



2022-23 Phase One:
Continuous Improvement Diagnostic for Schools

Bryan Station High School
Eric Hale
201 Eastin Rd
Lexington, Kentucky, 40505
United States of America

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Eric Hale

September 26th 2022



2022-23 Phase One:
Executive Summary for Schools

Bryan Station High School
Eric Hale
201 Eastin Rd
Lexington, Kentucky, 40505
United States of America

2022-23 Phase One: 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 mission reads: "At the Academies of Bryan Station, we make learning relevant." The school has approximately 200 faculty and staff and 1,900 students in grades 9 through 12. The school remains one of the largest Title I grant-funded and most racially and economically diverse high schools in Kentucky. Our school has the following demographics: 28% white, 33% black, 33% Latinx, and fewer than 1% Asian students; 67% free and reduced meal qualifiers; 260 students receiving English language services; and 206 receiving special education services. Over the past five 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.

"At the Academies of Bryan Station, we make learning relevant." Our core values are: Excellence, Collaboration, Belonging, Innovative, and Community. 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 postsecondary 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 - 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 to increase student voice and leadership school-wide - increased teacher leadership by establishing Academic, Behavior, and Culture Academy Lead Teacher positions, including Blended Learning Coaches for each academy to improve instructional practices in implementing technology. - offered experiential field trips for ALL students including visits to college/University campuses and local businesses, career-based competitions, and a career expo. Our graduation rate among our Black/African American students is 97.5%, Our Postsecondary Readiness is currently at an all-time high of 68%. Our proficiently bi-literate students in the Class of 2022 achieved an FCPS record 66 Seal of Biliteracy Certificates.

Areas of Improvement: - engaging families in school activities and events -improving tier one instruction via a focus on blended learning through utilizing a modern classroom project approach for all content areas to enhance literacy learning, as well as an increased emphasis in content area professional learning communities - 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 postsecondary ready (academic and/or career ready)

Additional Information

CSI/TSI (including ATSI) 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



2022-23 Phase Two:
The Needs Assessment for Schools

Bryan Station High School
Eric Hale
201 Eastin Rd
Lexington, Kentucky, 40505
United States of America

2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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

The needs assessment provides the framework for all 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 to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are 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, and Student Support Services meet at least weekly; the Academy Principals meet at least weekly with their respective counselors and teacher leaders; additionally, PBIS, Culture Leads, Blended Learning Coaches, and Curriculum, Instruction, and Assessment Committee meet at least monthly. The Site-Based Decision-Making Council, including parent/guardian representatives meet monthly; and Small Learning Communities, which include all remaining teachers, meet weekly. We document these meetings via minutes in Google Shared drives.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Our previous year's CSIP goals and objectives were not met in the KSA content areas, but were exceeded in the Postsecondary and Graduation Rate categories.

The strategies that were identified were from the KCWPs. The activities were framed around effective Tier 1 Instructional strategies, PLC continuous improvement, small learning community within our academy model, and effective blended learning structures.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Our EL and Special Education students have continued to be the lowest performing students in our school on the Kentucky Summative Assessment. Even prior to the 2022 KSA, our Special Education and EL Students have been identified as our lowest performing demographic groups. Additionally, we have seen positive trends in our Postsecondary Readiness and Graduation Rates over the past 2 years.

Current State

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

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.







Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Please see attachment below: all data was pulled from the KSA

ATTACHMENTS

Attachment Name

-  Combined Writing Student Group Data
-  Math Student Group Data
-  Proficient and Distinguished Percentages by Kentucky Summative Assessment
-  Reading Student Group Data
-  Science Student Group Data
-  Social Studies Student Group Data

Priorities/Concerns

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


NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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

Please see attachments below: Our demographic groups within our achievement gap groups score below a proficiency level in all content areas compared to our non-gap groups in the attachment below...

ATTACHMENTS

Attachment Name

-  Proficient and Distinguished Percentages by Kentucky Summative Assessment Student Groups

Strengths/Leverages

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

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

Please see the attachment highlighting the Postsecondary Readiness and Graduation Rate Among Student Groups

ATTACHMENTS

Attachment Name



Graduation Rate Among Student Groups



Postsecondary Readiness

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

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

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

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

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

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

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

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

a. Complete the [Key Elements Template](#).

