

2019-20 Phase One: Continuous Improvement Diagnostic Barren Co District

2019-20 Phase One: Continuous Improvement Diagnostic for Districts

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

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2019-20 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 2019-20 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

Phase Four: January 1 - December 31

- 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.

Please enter your name and date below to certify.

Bo Matthews 9/12/2019

2019-20 Phase Two: District Assurances Barren Co District

2019-20 Phase Two: District Assurances

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2019-20 Phase Two: District Assurances

2019-20 Phase Two: District Assurances

Introduction

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

Title I

1. Pursuant to Section 1112(e)(1)(B)(ii), all schools in the district give timely notice to parents of students taught for four or more consecutive weeks by a teacher who does not meet applicable state certification requirements at the grade level and subject area assigned. Section 1112(c)(6) of ESSA also requires districts provide an assurance to KDE that all teachers and paraprofessionals working in a program supported by Title I, Part A funds meet applicable certification requirements. Finally, KRS 161.020 prohibits a person from holding a public school position for which certificates may be issued, unless he or she holds a certificate for the position, issued by the Education Professional Standards Board.

- Yes**
- No
- N/A

2. Pursuant to Section 1116(a)(3)B) of ESSA, the district ensures that parents and family members of students receiving services under Title I, Part A are involved in decisions regarding the allotment of federal funding for parental involvement activities.

- Yes**
- No
- N/A

3. Pursuant to Section 1116(c)(1) of ESSA, the district ensures that each school served under Title I, Part A convenes an annual meeting, at a convenient time, to inform parents of their school's participation and explain requirements under Title I, Part A, including the right of parents to be involved.

- Yes**
- No
- N/A

4. Pursuant to Section 1112(a)(1)(A) of ESSA, the district ensures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, other appropriate school personnel, and with parents of children served under Title I, Part A.

- Yes**
- No
- N/A

5. Pursuant to Section 1117(b)(1) and in order to ensure timely and meaningful consultation, the district ensures that it consults with appropriate officials at private schools within and outside the district that serve students residing in the district. This consultation occurs during development of the district's programs under Title I, Part A and is done with the goal of reaching an agreement on how to provide equitable services to eligible private school students. This assurance is also required pursuant to Section 1112(c)(2) of ESSA.

- Yes**
- No

N/A

6. Our district complies with Section 1113(c)(3) of ESSA, which requires a portion of Title I, Part A funds be set-aside for neglected institutions in the district, and ensures such funds are spent on identified student needs as required by the Code of Federal Regulations (CFR).

Yes

No

N/A

7. The district ensures that child counts submitted to KDE pursuant to Title I, Part D, which is found in Sections 1401-1432 of ESSA, are supported by appropriate documentation.

Yes

No

N/A

8. Pursuant to Sections 1423(3) of ESSA, the district ensures that participating schools coordinate with facilities working with delinquent children to ensure such children are participating in a comparable education program.

Yes

No

N/A

9. Pursuant to Section 1118(b), the district ensures it uses Title I funds only to supplement not supplant funds that would, in the absence of federal funds, be made available from state and local sources. To demonstrate this, the district uses a methodology that allocates funding in a way that ensures a school receiving Title I funds is allocated all state and local funds it would otherwise receive were it not receiving Title I funds.

Yes

No

N/A

10. Pursuant to Section 1118(c), the district ensures it has established and implemented a district-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and, a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

Yes

No

N/A

Title II

11. The district provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes**
- No
- N/A

12. Pursuant to Section 2103(b)(2)(C) of ESSA, the district prioritizes Title II funds to schools implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

- Yes**
- No
- N/A

13. If Title II funds are used by the district for the purpose of reducing class size to a level that is evidence-based, as permitted by Section 2103(b)(3)(D), the district ensures schools are first allocated funds according to mandated cap size requirements prior to using federal funds to provide additional staff.

- Yes**
- No
- N/A

All Programs

14. The district ensures that personnel compensated from federal program funds are performing assignments aligned to the program purpose and in accordance with the program plan and that appropriate documentation of such work is maintained. This ensures the use is in compliance with 2 CFR 200.430.

- Yes**
- No
- N/A

15. The district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements and in compliance with 2 CFR 200.430.

- Yes**
- No
- N/A

Individual Learning Plan (ILP)

16. Pursuant to 704 KAR 3:305(2), the district ensures that an individualized learning plan (ILP), which adheres to the [Kentucky Department of Education's Self-Implementation Rubric](#), is being implemented with fidelity for all students in grades 6 to 12.

- Yes**
- No
- N/A

Attachment Summary

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

2019-20 Phase Two: The Needs Assessment for Districts

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2019-20 Phase Two: The Needs Assessment for Districts

2019-20 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each district complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

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

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

Current State

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

Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 74% of the district's teachers received adequate professional development.

