2019-2020 Bryan Station High's Executive Summary

2019-20 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: 12/17/2019
Status: Locked
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 former 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 Interim Executive Principal shares this mission statement at all meetings and training and publishes it on all print and digital communications. The school has approximately 150 faculty and staff and 1,600 students in grades 9 through 12. The school remains the only Title I grant-funded and most racially and economically diverse high school in Fayette County Public Schools in Lexington, Kentucky, an urban school district. Our school has the following demographics: 34% white, 36% black, 25% Latinx, and fewer than 1% Asian students; 63% free and reduced meal qualifiers; 12% 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 10th through 12th grade 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.

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 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 Reserve Officer Training Corps; 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.

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.
- Employed a Dean of Students/Behavior Specialist, Intervention/Data 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 Latinx students and families.
- Developed a leadership course for student ambassadors from each academy/Small Learning Community.
- 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.
- Increasing performance of black students, students receiving special education services, and English Learners on math, reading, writing, and science assessments.
- Improving the number of students graduating transition ready (academic and/or career ready).

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school’s improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

N/A
2019-2020 Bryan Station High School Phase One: Continuous Improvement Diagnostic for Schools

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

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United States of America

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The Comprehensive School Improvement Plan or CSIP is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, 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 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 school's 2019-20 diagnostics is as follows:

**Phase One: August 1 - October 1**
- Continuous Improvement Diagnostic for Schools

**Phase Two: October 1 - November 1**
- The Needs Assessment for Schools
- School Assurances
- School Safety Report

**Phase Three: November 1 - January 1**
- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review Diagnostic

**Phase Four: January 1 - December 31**
- Progress Monitoring

*As principal of the school, 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.

Ryan King, 10/01/2019
2019-2020 Bryan Station High School Phase Two: The Needs Assessment

2019-20 Phase Two: The Needs Assessment for Schools

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

Target Completion Date: 10/25/2019
Last Modified: 12/17/2019
Status: Locked
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 school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive 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, Curriculum and Instructional Coach, and College and Career Coach meet at least weekly; this team then meets at least weekly 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 in Google Shared drives.
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 62% of the school’s teachers received adequate professional development.

- 80.5% of students below proficiency in math, 70.2% in reading, 79.5% in writing, and 88.8% in science (state accountability data)
- 10.9-point increase in transition readiness indicator from 2018-2019, due to increase in number of students career ready (state accountability data)
- Graduation rate improved from 88.6% to 88.9% (state accountability data)
- In-school suspension days decreased by 10% from 2018-2019 (district discipline data)
- 20% fewer parents and family members attended school events in 2018-2019 in comparison to 2017-2018 (Title I Grant data)

**ATTACHMENTS**

**Attachment Name**

- Accountability Results Presentation for Faculty
- Title I Presentation for Faculty
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 Schools.

**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.

- 0% of English Learners scored proficient in math, reading, writing, or science (state accountability data)- fewer than 10% of students with disabilities scored proficient in math, reading, writing, or science (state accountability data)

**ATTACHMENTS**

**Attachment Name**

- [PDF] Accountability Results Presentation for Faculty
- [PDF] Title I Presentation for Faculty
Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Based on our data, 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 over the past two years. Our school-wide behavior has improved as demonstrated by a reduction in behavior incidents. Thus, our focus remains on improving academic performance in reading, math, writing, and science for all students but especially for our students of color, those with disabilities, and English Learners.
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 to address this school year: intentionality (purposefully plan and implement instruction that aligns standards and instructional outcomes with practice and performance assessments--KCWP 1 and 3), feedback (share and utilize accurate, timely, specific, and actionable feedback on progress toward mastery of content and skills--KCWP 4), and high-yield strategies (incorporate research-based instructional strategies to increase rigor and engagement in the classroom--KCWP 2).

**ATTACHMENTS**

**Attachment Name**

- Big Rocks
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%.