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

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

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

Please See Attachment

ATTACHMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Combined Writing Student Group Data		• 4
 Graduation Rate Among Student Groups	Graduation Rates among Student Groups	• 6
 KCWP 2022		• 7
 Math Student Group Data		• 4
 Postsecondary Readiness	Postsecondary Readiness Among Student Groups	• 6
 Proficient and Distinguished Percentages by Kentucky Summative Assessment	This attachment captures the Total Proficient and Distinguished Percentages by content area on the Kentucky Summative Assessment	• 4
 Proficient and Distinguished Percentages by Kentucky Summative Assessment Student Groups	See the demographics of each student group	• 5
 Reading Student Group Data		• 4
 Science Student Group Data		• 4
 Social Studies Student Group Data		• 4



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2022-23 Phase Two: School Assurances

Bryan Station High School

Eric Hale

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2022-23 Phase Two: School Assurances

Introduction

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

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. 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

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

program—

- A. timely information about programs under Title I;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116(c)(4)).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. 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

COMMENTS

24. 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

COMMENTS

25. 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

COMMENTS

26. 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

COMMENTS

27. 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

COMMENTS

28. 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.

☒ Yes

☐ No

☐ N/A

COMMENTS

29. 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

COMMENTS

30. 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

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional 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

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Bryan Station High's Comprehensive School Improvement Plan 2022-2025

Comprehensive School Improvement Goals Reading and Math (by Spring 2025)

State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

State Assessment Results in Reading

- By 2025, Bryan Station High School will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 28%.

State Assessment Results in Math

- By 2025, Bryan Station High School will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 23%.

State Assessment Results in Science

- By 2025, Bryan Station High School will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 8%.

State Assessment Results in Social Studies

- By 2025, Bryan Station High School will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 20%.

State Assessment Results in Combined Writing

- By 2025, Bryan Station High School will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 28%.

English Learner Progress

- By 2025, Bryan Station High School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 32%.

Quality of School Climate and Safety

- By 2025, Bryan Station High School will increase the quality of school climate and safety index to 80% as measured by KSA. Current level is 61.9%.

Graduation Rate

- By 2025, Bryan Station High School will increase the graduation rate to 94% as measured by the combined 4-year and 5-year rate. Current rate is 92.6%.

Post-Secondary Readiness

- By 2025, Bryan Station High School will increase the percentage of students who are post secondary ready to 85%. the 2019 level was 51.8%. (2022 score is 68.2)

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Bryan Station High School will increase P/D in Reading to 38%.	By 2024, Bryan Station High School will increase P/D in Reading to 49%.	By 2025, Bryan Station High School will increase P/D in Reading to 60%.
By 2023, Bryan Station High School will increase P/D in Math to 33%.	By 2024, Bryan Station High School will increase P/D in Math to 44%.	By 2025, Bryan Station High School will increase P/D in Math to 55%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Bryan Station High School will increase P/D in Science to 20%.	By 2024, Bryan Station High School will increase P/D in Science to 32%.	By 2025, Bryan Station High School will increase P/D in Science to 45%.
By 2023, Bryan Station High School will increase P/D in Social Studies to 33%.	By 2024, Bryan Station High School will increase P/D in Social Studies to 46 %.	By 2025, Bryan Station High School will increase P/D in Social Studies to 60%.

By 2023, Bryan Station High School will increase P/D in Combined Writing to 38%.	By 2024, Bryan Station High School will increase P/D in Combined Writing to 49%.	By 2025, Bryan Station High School will increase P/D in Combined Writing to 60 %.
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Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Bryan Station High School will decrease novice in Reading to:</p> <p>Subgroups:</p> <ul style="list-style-type: none"> • African American–47% • Hispanic–46% • EL–64% • Economically Disadvantaged–46% • Disability with IEP–78% <p>By 2023, Bryan Station High School will decrease novice in Math to:</p> <p>Subgroups:</p> <ul style="list-style-type: none"> • African American–52% • Hispanic–50% • EL–63% • Economically Disadvantaged–52% • Disability with IEP–61% 	<p>By 2024, Bryan Station High School will decrease novice in Reading to:</p> <p>Subgroups:</p> <ul style="list-style-type: none"> • African American–39% • Hispanic–38% • EL–59% • Economically Disadvantaged–39% • Disability with IEP–68% <p>By 2024, Bryan Station High School will decrease novice in Math to:</p> <p>Subgroups:</p> <ul style="list-style-type: none"> • African American–44% • Hispanic–44% • EL–55% • Economically Disadvantaged–44% • Disability with IEP–53% 	<p>By 2025, Bryan Station High School will decrease novice in Reading to:</p> <p>Subgroups:</p> <ul style="list-style-type: none"> • African American– 33% • Hispanic–33% • EL–54% • Economically Disadvantaged–33% • Disability with IEP–59% <p>By 2025, Bryan Station High School will decrease novice in Math to:</p> <p>Subgroups:</p> <ul style="list-style-type: none"> • African American–37% • Hispanic–37% • EL–47% • Economically Disadvantaged–37% • Disability with IEP–47%