The 2019-20 District CDIP Needs Assessment Committee used a series of meetings - Oct 2, Oct 14, Oct 17, Oct 18 Oct 24, Oct 28, Oct 31. The group made the final data collection from the needs assessment and shared it at the following link - https://docs.google.com/document/d/1l-P9PHe_ErLDhsT6ylcmEebPY4iWIncRyKAZbHIUqmY/edit?usp=sharing

Priorities/Concerns

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

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

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

Also available at this link - https://docs.google.com/document/d/1l-P9PHe_ErLDhsT6ylcmEebPY4iWIncRyKAZbHIUqmY/edit?usp=sharing Elementary School Level - KPREP performance - Math increase in novice and decrease in P/D, Social Studies increase in novice and decrease in P/D. Significantly more students with disabilities scored in the novice area in reading (37.4%) and math (36.7%) than their non-disabled peers in both reading (13.9%) and math (14.2%). Math and Growth are priority areas Math and Reading gap between students with disabilities and gen ed students High School Junior ACT Composite - down over 1pt and below state average Reading Novice 32.3% (42.7% P/D) Math Novice 28.2% (32.5% P/D) ACT Composite, Reading and Math, Knowledge of Assessment/Standard/Unit Plans Middle School Level - KPREP performance - 45% of economically disadvantaged students are below proficiency in reading and 59% are below proficiency in math. Middle school math data 14% of students with disabilities scored P/D, a decrease from the previous year. P/D from general education students increased in this time span. Math performance gap between students with disabilities and non-disabled peers is an area of priority at BCMS. Priorities/Concerns for students with disabilities: At the elem level, in 2018 there were 40.8% P/D students in the area of reading. In 2019, that decreased to 29.5% of ECE students being P/D. At the HS level, in 2018 there were 12.5% P/D ECE students in the area of reading. In 2019, that percentage decreased to 3.8%. At both levels, that is a significant decrease in the area of reading. At the MS level in the area of math, 18.5% of ECE students performed P/D in 2018 and it dropped to 14.0% in 2019, even though students' without disabilities scores went up. Priorities/Concerns for students within the GAP group: In the area of middle school writing, 23.3% of students performed P/D in 2018 and only 18.6% scored P/D in 2019. In the area of high school reading, 32.6% of students performed P/D in 2018 and only 18.6% scored PD in 2019. In the area of high school writing, 41.3% of students performed PD in 2018 and only 24.4% scored P/D in 2019.

Trends

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

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

2019-20 Phase Two: District School Safety Report Barren Co

2019-20 Phase Two: District School Safety Report

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2019-20 Phase Two: District School Safety Report

2019-20 Phase Two: District School Safety Report

District School 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)?

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) 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. Was each school's emergency plan reviewed following the end of the prior 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 Austin Tracy - July 15, 2019 Eastern ES - July 15, 2019 Hiseville ES - July 15, 2019 North Jackson - July 15, 2019 Red Cross - July 15, 2019 Park City ES - July 15, 2019 Temple Hill ES - July 15, 2019 BCMS - July 15, 2019 BCCHS - July 15, 2019 College Street - July 15, 2019

7. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current 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; During the Beginning of Year Trainings - 8/13/19

8. During the first 30 instructional days of the current 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

9. During the month of January during the prior 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

10. 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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Three: Comprehensive Improvement Plan for Districts Barren Co District

2019-20 Phase Three: Comprehensive Improvement Plan for Districts

Barren County

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2019-20 Phase Three: Comprehensive Improvement Plan for Districts

2019-20 Phase Three: Comprehensive Improvement Plan for Districts

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through 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.

Operational Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Requirements for Building an Improvement Plan

There are six (6) required district goals:

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

The required school goals include the following:

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

Using the Comprehensive District Improvement Plan Template

- a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive District Improvement Plan in the attachment area below.

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

N/A

ATTACHMENTS

Attachment Name



Barren Co District Gap 2019-20



Barren Co District Graduation 2019-20



Barren Co District Growth 2019-20



Barren Co District Proficiency 2019-20



Barren Co District Separate Academic 2019-20



Barren Co District Transition 2019-20



Barren Co District Whole Child Support 2019-20

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Barren Co District Gap 2019-20	Gap Plan	•
 Barren Co District Graduation 2019-20	Grad	•
 Barren Co District Growth 2019-20	Growth	•
 Barren Co District Proficiency 2019-20	Proficiency Plan	•
 Barren Co District Separate Academic 2019-20	Separate Acad Plan	•
 Barren Co District Transition 2019-20	Transition	•
 Barren Co District Whole Child Support 2019-20	Support	•

2019-20 Phase Three: Executive Summary for Districts Barren County District

2019-20 Phase Three: Executive Summary for Districts

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**2019-20 Phase Three: Executive Summary for Districts
Barren County**

2019-20 Phase Three: Executive Summary for Districts

Description of the District

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

Located in the heart of south central Kentucky, Barren County School District currently serves approximately 5,200 students in preschool through 12th grade. The district is comprised of ten schools with 7 elementary, 1 middle, 1 ninth grade academy, and 1 high school. In addition, we have one Area Technical Center, a new CTC facility (the Barren County Innovation Zone which serves as an innovation and creative space for district and school staff, students, athletes, and community groups), an alternative school (College Street Campus), and a virtual middle/high school (BAVEL). We also have the support of a central office facility, a central office annex building, a bus garage, and many auxiliary programs. We are blessed in Barren County with beautiful and efficient facilities for our students.

