

BSHS 18-19 Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

Bryan Station High School
James Edward McMillin
201 Eastin Rd
Lexington, Kentucky, 40505-2014
United States of America

Target Completion Date: 10/01/2018
Last Modified: 09/19/2018
Status: Locked

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

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

Part I:

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

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

We have determined the following Big Rocks for each area of school improvement: academics, student behavior, and school culture. We chose these based on stakeholder feedback and teacher voice, and these Big Rocks address the focus areas for improvement for the 2018 - 2019 school year. By addressing these areas, we improve the school holistically: from student achievement and attainment of transition readiness to family and community engagement with our school.

Academic: Alignment - Standards, instructional outcomes, activities, and assessments will align with one another, along with the needs of the students in the particular class and the mission, vision, and goals of the Academy/Program. Feedback - Students and families will receive accurate, timely, specific, and useful feedback on progress toward mastery of content and skills.

Engagement - Students will engage with authentic learning relevant to career and college readiness.

Behavior: Systems - We will ensure systems related to behavior will continue and improve.

Peer Coaching/Support - We will develop a system of peer coaching, including observations, to support teachers' implementation of classroom management.

Consistency/Transparency - We will ensure accountability for all stakeholders and use systems with fidelity.

Culture: Communication - We will ensure clear communication to all stakeholders. Collaboration - We will work together within and between Small Learning Communities/Academies. Trust - We will establish a climate of professionalism, trusting in the system and one another.

ATTACHMENTS

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

Part II:

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

Stakeholders will participate in monitoring our progress toward implementing the Big Rocks in a variety of ways. First, teachers and family members participate in Site-Based Decision-Making Council Committees, with each addressing portions of the Big Rocks. The Curriculum, Instruction, and Assessment/Professional Development/Title I Committee focuses on the academic Big Rocks. The Positive Behavioral Interventions and Supports Committee addresses the student behavior Big Rocks. And, the newly formed Communications Committee hones in on the school culture Big

Rocks. Faculty members have self-selected membership on these committees, and family members have volunteered. We also have an Academy Advisory Board that will address school culture Big Rocks, with community members and business partners serving on this Board. Additionally, Committees will present monthly to the Site-Based Decision-Making Council on progress, so the Council will monitor the implementation of this improvement process via these presentations and materials posted in the Google Team Drive. And, all meetings will occur after school in order to accommodate family and community partners being able to attend.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Big Rocks for 18-19	This file identifies the Big Rocks for academics, student behavior, and school culture, including strategies and measures of success.	1
 Committees for 18-19	a screen shot of the Google Team Drive utilized for monitoring all Committee activity by the Site-Based Decision-Making Council	2

**THE ACADEMIES OF BRYAN STATION HIGH SCHOOL
2018 - 2019 BIG ROCKS**

ACADEMIC		
BIG ROCK	STRATEGIES	EVIDENCE OF SUCCESS
Alignment - Standards, instructional outcomes, activities, and assessments will align with one another, along with the needs of the students in the particular class and the mission, vision, and goals of the Academy/Program.	<ul style="list-style-type: none"> ● Summer Professional Development ● Professional Learning Communities ● Small Learning Communities/Academies ● Peer Observations ● Walk-Throughs and Coaching 	<ul style="list-style-type: none"> ● Walk-Through Data ● Transition Readiness Data ● Assessment Data
Feedback - Students and families will receive accurate, timely, specific, and useful feedback on progress toward mastery of content and skills.	<ul style="list-style-type: none"> ● Summer Professional Development ● Professional Learning Communities ● Small Learning Communities/Academies ● Peer Observations ● Walk-Throughs and Coaching ● Grading Procedures 	<ul style="list-style-type: none"> ● Walk-Through Data ● Grade Book Checks ● Grade Reports ● Transition Readiness Data ● Assessment Data
Engagement - Students will engage with authentic learning relevant to career and college readiness.	<ul style="list-style-type: none"> ● Summer Professional Development ● Professional Learning Communities ● Small Learning Communities/Academies ● Project-Based Learning ● Peer Observations ● Walk-Throughs and Coaching 	<ul style="list-style-type: none"> ● Walk-Through Data ● Grade Reports ● Transition Readiness Data ● Assessment Data