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, Bryan Station High School will grow 100% of EL students by at least .5 in their	By 2024, Bryan Station High School will grow 100% of EL students by at least .5 in their	By 2025, Bryan Station High School will grow 100% of EL students by at least .5 in their

composite score as measured by ACCESS. Current level is 32%.	composite score as measured by ACCESS. Current level is %.	composite score as measured by ACCESS. Current level is %.
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<i>Additional Goal- Optional</i>		
Year 1	Year 2	Year 3

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

Year 1 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, English Learner Progress, Combined Writing	KCWP 2	PLC's are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessment.	PLC Observations Observations PLC Agenda and Evidence	n/a
Reading, Math, Science, Social Studies, English Learner Progress, Combined Writing	KCWP 3	Grading For Learning school-wide grading procedures with grades focused only on academic	CIA Committee Academic Leads	n/a

		<p>mastery (not compliance), including reassessment</p> <ul style="list-style-type: none"> - increased communication to students and families via four grade progress reports per semester 		
Reading, Math, Science, Social Studies, English Learner Progress, Combined Writing	KCWP 2 & 6	Teachers will receive training and support on the 10 High Impact Strategies.	<p>Classroom Observations</p> <p>Coaching & Feedback Conversations</p>	n/a
Reading, Math, Science, Social Studies, English Learner Progress, Combined Writing	KCWP 1 & 4	<ul style="list-style-type: none"> • Professional Development • PLCs that use data effectively for individual learners • Educating and Coaching teachers on Grading For Learning • Small Learning Communities (Academies) • Observations and Coaching • Accountability and Coaching for Grading Procedures 	<p>PLC Observations</p> <p>PD Committee</p> <p>PLC Evidence</p> <p>CIA Evidence</p>	n/a
Graduation Rate	KCWP 5	<p>Work and Recovery Program (WAR):</p> <ul style="list-style-type: none"> • Tier 3 intervention program to assist students who are off cohort and who are older at-risk students of drop out to recover credits and graduate • ELTs/Academy Principal & Counselor discuss, monitor, and support 4 year and 5 year cohort seniors. 	<p>Counselor Notes</p> <p>ELT Meetings</p> <p>Counselor/Admin meetings</p> <p>WAR committee meetings</p>	n/a
Reading, Math, Science, Social Studies, English Learner Progress, Combined Writing	KCWP 2 & 5	<p>Purposeful Intentional Structures - We will purposefully plan and implement instruction that aligns standards and instructional outcomes with practice and performance assessments.</p> <ul style="list-style-type: none"> • Learner Focused-Data Informed PLCs • Peer Observations and Coaching 	<p>PLC 's</p> <p>Walk-Through Data</p> <p>MTSS Procedures</p>	n/a

		<ul style="list-style-type: none"> • Blended Learning Collaboration • Student Centered SLCs • Canvas Platform • Multi-Tiered Systems of Support 		
Reading, Math, Science, Social Studies, English Learner Progress, Combined Writing	KCWP 2 & 3	Clarity For Learning Focus on the 3 Clarity Questions: Students will be asked the following questions during walkthroughs/observations 1. What am I learning? 2. Why am I learning it? 3. How do I know when I have learned it?	Classroom Observations Classroom Walkthroughs	n/a
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

Reading, Math, Science, Social Studies, English Learner Progress, Combined Writing	KCWP 2	PLC's are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessment.	PLC Observations Observations PLC Agenda and Evidence	n/a
Reading, Math, Science, Social Studies, English Learner Progress, Combined Writing	KCWP 3	Grading For Learning school-wide grading procedures with grades focused only on academic mastery (not compliance), including reassessment <ul style="list-style-type: none"> - increased communication to students and families via four grade progress reports per semester 	CIA Committee Academic Leads	n/a
Reading, Math, Science, Social Studies, English Learner Progress, Combined Writing	KCWP 2 & 6	Teachers will receive training and support on the 10 High Impact Strategies.	Classroom Observations Coaching & Feedback Conversations	n/a
Reading, Math, Science, Social Studies, English Learner Progress, Combined Writing	KCWP 1 & 4	<ul style="list-style-type: none"> • Professional Development • PLCs that use data effectively for individual learners • Educating and Coaching teachers on Grading For Learning • Small Learning Communities (Academies) • Observations and Coaching • Accountability and Coaching for Grading Procedures 	PLC Observations PD Committee PLC Evidence CIA Evidence	n/a
Graduation Rate	KCWP 5	Work and Recovery Program (WAR): <ul style="list-style-type: none"> • Tier 3 intervention program to assist students who are off cohort and who are older at-risk students of drop out to recover credits and graduate 	Counselor Notes ELT Meetings Counselor/Admin meetings	n/a