Student Population is 5,293 students, with the following gender and minority percentages:

Gender Percentage

Male	49.77%
Female	50.22%

Minority Percentages

AUSTIN TRACY ELEMENTARY SCHOOL	6.62% of 287 students
BARREN COUNTY HIGH SCHOOL	8.46% of 1,335 students
BARREN COUNTY MIDDLE SCHOOL	7.63% of 760 students
BAVEL	10.66% of 244 students
COLLEGE STREET CAMPUS	9.30% of 43 students
EASTERN ELEMENTARY SCHOOL	5.29% of 378 students
HISEVILLE ELEMENTARY SCHOOL	7.06% of 269 students
NORTH JACKSON ELEMENTARY	7.82% of 563 students
PARK CITY ELEMENTARY SCHOOL	16.98% of 430 students
RED CROSS ELEMENTARY SCHOOL	13.70% of 679 students
TEMPLE HILL ELEMENTARY SCHOOL	14.01% of 314 students
DISTRICT TOTAL	9.68% of total student population grades K-12

Barren County School District has repeatedly been identified as a “growth district” due to increase in student enrollment. The increase in enrollment has created a few challenges. To address preschool growth and district program needs, the district has purchased a former private school campus on Calvary Drive and will begin a remodel which will house the preschool and central office staff.

In August 2018 the Barren County Innovation Zone, a new state of the art career and technical education facility, opened on the Barren County High School campus. The Innovation Zone was created to compliment hybrid programming offered at our high school and our Area Technology Center. Classroom and lab spaces provide career exploration and training for students in Biomedical/Health Science, Engineering & Design, Culinary Arts, and Information Technology/Computer Science. These programs accommodate student interest and focus on the priority sectors for future jobs in the Commonwealth. This is part of the overall Work Ready Skills Grant that awarded \$6.84 million to allow for the creation of a new regional technical campus. This renovation and modernization to the current ATC and additional CTE facility for BCHS, will help to blend both ATC offerings and Barren County programs, as well as, address current workforce needs of the community. Additionally, the district offers a virtual high school known as BAVEL where non-traditional students from across the US and around the world can earn a high school diploma.

Barren County Schools are known and respected across the state and nation for our academic and enrichment opportunities for students. Our schools are visited by other districts across the state, and our leaders often receive invitations to speak and present at national gatherings. The great things happening in Barren County continue to resonate with other educators. Barren County Schools is a participant in the Kentucky Innovation Lab Network which allows for access, training and resources for innovative approaches in teaching and learning among the twenty-nine member districts. Barren County hosts numerous meetings and tours in this facility.

Barren County Schools continues to push the bar higher in the abundance of career pathway offerings for students. Barren County was one of a select few districts to pilot the Commissioner’s Computer Science Initiative a few years ago, and then also partnered with Apple and Code.org to provide additional progressive CS training to compliment the over 30 other career pathways for our students. Creating a pipeline for success in academic areas and exposure to Project Lead the Way (PLTW) Curriculum from preschool to high school, our students are exposed to innovation that would rival any school in the Commonwealth. Because our students are provided opportunities to stretch their learning each and every day, the Barren County School District community can be assured that students are receiving a rigorous and relevant curriculum. Many of our preschool students learn to read, and we have high school students who enroll in the Early College Magnet program. As a district we are also on the cutting edge of the latest educational research, including the work of John Hattie, James Nottingham, and John Antonetti. Our teachers and staff are trained by nationally-known presenters on these topics, with coaching and follow-up provided through building and district leadership. Impact teams at each school site consisting of teachers and administrators meet regularly to measure the effectiveness of these initiatives and determine next steps.

Community Statistics

In 2017, the population was 43,418 in Barren County. Ninety two percent of the Barren County community is white/caucasian. The largest minority population consists of 3% Black/African American. Our community trends toward low-income as the median household income in Barren County in 2016 was \$39,658; much lower than the state average of \$43,036 and national average of \$53,889 (Census ACS data). Our district participates in the Community Eligibility Provision (CEP) program, providing breakfast and lunch for all students at no charge. The current 2018 unemployment rate is 4.2% and 21.8% of residents live below the poverty level. According to the Kentucky Center for Education and Workforce Statistics (KCEWS), 20% of adults in our county have no high school diploma. Only 14.7% 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 in order to allocate resources. This committee consists of district administrators, parents, teachers, and community leaders. A few years ago, this team wrote the district mission statement for Barren County Schools. The mission of our district, "Where Opportunity Creates Success," along with our vision "BeCome Life Ready" are reinforced by our core values which state the "We are BC BeCause we believe in...

- Serving others through teamwork and collaboration
- Providing learning experiences that promote content mastery and critical thinking
- Demonstrating creativity and inventiveness in our work
- Taking ownership to find your path to success
- Being accountable to produce high-quality results
- Communicating in a peaceful and productive manner

This will be demonstrated by providing high quality 21st century teaching that leads to learning in a healthy, safe, and supportive environment. We will provide experiences and create opportunities which will ensure that our students will be prepared to be life ready.

In order to accomplish this mission, we first begin by hiring and training a team of high-quality educators and exceptional support staff. To help ensure that those new to the education profession and our school district have a major impact on our students and community and promote the district vision of our students becoming Life Ready, we have implemented a mentoring program that pairs new employees with a mentor who will be a source of guidance and support for the mentee throughout the year.

Student success is our goal, and we strive each day to focus our resources and efforts toward this goal. We understand that children do not reach success in exactly the same way. Therefore, Barren County provides

multiple pathways to success beyond the traditional system. For example, students may attend or take courses through BAVEL, PHOENIX, homebound, or our Alternative School. In addition BCHS and College Street have programs that concentrate on online and blended learning. Great efforts have been made to reach ALL students in our Barren County Schools.

Over the past two years, we have embraced the PLTW LAUNCH program in our elementary schools in order to enhance our existing PLTW Gateway at the middle school and PLTW Engineering and Bio-Med programs. A Computer Science initiative is also been implemented K-12 to prepare students for high demand computing careers in both the information technology and computer programming fields. Project Lead the Way programs:

- Biomedical
- Engineering
- Computer Science / BC Skills App Development.