BEHAVIOR		
BIG ROCK	STRATEGIES	EVIDENCE OF SUCCESS
Systems - We will ensure systems related to behavior will continue and improve.	<ul style="list-style-type: none"> ● Positive Behavioral Interventions and Supports ● Batman/Robin/Joker System ● eOS ● Parks' Accountability Data System ● Multi-Tiered Systems of Support ● Walk-Throughs and Coaching 	<ul style="list-style-type: none"> ● Attendance Data ● Behavior Data ● Walk-Through Data
Peer Coaching/Support - We will develop a system of peer coaching, including observations, to support teachers' implementation of classroom management.	<ul style="list-style-type: none"> ● Classroom Procedures Plans ● eOS ● Non-Negotiables ● Positive Behavioral Interventions and Supports Poster ● Small Learning Communities/Academies ● Peer Observations ● Walk-Throughs and Coaching 	<ul style="list-style-type: none"> ● Attendance Data ● Behavior Data ● Walk-Through Data
Consistency/Transparency - We will ensure accountability for all stakeholders and use systems with fidelity.	<ul style="list-style-type: none"> ● Small Learning Communities/Academies ● Batman/Robin/Joker System ● Classroom Procedures Plans ● eOS ● Non-Negotiables ● Positive Behavioral Interventions and Supports Poster ● Parks' Accountability Data System 	<ul style="list-style-type: none"> ● Attendance Data ● Behavior Data ● Walk-Through Data

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|--|----------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | <ul style="list-style-type: none">• Multi-Tiered Systems of Support• Peer Observations• Walk-Throughs and Coaching | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------|--|

CULTURE		
BIG ROCK	STRATEGIES	EVIDENCE OF SUCCESS
Communication - We will ensure clear communication to all stakeholders.	<ul style="list-style-type: none"> • Communication Liaison Position • Utilize various communication platforms • “Go to” Reference via Staff Handbook 	<ul style="list-style-type: none"> • Family Participation in School Events (Title I Data) • TELL Survey Data
Collaboration - We will work together within and between Small Learning Communities/Academies.	<ul style="list-style-type: none"> • Roles Assigned to All in Small Learning Communities/Academies • Cross-Curricular Planning /Project-Based Learning • Cross-Academy Sharing • Community and Business Partnerships • Business Advisory Committee 	<ul style="list-style-type: none"> • TELL Survey Data • Walk-Through Data • Engagement Request Data/Salesforce Data • Business Advisory Committee Meeting Minutes
Trust - We will establish a climate of professionalism, trusting in the system and one another.	<ul style="list-style-type: none"> • Small Learning Communities/Academies • Peer Observations • Walk-Throughs and Coaching 	<ul style="list-style-type: none"> • TELL Survey Data • Walk-Through Data

BSHS 18-19 The Needs Assessment for Schools

Phase Two: The Needs Assessment for Schools

Bryan Station High School
James Edward McMillin
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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

The following groups meet to review and analyze data: the Leadership Team, consisting of the Executive Principal, Academy Coach, Academy Principals, Dean of Students, Intervention Specialist, and Curriculum and Instructional Coach, meet at least monthly; this team then meets at least monthly with their respective counselors and teacher leaders; additionally, the Site-Based Decision-Making Council Committees, including parent/guardian representatives, meet monthly and report to the Council; and Small Learning Communities, which include all remaining teachers, meet weekly. We document these meetings via minutes shared in Google Team Drives.

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Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

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

Current Academic State: - 34% of students scored P/D in reading (ACT) in 2018 - 25% of students scored P/D in math (ACT) in 2018 - 32% of students scored P/D in writing (ODW) in 2018 - 34% of students graduated academic ready in 2018 - 11% of students graduated career ready in 2018 - 88.3% of students graduated within four years in 2018 - TSI designation due to students receiving special education and English language services Non-Academic Current State: - We increased the amount of family members who attended school events to 444 and increased the amount of contacts made to families to 20,773 instances. - We decreased Office Discipline Referrals per 100 students from 3.57 in 2016-17 to 2.13 in 2017-18.

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Priorities/Concerns

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

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

- 34% of students scored P/D in reading (ACT) in 2018, with less than 1% of students receiving special education or English language services scoring P/D - 25% of students scored P/D in math (ACT) in 2018, with less than 1% of students receiving special education or English language services scoring P/D - 32% of students scored P/D in writing (ODW) in 2018, with less than 25% of males and students of Hispanic ethnicity scoring P/D - only 34% of students graduated academic ready in 2018 - only 11% of students graduated career ready in 2018 despite our move to career academies with multiple career pathways available to students

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Trends

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

Based on our data from the last two years, our school culture has improved, as indicated by greater family and community involvement in events, increased two-way communications, and increased student and teacher attendance, and our school-wide behavior has improved as demonstrated by a reduction in behavior incidents. Thus, our focus remains on improving academic performance on reading and math assessments, especially for our students receiving special education and English language services.