- 10.9 point increase in transition readiness indicator from 2018-2019, due to increase in number of students career ready (state accountability data)- graduation rate improved from 88.6% to 88.9% (state accountability data)- in-school suspension days decreased by 10% from 2018-2019 (district discipline data)- 12,252 student interactions with community partners and 2,606 hours donated by community partners during 2018-2019

ATTACHMENTS

Attachment Name

- CompStat Meeting Presentation
### Attachment Summary

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<thead>
<tr>
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<tr>
<td><img src="attachment.png" alt="PDF" /> Accountability Results Presentation for Faculty</td>
<td>This presentation shows state accountability results for 2018-19.</td>
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<tr>
<td><img src="attachment.png" alt="PDF" /> Big Rocks</td>
<td>This document contains the academic big rocks to address in 2019-20.</td>
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<tr>
<td><img src="attachment.png" alt="PDF" /> CompStat Meeting Presentation</td>
<td>This presentation showcases data shared with district leadership regarding the academics, behavior, and culture of the school.</td>
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<tr>
<td><img src="attachment.png" alt="PDF" /> Title I Presentation for Faculty</td>
<td>This presentation contains information on Title I Grant data.</td>
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2019-2020 Bryan Station High School Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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The Closing the Achievement Gap Report is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the Closing the Achievement Gap Report, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.
I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement 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 and transition readiness indicators).

**ATTACHMENTS**

**Attachment Name**

👩‍🏫 BSHS Achievement Gap Group Spreadsheet
II. Achievement Gap Analysis

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

Based on proficiency and transition readiness indicators, our school has two identified gap groups: English learners and students with disabilities (receiving special education services). Together, these two gap groups comprise 23% of our school's total population. Our school maintains an inclusive culture, as these students participate in all initiatives related to our 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. Which achievement gaps has the school successfully closed? Use specific data from the previous two academic years when analyzing trends.

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), 88.3% (2018), and 88.9% (2019).

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has shown improvement. Use specific data from the previous two academic years when analyzing trends.

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, black, and Latinx) and socioeconomic status groups performed at approximately the same levels on proficiency, transition readiness, and graduation rate indicators. Since the majority of students performed at low levels (39.6 proficiency indicator score, 51.8 transition readiness indicator score, and 88.9 graduation rate indicator score), gaps do not exist.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed. Use specific data from the previous two academic years when analyzing trends.

The gaps that persist include our English learners and students with disabilities not meeting required proficiency or transition readiness indicators (0% of English Learners scored proficient in math, reading, writing, or science per state accountability data, and fewer than 10% of students with disabilities scored proficient in math, reading, writing, or science per state accountability data).

E. 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 English Learners and students receiving special education services.

F. 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), Miranda Meier (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), Cassie Popplewell (special education teacher), Audrey Long (English as a Second Language teacher), Christy Cartner (The Academy of Leadership and Professional Services social studies teacher), Kelly Mayes (StationArts Program arts teacher), and Brandi Ogden (Counselor). These faculty members 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.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

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. Additionally, a small group of teachers will receive ongoing training in the Sheltered Instruction Observation Protocol to support English Learners in content area classes.
III. Planning the Work

Closing the Achievement Gap Goals

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

- English Learners will improve their proficiency indicator to 10.
- Students with disabilities will improve their proficiency indicator to 20.
- English Learners will improve their transition readiness indicator to 20.
- Students with disabilities will improve their transition readiness indicator to 10.

ATTACHMENTS

Attachment Name

- BSHS Closing the Achievement Gap Summary

Closing the Achievement 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

Attachment Name

- BSHS Closing the Achievement Gap Summary
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<td>spreadsheet identifying gap groups</td>
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</tbody>
</table>
| BSHS Closing the Achievement Gap Summary             | spreadsheet of strategies and activities to close achievement gaps | • III  
|                                                      |                                                       | • III              |
2019-2020 Bryan Station High School Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Bryan Station High School
James Edward McMillin
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1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes
- No
- N/A
**Title I Schoolwide Programs**

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

   - Yes
   - No
   - N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

   - Yes
   - No
   - N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school’s participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

   - Yes
   - No
   - N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

   - Yes
   - No
   - N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

   - Yes
   - No
   - N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.
8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- **Yes**
  - No
  - N/A
Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- Yes
- No
- N/A

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- Yes
- No
- N/A

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- Yes
- No
- N/A

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- Yes
- No
- N/A

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- Yes
- No
- N/A

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.
15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes
- No
- **N/A**

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- Yes
- No
- **N/A**
Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

○ Yes
○ No
● N/A
18. The school 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

19. The school collects and publicly disseminates, in compliance with Kentucky’s Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students’ access to effective/experienced teachers.