The Barren County School District strives to offer relevant career pathways for all students, based on workforce needs and priority sectors in the region. All students have the opportunity to participate in Career and Technical Education pathways that are a pipeline to both post-secondary education and careers. Programs offered include:

- Agriculture: Horticulture and Plant Science Systems, Animal Science, and Ag Power, Structural, Technical Systems
- PLTW Biomedical Science
- Business: Accounting, Marketing, E-Commerce, Administrative Support, Business & Marketing Education, Business Management
- Computer Science
- PLTW Engineering
- Family & Consumer Science: Early Childhood Education, Culinary Arts & Food Services
- Information Support & Services
- Cisco Network Administration
- Automotive Service Technician
- Construction/Carpentry
- CAD: Engineering Design, Architectural Designer
- JROTC
- Electricity: Residential Electrician, Industrial Electrician Assistant, Electrician Assistant
- Allied Health, Pre-Nursing, Phlebotomy, Pharmacy Technician
- HVAC: Environmental Control System Servicer Assistant
- Information Technology
- Welding
- Machine Tool Technology: Machinist Operator, Machinist Maintenance Mechanic
- Diesel Mechanics

Barren County Schools also provide high quality 21st Century Community Learning Centers and Barren Beyond the Bell afterschool programs in our schools. In addition to homework help, academic tutoring,

and academic target groups for reading and math, all afterschool programs provide STEM camps, fine arts activities, fitness, health, recreation, preparation for ACT, mentoring opportunities, archery and college/career explorations. We value our partnerships with our parents, families and the larger community. In fact, one of the goals for our afterschool programs is to involve the community in our schools. Quarterly Family Engagement and Skill Building Nights are organized to help educate families and students about career opportunities related to the KY Priority Sectors along with Agricultural and Hospitality Services, skill building, 95210 Wellness, in addition to showcasing student academic and enrichment activities.

Barren County's District Wellness policy creates a culture of wellness for staff and students with a monthly incentive program related to 95210 We Can. Each 95210 wellness category is based on recommendations for sleeping adequately, eating enough fruits and vegetables, limiting screen time, increasing physical activities and eliminating sugar-added beverages. In addition, all schools have a Tower to Table or Farm to Fork Programs that provide local produce in the cafeterias to use for educational after-school programs. Students participate in the growing process at each school and then the foods grown are used in the meals provided by the cafeterias.

To keep our students safe, all of our schools have locked doors with monitoring systems in place. Our guests are asked to sign in and wear identification badges at all times. In addition to our ongoing training and networking with the Kentucky Center for School Safety, district leadership have worked with local first responders for drills and communication to maintain efficiency in keeping our children safe. Through a partnership with the Barren County Sheriff's Office, our district has 4 full time School Resource Officers (SRO) in our buildings to assist our students and leadership teams. A S.T.O.P. tipline that allows students to anonymously report bullying, violence and risky behavior safely and securely online and this is also monitored by the SRO's and Director of Pupil Personnel who work with building principals to help stop and prevent any issues. Barren County High School has implemented a "See Something, Say Something" campaign promoting student awareness of those who are in need. The school district employs two full time mental health coordinators to serve the students of Barren County Schools.

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. This will be demonstrated by providing high quality 21st century teaching that leads to learning in a healthy, safe and supportive environment. We will provide experiences and create opportunities which will ensure that our students will be prepared to be life ready.

One way we measure our success as a district is by the Kentucky Assessment & Accountability System. In addition, we continually look for ways to involve as many students as possible by offering a variety of

programs and opportunities. Our students compete in many arts competitions, club organizations, and service projects. With the help of grant dollars, nearly 16.3 million dollars since 2004, Barren County is an innovative and award-winning district. These are our most notable achievements in the areas that address our mission statement.

Recent State Assessment Results/Achievements

1. Three (3) schools had 4-Star Rating – Austin-Tracy, Hiseville, and Temple
2. Eight schools had at least one accountability indicator area rated HIGH or VERY HIGH; Six schools had multiple HIGH/VERY HIGH ratings
3. Commissioner’s List was released comprised of schools which had a least a 10-pt gain in proficiency (17-18 to 18-19) AND received a Very High label for student growth indicator – Austin-Tracy Elementary School was one of 15 elem on list (725 total elem schools)
4. Overall District Proficiency Indicator Rating for Elementary and Middle School Levels noted increases for 2019. Elementary Reading P/D = 60.6% (KY=54.6%), Elem Math P/D = 51.3% (KY=48.6%); Middle Sch Reading P/D = 65% (KY=59.6%), Middle Sch Math P/D = 54% (46.4%);
5. Overall Separate Academic Indicator Rating had increases at Elementary and Middle School Levels. Elementary Science P/D = 37.6% (KY=31.7%), Soc St P/D = 62.8% (KY=53%), Writing P/D = 57% (KY=46.6%); Middle Grades Science P/D = 27% (KY=26%), Soc St P/D = 60% (58.8%), Writing P/D = 35% (KY=31.9%);
6. Transition Readiness and Graduation Indicators continue to increase at district level. Transition Readiness saw an increase of over 8 points to 81.3, which is 14.5 pts higher than KY (66.8). The District Graduation Rate rose to 91.7, while the rate for BCHS was 95.6 (KY Graduation Rate is 91)
7. Based on Brigance data from the fall of 2018, 65.3 % of all students entering K in Barren Co. Schools were K ready, surpassing the state percentage of 51.0%. 70.1% of state funded students were considered ready. 50% of students with disabilities were ready, and 58.2% 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.
8. Barren County High School Senior ACT results indicated a composite of 20.0, which was an increase over the previous year, and exceeded the state by .2 (19.8 for KY).