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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](#)

We have identified the following academic Big Rocks for the year: - Alignment (standards, instructional outcomes, activities, and assessments will align with one another, along with the needs of the students in the particular class and the mission, vision, and goals of the Academy/ Program), which relates to KCWP 1 and 2 - Feedback (students and families will receive accurate, timely, specific, and useful feedback on progress toward mastery of content and skills), which relates to KCWP 3, 4, 5, and 6 - Engagement (students will engage with authentic learning relevant to career and college readiness), which relates to KWCP 1 and 2

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Strengths/Leverages

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

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

- Four-year graduation rate has improved from 82.9 (2013) to 88.3 (2018) - Office Discipline Referrals per 100 students has decreased from 3.57 in 2016-17 to 2.13 in 2017-18

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 17-18 Data for State Accountability Presentation	2017 - 2018 Data for State Accountability Presentation used with stakeholders	
 17-18 PBIS Team Data Presentation	includes behavior data referenced	
 Title I Presentation for Faculty	includes stakeholder involvement information and communication instances data referenced	

BSHS 18-19 School Assurances

Phase Two: School Assurances

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Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

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

COMMENTS

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Professional Development

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

COMMENTS

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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.
- Yes
 - No
 - N/A

COMMENTS

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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.
- Yes
 - No

- N/A

COMMENTS

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Instructional Strategies

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

- Yes**
- No
- N/A

COMMENTS

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Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- Yes**
- No
- N/A

COMMENTS

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Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- Yes
- No
- N/A

COMMENTS

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Teacher Quality

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

- Yes
- No
- N/A

COMMENTS

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Title I Application

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

- Yes
- No
- N/A

COMMENTS

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Paraeducators

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

- Yes
- No

- N/A

COMMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes**
- No
- N/A

COMMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Comprehensive Improvement Plan for Schools

Rationale

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

Operational definitions of each area within the plan

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

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

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

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

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

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

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

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (*State your proficiency goal*): Bryan Station High School will increase its proficiency indicator from 46.6 to 62.6 by 2021.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Bryan Station High School will increase its proficiency indicator from 46.6 to 51.9 during the 2018 – 2019 school year.</p>	<p>KCWP 5: Design, Align, and Deliver Support</p> <ul style="list-style-type: none"> - processes in place to ensure behavioral interventions take place and are monitored to meet the needs of all students 	<p>Positive Behavior Interventions and Supports</p> <ul style="list-style-type: none"> - school-wide expectations and procedures in place - each teacher maintains a classroom procedures plan - eOS rewards system for tracking employability scores of students - Academy Behavior Lead Teachers and PBIS Committee monitors and reports data - Small Learning Communities/Academies use data to provide behavioral interventions and supports 	<p>Increased percentage of students performing Proficient/Distinguished on the Spring administration of the ACT in math and reading</p>		<p>\$0</p>
	<p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>Standards-Based Grading</p> <ul style="list-style-type: none"> - school-wide grading procedures with grades 			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	<ul style="list-style-type: none"> - grading system communicates student learning accurately 	focused only on academic mastery (not compliance), including reassessment <ul style="list-style-type: none"> - increased communication to students and families via more frequent grade progress reports 			
	KCWP 4: Design and Deliver Instruction <ul style="list-style-type: none"> - system in place to collect, analyze, and use student data to drive instruction 	Professional Learning Communities <ul style="list-style-type: none"> - content area-based communities with a Plan-Do-Study-Act protocol completed on formative and summative assessment data - common assessments - sharing of high-impact instructional strategies amongst teachers 			