- Yes
  - No
  - N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
  - No
  - N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- Yes
  - No
  - N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- Yes
  - No
  - N/A
Bryan Station High’s Comprehensive School Improvement Plan (CSIP)

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

Operational Definitions
Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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 school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed below or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, 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, 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.
Goal 1 (State your proficiency goal): Bryan Station High School will increase its proficiency indicator from 39.6 (very low) to 54.0 (medium) by the end of the 2021-2022 school year.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
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<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: Bryan Station High School will increase its proficiency indicator from 39.6 (very low) to 44.0 (low) during the 2019 – 2020 school year.</td>
<td>KCWP 5: Design, Align, and Deliver Support  - processes in place to ensure behavioral interventions take place and get monitored to meet the needs of all students</td>
<td>Positive Behavior Interventions and Supports  - 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 members monitor and report data  - Small Learning Communities (SLCs)/Academies use data to provide behavioral interventions and supports</td>
<td>increased percentage of students performing Proficient/Distinguished on the Spring administration of the KPREP testing in math and reading</td>
<td>monthly PBIS Committee meetings  - weekly SLC/Academy meetings  - weekly leadership team meetings</td>
<td>$0</td>
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<td>KCWP 3: Design and Deliver Assessment Literacy  - grading system communicates student learning accurately</td>
<td>Standards-Based Grading  - school-wide grading procedures with grades focused only on academic mastery (not compliance), including reassessment  - increased communication to students and families via more frequent grade progress reports</td>
<td>- quarterly grade book checks by administrators and counselors  - monthly Curriculum, Instruction, and Assessment Committee meetings to determine need for professional development</td>
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</table>
### Objective 1: Bryan Station High School will increase its separate academic indicator from 33.8 (very low) to 51.0 (low) during the 2019-2020 school year.

<table>
<thead>
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<tbody>
<tr>
<td>KCWP 1: Design and Deploy Standards</td>
<td>- assurance current curriculum has validity and implementation monitored</td>
<td>District English Language Arts Curriculum: Collections</td>
<td>increased percentage of students performing Proficient/Distinguished on the Spring administration of the KPREP testing in writing</td>
<td>- District common assessment data (collected each semester) - District learning walks (conducted each semester) - daily teachers’ Planbook sites - daily administrator walk-throughs and classroom observations</td>
<td>District-funded</td>
</tr>
<tr>
<td>KCWP 2: Design and Deliver Instruction</td>
<td>- system of collaboration in place in order to meet the Tier I educational needs of all students</td>
<td>Literacy Committee - cross-curricular team of teachers creating and delivering professional development to embed reading, writing, and discussion strategies in all classrooms, including how teachers provide feedback - school-wide academic vocabulary initiative (words presented via announcements and embedded in lesson plans across all content areas)</td>
<td></td>
<td>- monthly Literacy Committee meetings - daily teachers’ Planbook sites - daily administrator walk-throughs and classroom observations</td>
<td>Striving Readers Grant</td>
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</table>
### Goal 3: Achievement Gap

Bryan Station High School will increase its gap groups’ (English Learners and students with disabilities) proficiency and transition readiness by 50% by the end of the 2021-2022 school year.