		<ul style="list-style-type: none"> • ELTs/Academy Principal & Counselor discuss, monitor, and support 4 year and 5 year cohort seniors. 	WAR committee meetings	
Reading, Math, Science, Social Studies, English Learner Progress, Combined Writing	KCWP 2 & 5	Purposeful Intentional Structures - We will purposefully plan and implement instruction that aligns standards and instructional outcomes with practice and performance assessments. <ul style="list-style-type: none"> • Learner Focused-Data Informed PLCs • Peer Observations and Coaching • Blended Learning Collaboration • Student Centered SLCs • Canvas Platform • Multi-Tiered Systems of Support 	PLC 's Walk-Through Data MTSS Procedures	n/a
Reading, Math, Science, Social Studies, English Learner Progress, Combined Writing	KCWP 2 & 3	Clarity For Learning Focus on the 3 Clarity Questions: Students will be asked the following questions during walkthroughs/observations 4. What am I learning? 5. Why am I learning it? 6. How do I know when I have learned it?	Classroom Observations Classroom Walkthroughs	n/a

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

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Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, English Learner Progress, Combined Writing	KCWP 2	PLC's are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessment.	PLC Observations Observations PLC Agenda and Evidence	n/a

Reading, Math, Science, Social Studies, English Learner Progress, Combined Writing	KCWP 3	<p>Grading For Learning</p> <p>school-wide grading procedures with grades focused only on academic mastery (not compliance), including reassessment</p> <ul style="list-style-type: none"> - increased communication to students and families via four grade progress reports per semester 	<p>CIA Committee</p> <p>Academic Leads</p>	n/a
Reading, Math, Science, Social Studies, English Learner Progress, Combined Writing	KCWP 2 & 6	Teachers will receive training and support on the 10 High Impact Strategies.	<p>Classroom Observations</p> <p>Coaching & Feedback Conversations</p>	n/a
Reading, Math, Science, Social Studies, English Learner Progress, Combined Writing	KCWP 1 & 4	<ul style="list-style-type: none"> • Professional Development • PLCs that use data effectively for individual learners • Educating and Coaching teachers on Grading For Learning • Small Learning Communities (Academies) • Observations and Coaching • Accountability and Coaching for Grading Procedures 	<p>PLC Observations</p> <p>PD Committee</p> <p>PLC Evidence</p> <p>CIA Evidence</p>	n/a
Graduation Rate	KCWP 5	<p>Work and Recovery Program (WAR):</p> <ul style="list-style-type: none"> • Tier 3 intervention program to assist students who are off cohort and who are older at-risk students of drop out to recover credits and graduate • ELTs/Academy Principal & Counselor discuss, monitor, and support 4 year and 5 year cohort seniors. 	<p>Counselor Notes</p> <p>ELT Meetings</p> <p>Counselor/Admin meetings</p> <p>WAR committee meetings</p>	n/a
Reading, Math, Science, Social Studies, English	KCWP 2 & 5	Purposeful Intentional Structures - We will purposefully plan and implement instruction that aligns standards and instructional	<p>PLC 's</p> <p>Walk-Through Data</p>	n/a

Learner Progress, Combined Writing		<p>outcomes with practice and performance assessments.</p> <ul style="list-style-type: none"> • Learner Focused-Data Informed PLCs • Peer Observations and Coaching • Blended Learning Collaboration • Student Centered SLCs • Canvas Platform • Multi-Tiered Systems of Support 	MTSS Procedures	
Reading, Math, Science, Social Studies, English Learner Progress, Combined Writing	KCWP 2 & 3	<p>Clarity For Learning Focus on the 3 Clarity Questions: Students will be asked the following questions during walkthroughs/observations</p> <p>7. What am I learning? 8. Why am I learning it? 9. How do I know when I have learned it?</p>	<p>Classroom Observations</p> <p>Classroom Walkthroughs</p>	n/a

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				



2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_04282023_16:43

2022-23 Phase Four: Professional Development Plan for Schools for School Year
2023-2024

Bryan Station High School
Eric Hale
201 Eastin Rd
Lexington, null, 40505

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2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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

Annual Professional Development Plan:

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

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

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

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

1. What is the school's mission?

See attachment

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

Based on the most critical areas for improvement identified in the completed needs

assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

See attachment

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

See attachment

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

See attachment

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

See attachment

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

See attachment

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

Please describe in detail.

See attachment

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

See attachment

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

See attachment

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

See attachment

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

See attachment

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

See attachment

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

See attachment

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

Please describe in detail.

See attachment

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

See attachment

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

See attachment

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

See attachment

ATTACHMENTS

Attachment Name




Professional Learning Plan 23-24

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

See attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
<div> Professional Learning Plan 23-24</div>		<ul style="list-style-type: none">• 5g