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Bryan Station High School will increase its separate academic indicator from 32 to 50 by 2021.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Bryan Station High School will increase its separate academic indicator from 32 to 41 during the 2018 – 2019 school year.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <ul style="list-style-type: none"> - system of collaboration in place in order to meet the Tier I educational needs of all students 	<p>Literacy Committee</p> <ul style="list-style-type: none"> - cross-curricular team of teachers creating and delivering professional development to embed reading, writing, and discussion strategies in all classrooms - school-wide academic vocabulary initiative (words presented via announcements and embedded in lesson plans across all content areas) 	<p>Increased percentage of students performing Proficient/Distinguished on the Spring administration of the On-Demand Writing assessment</p>		<p>Striving Readers Grant</p>
	<p>KCWP 1: Design and Deploy Standards</p> <ul style="list-style-type: none"> - assurance current curriculum has validity and 	<p>District English Language Arts Curriculum: <i>Collections</i></p> <ul style="list-style-type: none"> - professional development for teachers implementing the curriculum 			<p>District-funded</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	implementation monitored	- District learning walks on fidelity of implementation			

3: Gap

Goal 3 (State your Gap goal): Bryan Station High School will increase its gap groups' proficiency, transition readiness, and graduation rate indicators to meet state benchmarks by 2021.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: English learners and students with disabilities will improve their proficiency indicator from 17.1 and 17.8, respectively, to 20.0 during the 2018 – 2019 school year.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <ul style="list-style-type: none"> - protocol for ensuring tiered instructional needs met 	<p>Marzano's High-Yield Strategies</p> <ul style="list-style-type: none"> - professional development for teachers on strategies - availability of strategies for lesson planning via Planbook - strategies embedded in lesson plans across all content areas - monitoring of implementation via walk-throughs and meeting share-outs <p>Co-Teaching</p> <ul style="list-style-type: none"> - students will receive instruction from collaborating teachers trained in the co-teaching models 	<p>Increased percentage of English learners and students with disabilities performing Proficient/Distinguished on the Spring administration of the ACT in math and reading</p>		<p>\$0</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 2: English learners and students with disabilities will improve their transition readiness indicator from 15.8 to 20.0 and from 4.1 to 10, respectively, during the 2018 – 2019 school year. English learners and students with disabilities also will improve their graduation rate from 63.2 and 81.4, respectively, to 85.0 during the 2018 – 2019 school year.	KCWP 4: Review, Analyze, and Apply Data <ul style="list-style-type: none"> - ensure use of data to determine students' needs (e.g., movement through tiered supports, etc.) 	Career Academies/Small Learning Communities <ul style="list-style-type: none"> - principals, counselors, and teachers in Small Learning Communities (based on career academies) review data at weekly meetings to determine tiered supports for individual students and design a follow-up plan 	Increased percentage of English learners and students with disabilities graduating academic and/or career ready and increased percentage of English learners and students with disabilities graduating in 2019		\$0

4: Graduation rate

Goal 4 (*State your Graduation Rate goal*): Bryan Station High School will increase its graduation rate from 88.6 to 92.0 by 2021.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Bryan Station High School will increase its graduation rate from 88.6 to 89.7 during the 2018 – 2019 school year.	KCWP 5: Design, Align, and Deliver Support <ul style="list-style-type: none"> - system in place to ensure appropriate academic interventions take place to meet the needs of all students 	Work And Recovery Program <ul style="list-style-type: none"> - tier three intervention program to assist older students at-risk of drop-out to recover credits and graduate 	Increased percentage of students graduating in 2019		Cost of Odyssey Ware and faculty
	KCWP 4: Review, Analyze, and Apply Data <ul style="list-style-type: none"> - ensure use of data to determine students' needs (e.g., movement through tiered supports, etc.) 	Career Academies/Small Learning Communities <ul style="list-style-type: none"> - principals, counselors, and teachers in Small Learning Communities (based on career academies) review data at weekly meetings to determine tiered supports for individual students and design a follow-up plan 			\$0

5: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): Bryan Station High School will increase its transition readiness indicator from 40.8 to 58.6 by 2021.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Bryan Station High School will increase its transition readiness indicator to from 40.8 to 46.7 during the 2018 – 2019 school year.</p>	<p>KCWP 4: Review, Analyze, and Apply Data</p> <ul style="list-style-type: none"> - ensure use of data to determine students’ needs (e.g., movement through tiered supports, etc.) 	<p>Career Academies/Small Learning Communities</p> <ul style="list-style-type: none"> - principals, counselors, and teachers in Small Learning Communities (based on career academies) review data at weekly meetings to determine tiered supports for individual students and design a follow-up plan 	<p>Increased percentage of students graduating career ready</p>		<p>\$0</p>
	<p>KCWP 6: Establishing Learning Culture and Environment</p> <ul style="list-style-type: none"> - processes to ensure equity within collegial conversations 	<p>Advanced Placement and Dual Credit Initiative</p> <ul style="list-style-type: none"> - counselors will use assessment data to recruit students into advanced-level course work - each career academy will have both Advanced Placement and dual credit course offerings 	<p>Increased percentage of students graduating academic ready</p>		<p>\$0</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<ul style="list-style-type: none">- regardless of assessment data, the school maintains an open enrollment procedure for students to take advanced-level course work			

