

## Bryan Station High School Comprehensive School Improvement Plan (CSIP) 2022-25

### 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.

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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

### Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

### Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

**68% of African American students, and 67% of Hispanic students scored below proficiency in Reading, as opposed to 40% of white students.**

### Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

**KCWP 2: Design and Deliver Instruction**  
Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?

Walkthroughs, Common Assessment Data, SEL Lessons during Flex Class, SLC Peer Observation Feedback, Student Voice Surveys, Blended learning survey via the lens of instruction; Data meetings within PLC work breaking down subgroup data into categories for further instructional interventions. Calibration Walkthroughs with feedback.

**KCWP 4: Review, Analyze and Apply Data**  
Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?

PLC Survey Data, Common Assessments planned during PLC, Standards Based Grading, PLC meeting unit planning template; Data meetings within PLC work breaking down subgroup data into categories for further instructional interventions.

### Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	56.4	Significant Increase
State Assessment Results in science, social studies and writing	42.9	Increase
English Learner Progress	13.7	decrease -4.7
Quality of School Climate and Safety	56.1%	decrease -2.9
Postsecondary Readiness (high schools and districts only)	77.8%	Increase +4.8
Graduation Rate (high schools and districts only)	94.5%	Maintain -.5

## Explanations/Directions

**Goal:** Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

**1: State Assessment Results in Reading and Mathematics**

Goal 1:

- By 2025, Bryan Station High School will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 28%.
- By 2025, Bryan Station High School will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 23%.

	Objective	Strategy	Activities	Measure of Success Progress Monitoring	Funding
Objective 1: By 2024, <b>Bryan Station High School</b> will increase from 41% P/D in Reading to 51%	KCWP 2: Design and Deliver Instruction	–PLC’s are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessment.	PLC observations –Formal/Informal Observations –PLC Agenda and Evidence –Student Data	- Monthly CIA meetings/agenda-monitored by CIA team led by principal who supports this committee;	\$1000
Objective 2: By 2024, <b>Bryan Station High School</b> will increase from 28% P/D in Math to 40%	KCWP 4: Review, Analyze, and Apply Data  KCWP 3: Design and Deliver Assessment Literacy	-PLC’s will be using the same formative assessment per unit and breaking it down into subgroup data. Teachers only have to do this with one formative assessment.  –CIA Team will review and book study the Hattie Visible Learning Book.  -PLC’s will be using the PDSA model to look at assessment data.  -Teachers will choose their own professional learning in a carousel format for growth.  -Admin team will do weekly calibration walkthroughs to give teacher feedback. -SIOP Training for design and delivering student centered lessons with a focus on the EL population.	-Reduce the percentage of students performing in the Novice category while increasing the percentage of students performing in the Proficient and Distinguished Categories in math and reading on the Kentucky Summative Assessment. -Coaching and Feedback Conversations	- Monthly Academic Lead meetings/agenda–monitored by CIA team led by principal who supports this committee  - Weekly SLC meetings/agenda–monitored by the assistant principal and academy coach - Weekly Leadership Team meetings–monitored by the head principal  - Weekly PLC Meetings/agenda–monitored by the administrator assigned to specific departments by head principal.  - Gradebook checks quarterly by admin  -	

## 2: State Assessment Results in Science, Social Studies and Writing

<p>Goal 2</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>By 2025, Bryan Station High School will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 28%.</li> </ul>
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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1– By 2024, Bryan Station High School will increase from 4% P/D in Science to 20%.</p> <p>Objective 2– By 2024, Bryan Station High School will increase from 27% P/D in Social Studies to 38%.</p> <p>Objective 3– By 2024, Bryan Station High School will from 35% increase P/D in Combined Writing to 45%.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>–PLC’s are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessment.</p> <p>-PLC’s will be using the same formative assessment per unit and breaking it down into subgroup data. Teachers only have to do this with one formative assessment.</p> <p>–CIA Team will review and book study the Hattie Visible Learning Book.</p> <p>-PLC’s will be using the PDSA model to look at assessment data.</p> <p>-Teachers will choose their own professional learning in a carousel format for growth.</p>	<p>PLC observations –Formal/Informal Observations –PLC Agenda and Evidence –Student Data -Reduce the percentage of students performing in the Novice category while increasing the percentage of students performing in the Proficient and Distinguished Categories in math and reading on the Kentucky Summative Assessment. -Coaching and Feedback Conversations</p>	<ul style="list-style-type: none"> <li>Monthly CIA meetings/agenda-monitored by CIA team led by principal who supports this committee</li> <li>Monthly Academic Lead meetings/agenda–monitored by CIA team led by principal who supports this committee</li> <li>Weekly SLC meetings/agenda–monitored by the assistant principal and academy coach</li> <li>Weekly Leadership Team meetings–monitored by the head principal</li> <li>Weekly PLC Meetings/agenda–monitored by the administrator assigned to specific departments by head principal.</li> </ul>	<p>\$1000</p>





