Fall (Halloween, Veteran's Day, Christmas) to give students a musical outlet. Elementary choirs all did virtual performances for Veteran's Day & Christmas. Red Cross has added an after-school choir and have recently auditioned 7 students for

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KMEA All-State Choir. North Jackson Elementary has an after-school choir for 4th-6th graders that meets twice weekly. They have also done virtual performances for Veterans Day, and will perform live for a joint Christmas concert with BCMS. Five students auditioned for the KMEA All-State Choir. As a school, they have 2 virtual performances (Halloween Dances in October, Veterans Day in November), and will have a virtual Christmas program in December. In January, they will begin work on our school-wide musical, Seussical. 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 and we are at approximately 200 students. Each year both the middle and high school students perform at KMEA Concert Festival at Western Kentucky University receiving straight distinguished ratings on sight-reading and proficient and distinguished ratings for prepared pieces. We also have a large representation at the auditioned based All-District Honors events and judged Solo and Ensemble festivals. Our BCHS students earned several thousand dollars in academic scholarships (excluding KEES money and athletic scholarships) in the previous year. However, due to the COVID closures, we could not get an exact amount for the previous school year. Up to 276 students in Barren County Schools may earn dual-credit in over 25 courses through Western Kentucky University (WKU), Murray State, or SKYCTC for the 2021-2022 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, Barren County FFA Summer Officer Leadership Retreat, and the National FFA Convention (Indianapolis, IN). The FFA Chapter had 1 member receive their American FFA Degree during the National Convention. The Barren County FFA Chapter had five FFA Members receive the Kentucky State FFA Degree during the convention. Carrie Carver received a superior rating in the State Sheep and Goat Impromptu contest. Mary Schalk received a superior rating in the speaking area of Turf impromptu. Member Tristann Burks was also elected to serve as the KY FFA State Sentinel for the 2021-2022 School year. The Chapter also had members participate in the State FFA Judging contests at the KY State Fair in the following areas: Livestock judging, Nursery evaluation, Dairy Handlers, and Agronomy CDE. The Livestock judging team placed 8th, Nursery team placed 10th, and Agronomy placed 7th. Addison Houchens participated in the State Dairy Handlers CDE and placed 1st. She competed at the 2021 National Contest in Indianapolis and received a gold rating. The Barren County FFA Chapter also received the State Gold Emblem Award from the Kentucky FFA Association for the 48th consecutive year! Next generational opportunities for students to gain marketable software development and digital skills continues to be a priority within the Barren County School District. Current course offerings in Computer Science

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focus on programming languages highlighted within industry, included but not limited to the following: HTML, CSS, JavaScript, ReactJS, and SWIFT as well as Python and Java in AP Computer Science course offerings.. As well, students within the elementary and middle schools continue to have access to Python and Java-based block programming modules in CS Fundamentals and by way of special events and clubs including Girls Who Code, Family Coding Night, and STEAM/STREAM nights at specific schools. Include. BC Skills Development Academy continues to thrive, having trained nearly 200 local students and community members in app development and web development. Additionally, in response to the demands of the marketplace, BC Skills and Barren County Business Academy is launching their Emerging Media apprenticeships course. This course, built similarly to the web development course, will train BCHS students to be digital content creators, culminating with internships within local community businesses. 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 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, 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 and 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." It has hosted regional events to support other districts in planning their 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: Sharon Mattingly was recently inducted into the

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Kentucky Teacher Hall of Fame at Western Kentucky University. Scott Harper was honored with the District Assessment Coordinator of the Year award by the KY Association of Assessment Coordinators (KAAC) The school district employs a full-time grant writer. Some of the following grants awarded as a result of this opportunity include: A Preschool Partnership Grant of $150,000 will provide training and materials for local daycare providers. The Fresh Fruits and Vegetables grant provides the district with $165,000 to purchase fresh fruits and vegetable snacks for children each school day. Students are not only provided with healthy snacks, but they also learn about the importance of good nutrition. The Grow Your Own Grant provided $50,000 to BCHS to support teacher preparation and recruitment. GEER II Grants provided $200,000 to support programming for preschool children and wrap-around services for at-risk students in grades 7-12. Eastern Elementary was awarded a $500,000 21st Century Grant to support after-school programming. United Way provided $10,000 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 $10,000 to our high school entrepreneurship program. 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. 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 expanded 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. 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 an opportunity to enhance their leadership, personal skills, discipline, teamwork, and self-esteem. Collectively,