BSHS 18-19 Closing the Achievement Gap

Phase III: Closing the Achievement Gap

Bryan Station High School
James Edward McMillin
201 Eastin Rd
Lexington, Kentucky, 40505-2014
United States of America

Last Modified: 12/03/2018
Status: Open

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Phase III: Closing the Achievement Gap

I. Achievement Gap Group Identification

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

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

Please see attached for information on the gap groups (English learners and students with disabilities) identified via state accountability measures (proficiency, transition readiness, and graduation rate).

ATTACHMENTS

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

II. Achievement Gap Analysis

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

Based on proficiency, transition readiness, and graduation rate, our school has two identified gap groups: English learners and students with disabilities (receiving special education services). Together, these two gap groups comprise 22% of our school's total population. Our school maintains an inclusive culture, as these students participate in all initiatives related to our move toward a wall-to-wall career academy school. We also have resource, co-taught, and specific electives classes, in addition to several programs and devoted faculty positions to support these students.

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

In the past, our school had identified gap groups based on ethnicity and socioeconomic status. In looking at this past year's data, though, all ethnic groups (white, African American, and Hispanic) met required proficiency indicators, based on performance on math and reading assessments, and students receiving free and reduced lunch met required the required graduation rate indicator. The gaps that persist include our English learners and students with disabilities not meeting required proficiency, transition readiness, or graduation rate indicators.

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

Our school has shown consistent improvement for all gap groups related to graduation rate: 82.9% (2013), 82.9% (2014), 83.7% (2015), 86.1% (2016), 84.8% (2017), and 88.3% (2018).

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

Our school has not shown growth for all gap groups related to transition readiness. Additionally, African-American and Hispanic students show less likelihood to achieve transition readiness than their white counterparts, and Hispanic students have a lower graduation rate than their African-American and white peers. Our two primary gap groups--English learners and students with disabilities--perform below their peers related to proficiency (math and reading achievement), transition readiness (academic and career readiness), and graduation rate.

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

The school has focused on professional development related to engaging students in learning, including training on the Academy/Small Learning Community model to provide wraparound supports for students and Project or Problem-Based Learning to create authentic learning experiences. Also, teachers have received training on co-teaching models and accommodations and modifications for students with IEPs, 504 Plans, and EL plans. Teachers will receive training on Total Participation Techniques and Marzano's High-Yield Strategies to continually address learners' needs in the classroom during the spring semester. Our school offers extended school services on Mondays and Wednesdays in the library for reteaching and reassessment related to math, English language arts, science, and social studies content. We have English as a Second Language and special education teachers present to assist students during extended school services.