### 3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Objective 1 By 2024, <b>Bryan Station High School</b> will decrease novice in Reading to: Subgroups:</p> <ul style="list-style-type: none"> <li>● African American—from 43% to 35%</li> <li>● Hispanic from 41% to –35%</li> <li>● EL from 70% to 64%</li> <li>● Economically Disadvantaged from 42%–35%</li> <li>● Disability with IEP from 78% to 68%</li> </ul>	<p>KCWP 2 Design and Deliver Instruction</p> <p>KCWP 5 Design, Align, and Deliver Support</p>	<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"> <li>● Learner Focused-Data Informed PLCs</li> <li>● Peer Observations and Coaching</li> <li>● Blended Learning Collaboration</li> <li>● Student Centered SLCs</li> <li>● Canvas Platform</li> <li>● Multi-Tiered Systems of Support</li> <li>● Admin Calibration Walkthroughs</li> <li>● Intentional planning for EL Academy</li> </ul> <p>Career/Academy SLC's—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</p>	<p>PLC common assessment data</p> <p>Walk-Through Data</p> <p>MTSS data collection sheet</p> <p>Student discussions on SLC agenda's</p>	<ul style="list-style-type: none"> <li>- administrator calibration walk-throughs and classroom observations—monitored by admin team</li> <li>- Review Canvas Instructional Platforms during walkthroughs—monitored by admin team</li> <li>- Bi-weekly PLC Assessment Data—monitored by admin support over PLC and department chairs</li> <li>- Weekly SLC meetings/agenda—monitored by the assistant principal and academy coach</li> <li>- quarterly at leadership team meetings</li> <li>- Quarterly ROIS Data—Return on Investment Data during SLC's</li> </ul>	<p>\$0</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 By 2024, <b>Bryan Station High School</b> will decrease novice in Math to: Subgroups:</p> <ul style="list-style-type: none"> <li>● African American from 55% to 45%</li> <li>● Hispanic from 54% to 44%</li> <li>● EL—from 71% to 63%</li> <li>● Economically Disadvantaged from 56% to 50%</li> <li>● Disability with IEP from 88% to 68%</li> </ul>	<p>KCWP 2 Design and Deliver Instruction KCWP 5 Design, Align, and Deliver Support</p>	<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"> <li>● Learner Focused-Data Informed PLCs</li> <li>● Peer Observations and Coaching</li> <li>● Blended Learning Collaboration</li> <li>● Student Centered SLCs</li> <li>● Canvas Platform</li> <li>● Multi-Tiered Systems of Support</li> <li>● Admin Calibration Walkthroughs</li> <li>● Intentional planning for EL Academy</li> </ul> <p>Career/Academy SLC's—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</p>	<p>PLC common assessment data</p> <p>Walk-Through Data</p> <p>MTSS data collection sheet</p> <p>Student discussions on SLC agenda's</p>	<ul style="list-style-type: none"> <li>- administrator calibration walk-throughs and classroom observations—monitored by admin team</li> <li>- Review Canvas Instructional Platforms during walkthroughs-monitored by admin team</li> <li>- Bi-weekly PLC Assessment Data—monitored by admin support over PLC and department chairs</li> <li>- Weekly SLC meetings/agenda—monitored by the assistant principal and academy coach</li> <li>- quarterly at leadership team meetings</li> <li>- Quarterly ROIS Data—Return on Investment Data during SLC's</li> </ul>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3:					

**4: English Learner Progress**

Goal 4 (State your English Learner goal.):

- 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%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2023, <b>Bryan Station High School</b> will go from 18.4% to 30.9% as indicated on the ACCESS test; which will place us in the gold/medium range.</p>	<p>KCWP 2: Design &amp; Deliver Instruction  KCWP 4 Review, Analyze, and Apply Data</p>	<ul style="list-style-type: none"> <li>● Present EL high yield strategies to SLC’s for differentiation</li> <li>● Admin Support for EL PLC Meetings</li> <li>● Hire EL support staff to push into the classroom to support EL students</li> <li>● -SLOP Training for design and delivering student centered lessons with a focus on the EL population.</li> <li>● Calibration walkthroughs weekly with the admin team.</li> </ul>	<ul style="list-style-type: none"> <li>● Access Test Data</li> <li>● EL common assessment data</li> <li>● PLC Meeting agendas</li> <li>● SLC Canvas Page</li> <li>● International learners academy planning</li> </ul>	<ul style="list-style-type: none"> <li>- daily administrator walk-throughs and classroom observations–monitored by admin team</li> <li>- Review Canvas Instructional Platforms during walkthroughs–monitored by admin team</li> <li>- Bi-weekly PLC Assessment Data–monitored by admin support over PLC and department chairs</li> <li>- Weekly SLC meetings/agenda–monitored by the assistant principal and academy coach</li> <li>- quarterly at leadership team meetings</li> <li>- Quarterly ROIS Data–Return on Investment Data during SLC’s</li> </ul>	<p>B Band Supplemental Salary for \$3800</p>
<p>Objective 2</p>					