<table>
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<tbody>
<tr>
<td><strong>Objective 1:</strong> English Learners and students with disabilities will improve their proficiency indicator from 5.7 to 10.0 and 13.6 to 20.0, respectively, during the 2019 – 2020 school year.</td>
<td>KCWP 2: Design and Deliver</td>
<td>Marzano’s High-Yield Strategies - 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 SLC/Academy meeting share-outs</td>
<td>increased percentage of English learners and students with disabilities performing Proficient/Distinguished on the Spring administration of the KPREP testing in math and reading</td>
<td>- daily teachers’ Planbook sites - daily administrator walk-throughs and classroom observations</td>
<td>$0</td>
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<tr>
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<td></td>
<td>Co-Teaching - students will receive instruction from collaborating teachers trained in the co-teaching models</td>
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<td>Sheltered Instruction Observation Protocol (SIOP) - teachers will receive training on SIOP methods and implement on a monthly basis - work sessions provide follow-up discussions of implementation of methods</td>
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<td></td>
<td></td>
<td>Career Academies/Small Learning Communities - principals, counselors, and teachers in SLCs (based on increased percentage of English learners and students with disabilities graduating</td>
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<td>- weekly SLC/Academy meetings - quarterly at leadership team meetings</td>
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</tbody>
</table>

**Objective 2:** English Learners and students with disabilities will improve their transition readiness indicator from 17.8

<table>
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<tbody>
<tr>
<td>KCWP 4: Review, Analyze, and Apply Data - ensure use of data to determine students’</td>
<td>increased percentage of English learners and students with disabilities graduating</td>
<td>- weekly SLC/Academy meetings - quarterly at leadership team meetings</td>
<td>$0</td>
</tr>
</tbody>
</table>

Co-Teaching for Closing the Gap Grant

Title II/III funds
Goal 3 (State your achievement gap goal.): Bryan Station High school will increase its gap groups’ (English Learners and students with disabilities) proficiency and transition readiness by 50% by the end of the 2021-2022 school year.

<table>
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<tbody>
<tr>
<td>to 25.0 and 4.0 to 10.0, respectively, during the 2019–2020 school year.</td>
<td>needs (e.g., movement through tiered supports, etc.)</td>
<td>career academies) review data at weekly meetings to determine tiered supports for individual students and design a follow-up plan</td>
<td>academic and/or career ready</td>
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</table>


### Goal 4 (State your transition readiness goal):

Bryan Station High School will increase its transition readiness indicator from 51.8 (very low) to 69.0 (medium) by the end of the 2021-2022 school year.

<table>
<thead>
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</thead>
</table>
| Objective 1: Bryan Station High School will increase its transition readiness indicator from 51.8 (very low) to 56.0 (low) during the 2019 – 2020 school year. | KCWP 4: Review, Analyze, and Apply Data  
- ensure use of data to determine students’ needs (e.g., movement through tiered supports, etc.) | Career Academies/Small Learning Communities  
- principals, counselors, and teachers in SLCs (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 students graduating academic ready | - weekly SLC/Academy meetings  
- quarterly at leadership team meetings | $0 |
| KCWP 6: Establishing Learning Culture and Environment  
- processes to ensure equity within collegial conversations | Advanced Placement and Dual Credit Initiative  
- 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  
- regardless of assessment data, the school maintains an open enrollment procedure for students to take advanced-level course work | - course enrollment data reviewed at monthly master scheduling meetings |
Goal 6 (State your graduation rate goal): Bryan Station High School will increase its graduation rate from 88.9 (very low) to 93.0 (medium) by the end of the 2021-2022 school year.

<table>
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<tbody>
<tr>
<td>Objective 1: Bryan Station High School will increase its graduation rate from 88.9 (very low) to 90.0 (low) during the 2019 – 2020 school year.</td>
<td>KCWP 5: Design, Align, and Deliver Support - system in place to ensure appropriate academic interventions take place to meet the needs of all students</td>
<td>Work And Recovery (WAR) Program - tier three intervention program to assist older students at-risk of drop-out to recover credits and graduate</td>
<td>increased percentage of students graduating in 2020</td>
<td>- weekly WAR Committee meetings</td>
<td>cost of OdysseyWare and faculty positions for program</td>
</tr>
<tr>
<td></td>
<td>KCWP 4: Review, Analyze, and Apply Data - ensure use of data to determine students’ needs (e.g., movement through tiered supports, etc.)</td>
<td>Career Academies/Small Learning Communities - principals, counselors, and teachers in SLCs (based on career academies) review data at weekly meetings to determine tiered supports for individual students and design a follow-up plan</td>
<td>- weekly SLC/Academy meetings - quarterly at leadership team meetings</td>
<td>$0</td>
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</table>