ATTACHMENTS

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

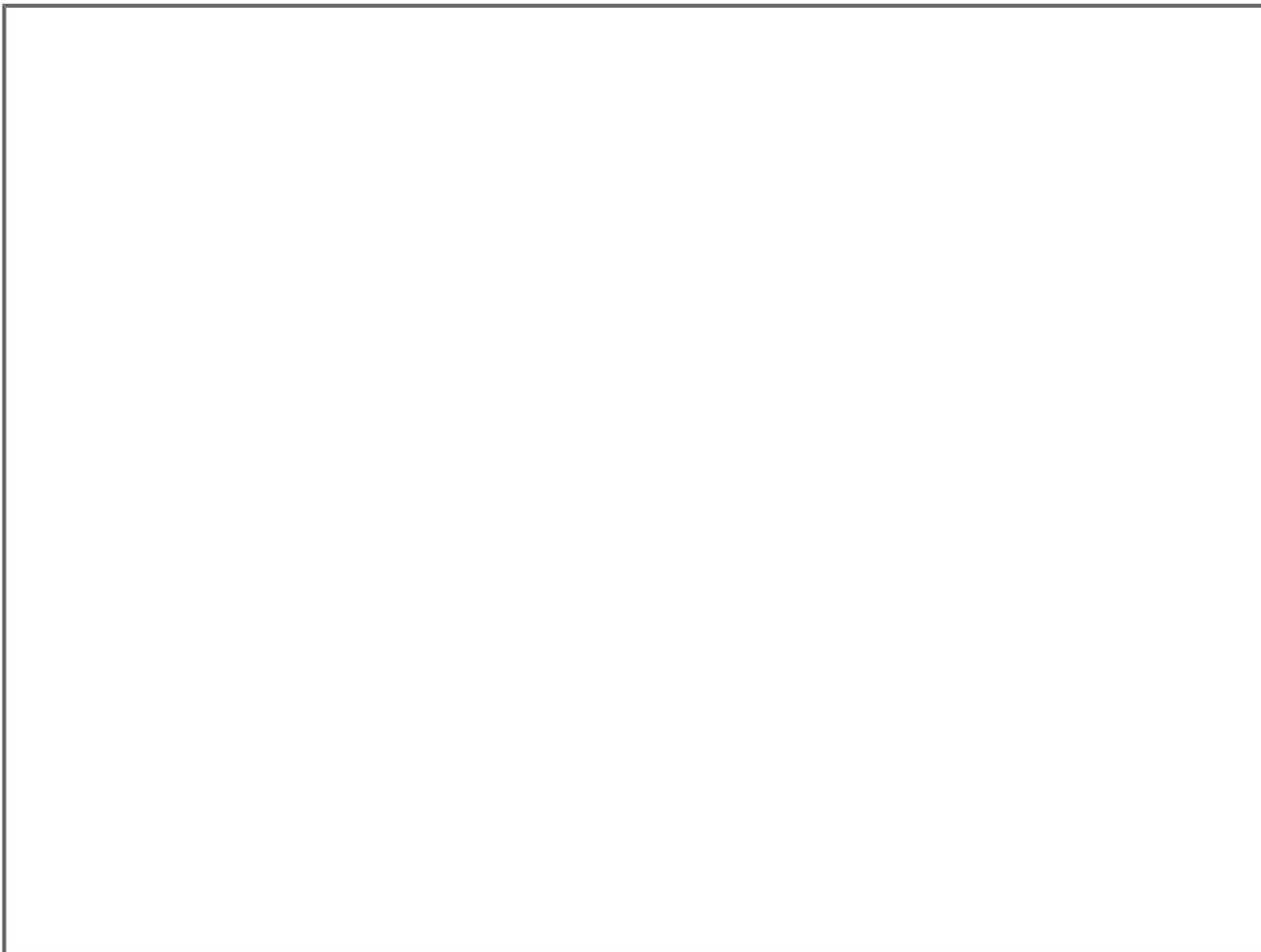
Our student population of English learners and students with disabilities has continued to increase, while staffing, especially case managers for English learners, has not likewise increased. Also, approximately 70% of our student population enters the Freshman Academy at least two grade levels below proficiency in math and reading--this especially pertains to our African-American and Hispanic students.

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

Our Curriculum and Instructional Coach, Catherine Vannatter, leads the following Academic Academy Lead teachers on the Curriculum, Instruction, and Assessment/Professional Development/Title I Committee: Shelli Warburton (Freshman Academy math teacher), Emily Warren (The Academy of Medical Sciences English language arts teacher), Carlos Verdecchia (The Academy of Medical Sciences science teacher), Micah Smith (The Academy of Engineering, Manufacturing, and Robotics math teacher), Eric Neely (The Academy of Information Technology English language arts teacher), Diana Tracy (special education teacher), Audrey Long (English as a Second Language teacher), Christy Cartner (The Academy of Leadership and Professional Services social studies teacher), and Kelly Mayes (StationArts Program arts teacher). These teachers work together with the teachers, leaders, and parents of the Site-Based Decision-Making Council to review data and make plans related to scheduling, grading procedures, professional development, Title I funding allocations, etc., to work toward closing gaps at our school. Additionally, ALL teachers participate in Academy/Small Learning Community meetings where they review attendance, behavioral, and academic data for their group of students to determine and provide interventions and supports as part of the continuous improvement cycle.

III. Planning the Work

Review the following [flowchart](#) to aid in completing the work.



Closing the Gap

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

Step 2: Complete your findings and answers.