**5: Quality of School Climate and Safety**

Goal 5 (State your climate and safety goal.):

- 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 56.1%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2024, <b>Bryan Station High School</b> will increase its school climate and safety index from a 56.1% in 2023 to 68% in 2024.	KCWP 6: Establishing Learning Culture and Environment KCWP 4: Review, Analyze, and Apply Data Results	<ul style="list-style-type: none"> <li>Social Emotional Learning activities during FLEX classes</li> <li>Ongoing student surveys</li> <li>Promote PBIS rewards</li> <li>Promote Care Center Services</li> <li>DESSA Survey</li> </ul>	<ul style="list-style-type: none"> <li>KSA survey data</li> <li>student surveys</li> <li>attendance data</li> <li>DESSA survey data</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly review of student data using survey of climate and safety—as monitored by the admin team during admin meetings as outlined per agendas</li> <li>Yearly review of KSA survey data-as monitored by the admin team during admin meetings as outlined per agendas</li> <li>Monthly attendance percentage as monitored by admin team and attendance clerk—cumulative reports sent weekly by attendance clerk.</li> </ul>	\$0
Objective 2					

**6: Postsecondary Readiness (High School Only)**

Goal 6 (State your postsecondary goal.):

- 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%. (2023 score is 77.8)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1–In 2024 Bryan Station High School will increase its postsecondary readiness from a 77.8 in 2022 to a 85% in 2024	<p>KCWP 4: Review, Analyze, and Apply Data</p> <ul style="list-style-type: none"> <li>ensure use of data to determine students’ needs (e.g., movement through tiered supports, etc.)</li> </ul> <p>KCWP 6: Establish Learning Culture and Environment–BSHS will continue to be an academy school to meet the needs of students who have chosen a career pathway. SLC’s will foster this environment to support students and teachers making learning relevant.</p>	<p>Career Academies/Small Learning Communities</p> <ul style="list-style-type: none"> <li>Principals, counselors, and teachers in SLCs (based on career academies) review proficiency benchmark data at weekly meetings to determine multi-tiered supports for individual students and design a follow-up plan in order to intervene with academic or career pathway course differentiated strategies.</li> </ul> <p>Admin, counselors, and CCR Coach will monitor TEDS data to ensure EOP testing and pathway completion.</p> <p>Seniors will attend CTE flex classes based on career pathway progression.</p> <p>Support/Interventions &amp; Celebrations for students who meet academic or career benchmarks, or certifications.</p>	<p>Increase the percentage of students graduating Postsecondary Ready</p> <p>Recognition for graduation (cords)</p>	<ul style="list-style-type: none"> <li>weekly SLC/Academy meetings/agendas as monitored by the admin team and academy coach</li> <li>quarterly at leadership team meetings</li> <li>MTSS structures for students as monitored by the MTSS support staff and admin team.</li> <li>Industry Certification &amp; EOP completion data as monitored by CTE teachers, admin, and academy coach. This will be identified on agendas and EOP data collection sheet.</li> <li>Teds Data–monitored by CCR coach</li> <li>Counselor review of 4 year plans-monitored via admin team who supervise counselors–can be identified on PGP plans and observations.</li> </ul>	\$0
Objective 2					

Goal 6 (State your postsecondary goal.):

- 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%. (2023 score is 77.8)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

**7: Graduation Rate (High School Only)**

Goal 7 (State your graduation goal.):

