



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
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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 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

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	<p>Clarity For Learning Focus on the 3 Clarity Questions: Students will be asked the following questions during walkthroughs/observations</p> <ol style="list-style-type: none"> 1. What am I learning? 2. Why am I learning it? 3. How do I know when I have learned it? 	<p>Classroom Observations</p> <p>Classroom Walkthroughs</p>	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	<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 • 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	<p>Clarity For Learning Focus on the 3 Clarity Questions: Students will be asked the following questions during walkthroughs/observations</p> <ol style="list-style-type: none"> 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
Progress Monitoring				

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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> <ol style="list-style-type: none"> 7. What am I learning? 8. Why am I learning it? 9. How do I know when I have learned it? 	<p>Classroom Observations</p> <p>Classroom Walkthroughs</p>	n/a

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