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

Please see the attached for information on our school's plans for closing the achievement gaps for English learners and students with disabilities.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 BSHS - Achievement Gap Group Identification Spreadsheet	This spreadsheet lists the numbers of students in the gap groups identified via state accountability measures.	I
 BSHS - Measurable Gap Goal	This spreadsheet identifies the goals for specific gap groups and includes the strategies and activities working toward the goal.	III

Gap Group/Total number of students	Percentage of Total School Population
English Learners/176	11.50%
Students with Disabilities/160	10.40%

BSHS 18-19 Executive Summary for Schools

Phase Three: Executive Summary for Schools

Bryan Station High School
James Edward McMillin
201 Eastin Rd
Lexington, Kentucky, 40505-2014
United States of America

Last Modified: 11/07/2018
Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

The Academies of Bryan Station High School's Executive Principal, in conjunction with the Site-Based Decision-Making Council, developed the school's mission statement. The mission reads: "Bryan Station High School's faculty and staff will be **RELENTLESS** in ensuring all students graduate high school career and college ready." The Executive Principal shares this mission statement at all meetings and training and publishes it on all print and digital communications. BSHS has just under 200 faculty and staff and approximately 1,500 students in grades 9 through 12. BSHS remains the only Title I and most racially diverse school in Fayette County Public Schools in Lexington, Kentucky, which recently became labeled as an urban school district. Our school has the following demographics: 36% white, 36% black, 24% Latino, and 1% Asian students; 51% free and reduced meal qualifiers; 11% receiving English language services; and 11% receiving special education services. Over the past three years, the school has transformed from a traditional high school to a wall-to-wall career academy. All students belong to a career academy/Small Learning Community to complete a Kentucky Department of Education-recognized career pathway. Students choose this pathway while learning professional skills in the Freshman Academy. Though we have adopted this educational model and made great improvements in our students' school attendance and decreased behavioral incidents, the majority of our students matriculate with below grade level skills in math and literacy. We have increased the involvement of our community partners, including businesses, but we continue to struggle with engaging all available partners, especially families.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

"Bryan Station High School faculty and staff will be **RELENTLESS** in ensuring ALL students graduate career and college ready." We believe that all students can learn at high levels when given the individual supports they need through our academies/Small Learning Communities. We know that not all students have decided their post-secondary pathways when they graduate from high school. Our mission and values focus on exposing all students to possibilities in career fields and post-secondary education, so they can make informed decisions for their futures. The Academies of Bryan Station High School partners with over 120 local businesses and colleges/Universities to provide educational experiences, job shadowing, and internships. We embed these opportunities in our academies/Small Learning Communities and special programs: The Freshman Academy; The Academy of Engineering, Manufacturing, and Robotics; The Academy of Information Technology; The Academy of Leadership and Professional Services; The Academy of Medical Sciences; Air Force ROTC; Spanish Immersion Program; and StationArts. We also have a tiered intervention system in place to address our students' learning needs related to math and

literacy, and we have a Positive Behavior Interventions and Supports program to ensure our students meet established employability expectations.

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Notable Achievements and Areas of Improvement

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

Notable Achievements/Areas of Improvement: - opened as a wall-to-wall career academy school in 2017-2018 - school and district designated by Ford Next Generation Learning as following the academy model - assigned a principal and counselor to each academy/Small Learning Community - created a Care Center to meet the health and wellness needs of our students, including a partnership with a local mental health facility to provide on-site services - employed a Dean of Students/Behavior Specialist, Intervention Specialist, and Curriculum and Instructional Coach - redesigned our facilities to maximize use of physical space to support academy/Small Learning Community and Care Center initiatives - developed a Business Engagement Advisory Council to partner with community members in support of career academies - created a communications committee led by a Communications Liaison to increase two-way communication between all stakeholders and our school - employed a Community Liaison specifically to work with our Latino students and families - developed a leadership course for student ambassadors from each academy/Small Learning Community to increase student voice and leadership school-wide - increased teacher leadership by establishing Academic, Behavior, and Culture Academy Lead Teacher positions - offered experiential field trips for ALL students including visits to college/ University campuses and local businesses, career-based competitions, and a career expo Areas of Improvement: - engaging families in school activities and events - improving tier one instruction via a focus on reading, writing, and discussing in all content areas to enhance literacy learning - decreasing gaps between ethnic groups in performance on math and reading assessments - removing TSI designations for students receiving special education and English language learning services - improving the number of students graduating transition ready (academic AND career ready) - continuing student growth in math and literacy skills via intervention programming

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Additional Information

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

N/A

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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