Arts, Business, and other Academic Achievements

1. One of our high school students and one of our elementary students followed in the tradition set by others for the last 8 years by being selected to serve as officers in the Junior and Senior Beta Clubs at the state level for 2019-2020. One student was named President for the State Junior Beta Club and one named vice president of the State Senior Beta Club. They also went on to run for national office at the National Jr. & Sr. Beta Conventions. Barren County has been known for having more participation than nearly all other districts in the state. Numerous Barren County students have received honors and awards throughout the last 8 years. Many of our students compete at the State Junior & Senior Beta Conventions, and those winners move on to the National level. There were many students who received awards across all categories in both Junior & Senior Club’s State Conferences. The results as followed by school:

- a. Austin Tracy Elementary had students at State Jr. Beta Convention place 3rd in 4th grade science, and 2nd in Living Literature Junior Division
- b. Barren County Middle School was honored to have a student elected as State Jr. Beta Club president, 1st place winner in Mathematics, 1st place winner in Poetry, 1st in Technology, 3rd in Social Studies, 4th in Living Literature, 3rd in Campaign Skit, and the school received the Lead Outside of the Box award at the Leadership Summit.
- c. Eastern Elementary had students place 4th in Elementary Campaign Skit, 2nd in Elementary Living Literature, 2nd in 6th Science, 2nd in Mixed Media, 4th in Painting, 5th in Woodworking, 5th in Jr. Service Learning Showcase, and the Rapid Response Team qualified to compete at Nationals at the Leadership Summit.
- d. Hiseville Elementary took 3rd place in Social Studies, 5th in Elementary Poetry, 2nd in Elementary Service Learning, 2nd in Apparel Design Junior Division, and 5th in Two Dimensional Design Junior Division
- e. North Jackson Elementary placed 5th in Jr. Songfest, 1st in Jr. Speech, 1st in Apparel Design, 2nd in Elementary Digital Arts, 4th in Elementary Trading Pin, 5th in Elementary Recycable Art, and had a Leadership Representative.
- f. Park City Elementary got 1st place in Junior Robotics, 4th in Elementary Speech & Elementary Apparel, 1st in Elementary Fiber Arts, 3rd in Elementary Woodworking, 5th place in 4th Grade Language Arts. The entire club was awarded the Beta Club Growth Award and was invited to Nationals at the Leadership Summit for Rapid Response and Service Learning Spotlights.
- g. Red Cross Elementary received 1st place honors in Creative Writing, 2nd in Drawing, 2nd in 3D Art, 3rd in Trading Pin, 4th in Mixed Media, and 5th in Campaign Skit.
- h. Temple Hill Elementary also received honors in Junior Songfest (2nd place), Solo Talent (4th place), Junior Drawing (3rd place), Elementary Drawing (5th place), 5th Grade Math (3rd place), and the club received the Beta Club Growth Award
- i. Barren County High School continued the success at the State Sr. Beta Convention with the following results, Digital Art Division 1 (5th place), Jewelry Division 1 (4th place), Mixed Media Division 1 (3rd place), Woodworking Division 1 (2nd place), Grade 9 Math (3rd), Grade 9 Spanish (4th), Speech Division 1 (2nd), Grade 12 Agriscience (5th), On-site Painting Division II (3rd), Speech Division II (5th), Two Dimension Design (1st), Club Trading Pin (2nd), Show Choir (1st place), Campaign Skit (1st place), Solo/Duo/Trio (3rd), and Group Talent (1st). BCHS also had a student elected as State Sr. Beta Vice President & a teacher who serves as KY State Beta sponsor. Finally, the clubs Lead Outside the Box qualified for Nationals at the Leadership Summit.
- j. In addition, Barren County Schools also had a large representation at the State and National Sr. Beta Conventions with the following results:
 - i. 3rd place in 2 D Design
 - ii. 9th place in Portfolio
 - iii. 3rd place in Show Choir
 - iv. 2nd place in Campaign Skit

Barren County High School was represented at the National Sr. Beta Convention by a candidate

who ran for national vice president.