- By 2025, Bryan Station High School will increase the graduation rate to 95% as measured by the combined 4-year and 5-year rate. Current rate is 94.5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2024 Bryan Station High School will increase its graduation rate from 94.5 in 2023 to 95% in 2024.</p>	<p>KCWP 5: Design, Align, and Deliver Support</p> <ul style="list-style-type: none"> <li>system in place to ensure appropriate academic interventions take place to meet the needs of all studen</li> </ul> <p>KCWP 4: Review, Analyze, and Apply Data</p> <ul style="list-style-type: none"> <li>ensure use of data to determine students' needs (e.g., movement through tiered supports, etc.)</li> </ul>	<p>Work and Recovery Program (WAR):</p> <ul style="list-style-type: none"> <li>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</li> <li>ELTs/Academy Principal &amp; Counselor discuss, monitor, and support 4 year and 5 year cohort seniors.</li> </ul>	<p>Counselor Notes</p> <p>ELT Meetings</p> <p>Counselor/Admin meetings</p> <p>WAR committee meetings</p>	<p>Biweekly Credit Summary meetings monitored by the guidance counselor for each academy. This can be evidenced via observations and student support logs.</p> <p>Biweekly Credit Recovery Data as monitored by admin team, counselors, and academy coach.</p>	
<p>Objective 2</p>					



**8: Other (Optional)**

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

## Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

## Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

<p><b>Components of Turnaround Leadership Development and Support:</b></p>
<p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b></p> <p>The Bryan Station High School leadership team will conduct weekly data analysis on relevant data to monitor progress towards school goals related to all academic achievement areas and specifically to the progress of our targeted identification subgroup. In addition, the school leadership team will participate in specific training designed to build leadership capacity to support the implementation of high impact teaching strategies within classrooms and support teachers within the school’s professional learning communities to determine the level of impact those strategies are having on our subgroups. Training will include ASCD conference, Transformational Leadership Series, and district professional learning sessions on strategic planning and implementation. Processes will include classroom walkthroughs, feedback and coaching, Get Better Faster book study, weekly calibration walkthroughs, and revised professional learning communities/collaborative teams with a focus on using data for improved teaching impact related to subgroup populations.</p>
<p><b>Identification of Critical Resources Inequities:</b></p>
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p> <p>Cognia Standard 15- Include Timelines</p> <p>We have found no funding inequities at the school level, but we have been understaffed through our projected enrollment by 5 teaching positions in consecutive years. MTSS Structures will be developed, implemented, and monitored to ensure all students, including our TSI subgroups, receive targeted supports</p> <p>SBDM, Standing Budget and Staffing Committee, and Master Schedule Committee will Include Timeline and Focus for the needs of our students.</p> <p>Title 1 Budget to address staff and staff needs to supplement school programs, departments, etc.</p>
<p><b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b></p>

**Consider:** Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.  
**Response:**

Data related to the learning culture is analyzed by the school leadership team using the results of the KSA, ImpactKY, and formative assessment results through the school's PLC process. In addition our schools SBDM council along with the school instructional leadership team have used data trends and patterns within subgroups to identify potential root causes to low performance. One cause of the underperformance of these subgroups is Student Engagement. To address this, school leadership will ensure staff are trained in the use of high impact teaching strategies, high yield instructional strategies, PDSA Model through PLC Work, and other continuous improvement processes through professional learning. In addition, classroom visits, feedback and coaching will be focused on reading, writing, and student discourse within academic content standards.

**Targeted Subgroups and Evidence-Based Interventions:**

**Consider:** Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?  
**Response:**  
**Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.**

## TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

**Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.**

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
Staff will receive ongoing training through both district and school administrators to accelerate our professional learning communities.	Professional Learning Communities - Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. <i>Teaching and Teacher Education</i> (24), 80-91.	<input type="checkbox"/>
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		<input type="checkbox"/>

## Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

<b>Turnaround Team:</b>
<p><b>Consider:</b> Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p><b>Response:</b></p>
<b>Identification of Critical Resources Inequities:</b>
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p>

### CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>



2023-2024 Phase One: Executive Summary for  
Schools\_09072023\_14:07

2023-2024 Phase One: Executive Summary for Schools

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



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## 2023-2024 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 2,034 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: 25.5% white, 31.84% black, 36.61% Hispanic, 1.13%, and 4.77% Other; 71.79% free and reduced meal qualifiers; 336 students receiving English language services; and over 200 receiving special education services. 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 Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

We have a variety of stakeholder groups involved at the Academies of Bryan Station High School. Those include but are not limited to parents, staff, students, business partners, and alumni groups. These stakeholders are very important to our current success and future successes. Bryan Station High School has eight standing committees: Curriculum Instruction & Assessment, PBIS, Climate, Innovation, FACE, FLEX, Celebrations, and Professional Learning. All committees meet regularly and report to the SBDM. Additionally, all committees create an Action Initiative Plan that includes goals, timelines for accomplishing these goals, and possible issues/celebrations in pursuit of the goals. All of the committees are intentionally focused on our four collective commitments which are centered around positive student outcomes. Each of these are directly tied to our CSIP.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how

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stakeholders are involved in its development.