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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 seventh (7th) grade. The course length is normally four years at a traditional high school (grades 9-12) and 8th grade was just added this year. 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, Drones, Robotics, 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 led by Senior Army Instructor (SAI) MAJ (Ret.) Larry D. Gearlds and Army Instructor (AI): CSM (Ret.) Phillip D. Gearlds " BCHSLive! Team" is a group of high school students live streaming BCHS events such as sports, alumni recognition, success rallies, groundbreakings, 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 the quality of students each year for both programs. As an addition to BCHS Live, Barren County High School has added a weekly news program called Trojan Talk. Trojan Talk is a weekly television broadcast produced by high school students that highlights announcements, upcoming events, and student successes. Areas of Improvement We are diligently working to reduce the number of students in Barren County who are scoring in the Novice range and 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

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established a District Implementation Team (DIT) and 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. College and Career Readiness is a continued area of focus. Two transition coaches have been added to the staff at Barren County High School, a Workplace Transition Coach and a Postsecondary Transition Coach. These positions provide direct services to students for career and college planning and transition. Barren County High School and College Street Campus are implementing a new course called BC Essentials that will revamp the previous WIN (What I Need) time, to address BC Profile of a Trojan/Work Ethics/ ILP/Career Exploration and Soft Skills.. 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 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. 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. The Trojan Academy has implemented a new 9 week rotation course addressing digital literacy and citizenship and skills needed to navigate learning in a 1:1 initiative school. In addition to these programs, the senior English courses at BCHS now require a senior project that includes a personal website/digital resume and an exit interview/ presentation. The district Digital Learning Coaches have offered Google Certification training and currently have 152 Level 1 Certified Educators, 12 Level 2 Certified Educators, and 1 Google Certified Trainer in the district.

Additional Information

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.

N/A

Additional Information

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

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improvement in staffing, student involvement, innovative and research-based instructional strategies, and fiscal management. Barren County Schools will enhance communication with internal and external public groups through ongoing maintenance and development with our web pages, Sendit alert system, Remind, Class Dojo, Google Classroom, Twitter, Instagram, and Facebook pages. The recently redesigned Barren County Website provides state-of-the-art information, resources and 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 allows for push notifications to all app users. There are currently 4553 registered app users. During the past year, our classroom technology infrastructure was upgraded to to allow for more agile delivery of instruction. Each teacher now has a laptop as their primary workstation and all classrooms are equipped with 65" mobile, interactive tvs that allow for casting wirelessly from the laptop to the TV. With the recent purchase of over 8000 chromebooks, our students have access to mobile devices for learning both in the classroom and outside of school if needed. In addition, our technology & safety infrastructure is constantly being upgraded, starting with security cameras, door access, telephone systems, and intercoms. The district is also piloting additional Apps and devices to improve safety. We are currently replacing and upgrading our surveillance systems where we are replacing older cameras with higher resolution district-wide and updating the backend of our surveillance system. During the 20-21 school year our district provided 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. These devices will continue to be accessible to any household who is not able to provide internet access to their students should the need arise. Find out more about the Barren County Schools On the web at - www.barren.kyschools.us On Facebook at - https://www.facebook.com/barrenschools/ On Twitter at - @barrenschools On Instagram at - barrenschools

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Comprehensive District Improvement Plan
Barren Co Schools

2021-22 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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2021-22 Phase Three: Comprehensive District Improvement Plan
Rationale

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.
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.

Summarize the plan of action developed through your goal setting process. Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

The required components of Proficiency, Separate Academic, GAP, Growth, Graduation, and Post Secondary Readiness are included in our plan. In addition, we have a 7th component for Whole Child Supports that has also been developed.

ATTACHMENTS

Attachment Name

🔗 Goal 1: Barren Co Proficiency Goal 2021-22

🔗 Goal 2: Barren Co Separate Academic Goal 2021-22

🔗 Goal 3: Barren Co District Gap 2021-22

🔗 Goal 4: Barren Co District Growth 2021-22

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  🔗 Goal 5: Barren Co Post Secondary Readiness Goal 2021-22

  🔗 Goal 6: Barren Co Graduation Goal 2021-22

  🔗 Goal 7: Whole Child Supports

Operational Definitions

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

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

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, 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, Baldridge, etc.*).

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

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

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

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improvement initiative.

Requirements for Building an Improvement Plan

There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 Goal 1: Barren Co Proficiency Goal 2021-22		•
🔗 Goal 2: Barren Co Separate Academic Goal 2021-22		•
🔗 Goal 3: Barren Co District Gap 2021-22		•
🔗 Goal 4: Barren Co District Growth 2021-22		•
🔗 Goal 5: Barren Co Post Secondary Readiness Goal 2021-22		•
🔗 Goal 6: Barren Co Graduation Goal 2021-22		•
🔗 Goal 7: Whole Child Supports		•

2021-22 Phase Three: The Superintendent Gap Assurance Barren Co District

2021-22 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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2021-22 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.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

Gap Target Assurance

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.**

○ 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.