2. FBLA had 44 members place in 22 events at the regional competition, and 21 members place in 10 events at the state competition. A delegation of approximately 15 FBLA members also travel to the Fall National Leadership Conference each year. FBLA continues to work closely with Judge Executive Michael Hale to promote our community, our school, and our organization by attending the KY State Fair and working the Barren County booth, participating on various community committees, and by having two accounting students (and FBLA members) help with the county's fiscal budget. FBLA continues its community service work by providing meals and gifts during the holiday season and working with the Boys and Girls Club. FBLA members have also started a coffee shop business operated through their business classes. They serve a variety of coffee, hot chocolate, and cappuccino daily, and fresh baked cookies on Fridays.
3. In 2019, Barren County High School Bands were named with several accolades in numerous competitions, with concert band receiving straight distinguished ratings at the KMEA large ensemble assessment. Thirty-five students were named to the KMEA 3rd District Honors Bands. Several Students were also selected to the KMEA All-State Ensembles..
4. The strings program is now offered at all 7 elementary schools, the middle school, and the high school. The number of students involved continues to grow. Each year both the middle and high school students perform at KMEA Concert Festival receiving straight distinguished ratings on sight-reading and proficient and distinguished ratings for prepared pieces for Choir, Band, AND Orchestra. We also have a large representation at the auditioned All-District Honors events and judged Solo and Ensemble festivals.
5. Our BCHS students earned over 8 million dollars in academic scholarships (excluding KEES money and athletic scholarships) in the previous year.
6. Up to 475 students in Barren County Schools may earn dual-credit in over 25 courses through Western Kentucky University (WKU), Murray State, or SKYCTC for the 2019-2020 school year. There are currently 14 Advanced Placement (AP) courses offered to Barren County students for college credit.
7. As of 2016, we have 8 Barren County graduates that have attended the WKU Gatton Academy of Mathematics and Science in addition to one student who is currently attending during the 2019-2020 school year.
8. The Barren County FFA Chapter attended numerous conventions and leadership events during the past year, including the following: Kentucky State FFA Convention (Lexington, KY), Kentucky FFA Leadership Training Center (Hardinsburg, KY), Kentucky State Fair (Louisville, Kentucky), North American International Livestock Show (Louisville, KY), CPC Field Day (Fountain Run, KY), and National FFA Convention (Indianapolis, IN). FFA Members Holly Thomas and Briana Ridlen each received 1st place in the State FFA Proficiency Contests and went on to compete at the national level where they received Silver Ratings. The Barren County FFA Chapter also had five FFA Members receive the Kentucky State FFA Degree during the convention. During the Kentucky State Fair, students competed in the following contests: Meats Judging, Nursery and Landscaping Judging, Livestock Judging, Jr. Livestock Judging, and Seed Identification. The Meats and Nursery Judging teams placed 7th overall in the state and Livestock Judging placed 3rd overall in the state. The Meats, Nursery, and Livestock teams all three placed

1st in the Barren River Region. In June 2019, 15 Barren County FFA Members attended the week long camp held at the Kentucky FFA Leadership Training Center. In September 2019, the Barren County FFA Livestock Judging Team and Jr. Livestock Judging Team competed during the CPC Field Day. FFA Member Allie Mutter was awarded 2nd place high individual overall of the livestock judging event. The Barren County FFA Chapter attended the North American International Livestock Show in November 2019 with 46 FFA Members. On November 19, 2019 numerous FFA members attended the Barren River Regional Winter Contests held at Western Kentucky University in Bowling Green, KY. Students competed in Small Power, Welding, Ag Sales, Job Interview, and Jr. Parliamentary Procedure contests. The Ag Sales and Jr. Parliamentary Procedure teams received 1st place and will advance to the state contests held during the Kentucky State FFA Convention in June 2020. The Small Power team was awarded 4th place in the region and the Welding team earned 5th place in the region. Barren County FFA Member Maddie Williams was awarded the American FFA Degree from the National FFA Organization. The Barren County FFA Chapter also received the State Gold Emblem Award from the Kentucky FFA Association for the 46th consecutive year! The Barren County FFA competed November 2019 at Murray State University in the FFA State Horsemanship and Veterinary Science CDE's. Barren County was represented very well once again. The Horsemanship Team placed 5th in the state. Team members are Madison Harrison, Maycie Dilley, Shelby Jo Cooper, Jaxen Arms, Riley Mathews. The Veterinary Science CDE team placed 1st in the Barren River Region and 6th in the state. Veterinary Science Team members are: Bri Russell, Tristan Burks, Cody Lee, Cobey Lee, Kyleigh Blackburn, Sammi Brewington, Briley Burks. The Barren County FFA Chapter also participated in the regional and state Trap Shooting Contests during the Fall 2019 semester. Trap Team member Bailey Pedigo received 1st place high individual female during the State Trap Shooting Contest held in Beaver Dam, KY. On December 7th, 2019, members of the Barren County FFA Chapter entered a float in the Glasgow Christmas Parade.

9. The Barren County School District is on the forefront of Computer Science education. Building off previous years' success as a pilot school for the Commissioner's Computer Science Initiative, the system has added additional student opportunities that feed the newly modified Computer Science pathway at BCHS. Included in these opportunities is an additional course section of Computer Science Discoveries at BCMS, the project-based programming course for exceptional students, the additions of Intro to Computer Science (Edhesive), Web Development, AP Computer Science Principles (Edhesive), AP Computer Science A (Edhesive), a growing Cyber Security program at the Barren Co Area Technology Center, and the formation and execution of Barren County Skills (BC Skills), now in its second cohort. To this point, the BC Skills program has "graduated" 61 participants who have been selected after a rigorous application process. In this program, participants from diverse backgrounds learn in a fully immersive environment from five to seven hours per day for a complete semester with the goal of exiting as junior level mobile app/reactive web developers. Computer Science program enhancements also include hosting annual "Family Coding Nights," "Topper Hacks," a hackathon offered in collaboration with Western Kentucky University and industry partner Appfire, offering opportunities for elementary gifted students to participate in project-based programming tasks, and offering district-led professional development opportunities for educators concerning the inclusion of Computer Science and programming education in the regular education classrooms. In addition, each

elementary school is progressing toward the implementation of Computer Science education participating in the “Hour of Code” events hosted by code.org. The Student Technology Help Desk serves the Barren County School District repairing computers, installing network equipment, and providing technical support for teachers and staff. BCHSLive! is an online presence for Barren County Schools. BCHSLive! students broadcast sporting events and well as district events such as Opening Day, Ground Breaking, Ribbon Cutting ceremonies, Veterans Day celebrations, etc. on YouTube, Facebook, Twitter and Instagram. The BC Technology Apprenticeship provides students involved in the Information Technology program with a paid apprenticeship opportunity while still enrolled in High School. Students learn to install door access control, surveillance systems, clocks, intercoms, and networking equipment and wiring. Information Technology students are also eligible for 9 Information Technology Dual Credit hours through KCTCS.

10. The Barren County High School PLTW Biomedical Science program is a nationally certified biomedical program. The program has strong community partnerships with the UofL Residency program as well as members of our local medical community. Students participate in research projects with UofL residents and have internship opportunities with the pharmacy technician program for 4th year Biomed students. The district has also been awarded the designation of “PLTW Showcase District” and has hosted regional events to support other districts in planning their own STEM initiatives.

Additional Honors

1. Barren County was one of 75 districts from across the state that was approved for the NonTraditional Instructional program to address instruction during inclement weather 2019-2020. In the prior years, Barren County participated in the first expansion of districts to be allowed to address learning in this way. As part of the Innovations Network, this approach allowed the district to continue learning up to ten days as needed that would have been missed during previous school years.
2. The district currently has three 21st Century Community Learning Center Grants that coordinate services & programs to extend learning more than 2 hours daily and throughout the summer. With a focus on P-3 reading intervention and other academic programs, all students are engaged in academic and enrichment opportunities beyond school hours.
3. Barren County Schools received over 20 Gold ratings in Alliance for Healthier Generation Surveys related to policy, physical and health education, nutrition services, staff wellness, and family involvement. In addition, all schools participate in Farm to School initiatives with aquaponic and hydroponic gardens with greenhouses available at most schools. Nutrition Services is also a member of Kentucky Proud.
4. Barren County Schools has several staff members recently honored with awards:
 - a. Sharon Mattingly, Barren County High School Spanish teacher received the Kentucky World Language Association Lifetime Achievement Award for a career dedicated to providing opportunities in foreign language studies to students.
 - b. Chele Gillon, College Street Campus guidance counselor, was named Kentucky Counselor Association’s Counselor of the Year for 2019

- c. Connie Granados of the Central Region Migrant Program was named 2019 Migrant Recruiter of the Year.
 - d. Bobbi Mayes with Barren County Schools Migrant program was named 2019 Support Personnel of the Year Award at the KY Migrant Education Program State Conference.
 - e. Central Region Migrant Program staff member Becca Neal received the 2019 KY Migrant Education Program Veteran Staff Member of the Year award.
5. 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. During the past summer, the mobile bus and vans delivered over 6000 children's books and over 100,000 meals to children in need. 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.
 6. The Barren County Board of Education was awarded \$6.84 million through the Kentucky Work Ready Skills Initiative funding to address local economy and job placement. The Kentucky Work Ready Skills Initiative has as its goal to build a highly trained, modernized workforce in the Commonwealth to meet the needs of employers and promote sustainable incomes for Kentuckians. The Barren County Innovation Zone is a long sought-after vision the Barren County regional partners have developed as a result of extensive research and development on avenues to address the workforce and educational needs of the region. The overall project also modernized and expanded the existing Barren County Area Technology Center to provide updated equipment and added programming for students to obtain industry certifications as well as building a stronger bridge to postsecondary and employment opportunities.

Additional Programs as an Outreach for students

1. BCHS has developed STEM pathways with two Project Lead the Way programs - Biomedical Sciences and Engineering. Barren County High School implemented a PLTW Computer Science grant in 2017-2018, and has worked to expand additional CS elective courses and a project based capstone BC Skills course for the district. BCMS also has implemented a Gateway program for engineering that allows for advanced coursework for students in grades 7 & 8. The elementary pathway of PLTW Launch has elementary students participating in STEM learning as a building block to the middle and high school programs.
2. We have an active Special Olympics organization (Flames basketball team) at the local, regional, and state levels.
3. The choirs have received local, regional, and state recognitions. The BCMS Trojan Choir was recently selected to perform at the Kentucky Music Educators Association's Annual State Conference. Choirs from all elementary schools, the middle school, and high school perform on our community's Children's Day Concert to benefit area Youth and Family Resource Centers. Students from Austin Tracy, North Jackson, Park City, Red Cross, BCMS, and BCHS were selected to participate in the All-State Choirs for their age level. Students at every school were given the opportunity to audition for these groups. Students at every level and in every school are also given the opportunity to participate in All-District and Honors Choirs throughout the year.
4. The Barren County High School Army Junior Reserve Officers' Training Corps (JROTC) is an elective Career Pathway that, upon the completion of 3 credits, will fulfill the requirement to

Transitional Readiness. The JROTC course of instruction is presented for academic credit in high schools by retired Officers and Noncommissioned Officers. The Senior Army Instructor (SAI) and Army Instructor's (AI's) are responsible to the Army and the school for all aspects of the operation of the JROTC unit. JROTC *develops* students, referred to as Cadets, towards character education, student achievement, wellness and leadership skills. To reinforce this culture our Cadets are organized into units with a Cadet chain of command. Cadets are mentored and developed in a classroom environment while utilizing out of classroom activities to reinforce learning and provide opportunity to enhance their *leadership*, personal skills, discipline, teamwork, and self-esteem. Collectively, these lessons motivate students (Cadets) to be better citizens. Our mission is "to motivate young people to be better citizens" and we have a long and proud *tradition* of service to the nation through the betterment of our youth. JROTC is not a recruitment program for the military and participation in JROTC incurs no military obligation. The prerequisite to enroll in JROTC is completion of the eighth (8th) grade. The course length is normally four years at a traditional high school (grades 9-12). Other school approved *special activities* available to Cadets and encouraged by our Staff include: Military Balls & Awards Ceremonies, Color Guard & Drill Teams, Air Rifle Safety & Marksmanship Teams, JROTC Leadership & Academic Bowl (JLAB), JROTC Cadet Leadership Challenge (JCLC), Raiders & Physical Fitness Teams, POW/MIA Ceremonies and JROTC Club to list a few. The *success* of the Army JROTC program is largely due to the experience and commitment of our Instructors and the quality and dedication of our Cadets. Our Cadets join for a myriad of reasons: "because it's different", "it's all about leadership and citizenship" and "it gives youth a *great start* in life! JROTC is a mutual effort between the Army and our High School to create successful students as Leaders while fostering a more effective and efficient learning environment. The goals of the JROTC program are to prepare students to:

- Act with integrity and personal accountability as they lead others to succeed in a diverse and global workforce
- Engage civic and social concerns in the community, government, and society
- Graduate prepared to excel in post-secondary options and career pathways
- Make decisions that promote positive social, emotional, and physical health
- Value the role of the military and other service organizations

Open to all Barren County High School students. The program is lead by Senior Army Instructor (SAI) LTC (Ret.) David "Scott" Walker and Army Instructor (AI): CSM (Ret.) Phillip D. Gearlds

5. "BCHSLive! Team" is a group of 8 high school students who are live streaming BCHS events such as sports, alumni recognition, success rallies, ground breakings, etc. BCMSLive! is a product of the BCHSLive! where the high school students are mentoring middle school students in streaming events at their school. This will help to ensure a quality of students each year for both programs.

Areas of Improvement

1. We are diligently working to reduce the number of students in Barren County who are scoring in the Novice range in the area of math. To address this issue in math, two of our elementary schools (Park City and Red Cross) and Barren County Middle School are part of the Transformation Zone Coaching Model which will focus on mathematics instruction. In collaboration with KDE and GRREC, the Barren County District will create a District Implementation Team and three Building Implementation Teams to support and monitor teaching and learning in the area of mathematics. Professional Learning in the area of math will be offered to all teachers in the district as a part of this work. To assist this work, the district has hired a full time math coach to work with teachers in the schools.
2. College and Career Readiness is a continued area of focus. Barren County High School and College Street Campus has implemented a WIN (What I Need) class for 30 minutes daily to focus on the differentiated needs of all students. Students are engaged in a variety of activities including Work Ethics/ Soft Skills, Current Events, Sustained Silent Reading, and ACT Prep sessions. Other targeted groups will participate in ongoing sessions related to meeting the various College and Career Ready benchmark and certification measures, in addition to skills remediation and intervention supports. The secondary schools participate in industry tours, career and college readiness interventions and opportunities. The construction of the new Barren County Innovation Zone was an initiative to focus on College and Career Readiness in our community. Currently our prior year's work with a "Work Ethics Certification" has been redesigned into a larger program around the work of the Barren County Profile of a Trojan to address essential workplace skills and the larger competencies of 21st Century Learner and Employee.

The district Digital Learning Coaches have offered Google Certification trainings and currently have 95 Level 1 Certified Educators, 6 Level 2 Certified Educators and 1 Google Certified Trainer in the district.

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 improvement in the areas of staffing, student involvement, innovative and research-based instructional strategies, and fiscal management.

Through ongoing maintenance and development, Barren County Schools will enhance communication with internal and external public groups with our web pages, One Call system, Remind 101, Class Dojo, Google Classroom, Twitter, Instagram, and Facebook pages. The Barren County Website provides state of the art information and resources, as well as added accessibility features, for the BC community. The district offers a mobile app via the App Store and Google Play. This gives us the ability to add quick links to the most popular pages on the site and also allows for push notifications to all app users. There are currently 3390 registered app users.

Our technology & safety infrastructure is in a constant upgrade process which started with security cameras, door access, telephone systems, and intercoms. The district is also piloting additional Apps and devices to improve safety. This year the replacement and upgrade to our surveillance systems where we are replacing 1/3 of the cameras district wide and updating the backend of our surveillance system.

Our district is one of over 75 districts throughout the state who will implement a non-traditional learning plan this school year if needed. The snowbound plan, referred to as iLearn@home has been approved for up to 10 days of instruction. Teachers have worked diligently to prepare materials and lessons that will provide quality instruction for our students in case there are multiple absences due to weather conditions.

Find out more about the Barren County Schools

On the web at - www.barren.kyschools.us

On Facebook at - <https://www.facebook.com/barrenschoools/>

On Twitter at - [@barrenschoools](https://twitter.com/barrenschoools)

On Instagram at - [barrenschoools](https://www.instagram.com/barrenschoools)

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Potential Source of Problem

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

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

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

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

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

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

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

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

Based upon the analysis of current state and trends, the potential source of the problem appears to be with design and delivery of research based instruction that is standards based (KCWP 1 and 2). This addresses the need for increased performance for students with and without disabilities. By purposeful and directed staff professional learning of the standards, DOK, LI/SC, common assessment and rigorous instruction, student access to aligned & rigorous curriculum will improve and enhance student achievement.

Strengths/Leverages

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

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

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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