"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 support they need through our academies/Small Learning Communities, and providing High Yield Instructional strategies in Tier 1. 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 has over 30 business partnerships. Additionally, we collaborate with almost 100 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: - The Academies of Bryan Station is designated by Ford Next Generation Learning as following the academy model - assigned a principal and counselor to each academy/Small Learning Community - created a Student Support Center to meet the health and wellness needs of our students - employed 2 Dean of Students/Behavior Specialist, MTSS Coordinators, and a Professional Growth and Effectiveness Coach, -developed a Business Engagement Advisory Council to partner with community members in support of career academies - increased teacher leadership by establishing 8 SBDM standing committees led by a chairperson, and administrator for each committee. These committees include 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. - 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 biliterate students in the Class of 2022 achieved an FCPS record 66 Seal of Biliteracy Certificates, and the

Class of 2023 had 75 Seal of Biliteracy recipients. In the Fall of 2023, our Engineering Academy was just named the KETEA Engineering program of the year. Additionally, our school was recognized last year for achieving the award for attendance growth across the district for six months.

Areas of Improvement: - Over the next 3 years, we will continue to focus on our 4 collective commitments of providing a safe and secure learning environment, effective tier 1 instruction, professional learning communities, and MTSS/small learning communities. Additionally, our Family and Community Engagement Committee will assist our school community in ways of engaging families in school activities and events - Ultimately, we will be 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) through an increase in proficiency and a reduction in novice.

#### 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



2023-2024 Phase Two: The Needs Assessment for  
Schools\_10122023\_10:07

2023-2024 Phase Two: The Needs Assessment for Schools

**Bryan Station High School**  
**Eric Hale**  
201 Eastin Rd  
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## **2023-24 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 stakeholder 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 weekly; the Academy Principals meet weekly with their respective counselors and teacher leaders; additionally, PBIS, Culture Leads, Blended Learning Coaches, and Curriculum, Instruction, and Assessment Committee meet monthly. The Site-Based Decision-Making Council, including parent/guardian representatives meet monthly; and Small Learning Communities and Professional Learning Communities, which include all remaining teachers, meet weekly. We document these meetings via minutes in Google Shared drives. Each of the stakeholder groups above review student achievement data. The Leadership team reviews ongoing data around unit assessments, state assessments, and surveys. The Academy principals and their executive leadership team review student data that includes MTSS data with behavior, eos, attendance, and assessment information. PBIS reviews Tier 1

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Behavior within each academy and schoolwide trends. PLCs and SLCs review MTSS information for each academy, and student proficiency on standards.

### 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?

In August - September of the 2023 school year we have 93% of our students who have 0-1 referrals. In 2022 our percentage of 0-1 referrals was 88.44% in 2021 this percentage was 93.38% all for the months of August - September. In the 2023 school year between

August - September we have had 4.78% of students who have been suspended.

This is a decrease from 2022 which was 5% for the timeline of August - September. In regards to culture, family contacts have increased from 8242 in 2020 to 9214 in 2021 and 21,175 in 2022. Participation in school-wide events has also included 542 families so far this year. Bryan Station will continue to focus on improving academic performance in reading, math, writing and science for all students but especially students of color, students with disabilities, and English Learners.

From 2022-2023, the school saw an reduction in novice scores among all student demographic groups; African American reduced novice by 21%, Hispanic students reduced novice 13%, Free/Reduced lunch reduced novice by 10%, and Students with Disabilities reduced by 10%.

### 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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

In August - September of the 2023 school year we have 93% of our students who have 0-1 referrals. In 2022 our percentage of 0-1 referrals was 88.44% in 2021 this percentage was 93.38% all for the months of August - September. In the 2023 school year between

August - September we have had 4.78% of students who have been suspended.

This is a decrease from 2022 which was 5% for the timeline of August - September. In regards to culture, family contacts have increased from 8242 in 2020 to 9214 in 2021 and 21,175 in 2022. Participation in school-wide events has also included 542 families so far this year. Bryan Station will continue to focus on improving academic



performance in reading, math, writing and science for all students but especially students of color, students with disabilities, and English Learners.

From 2022-2023, the school saw an reduction in novice scores among all student demographic groups; African American reduced novice by 21%, Hispanic students reduced novice 13%, Free/Reduced lunch reduced novice by 10%, and Students with Disabilities reduced by 10%.

### 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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

According to the 2023 KSA we increased proficiency in reading with all achievement gap groups including three groups greater than 10%.

Additionally we reduced novice in reading among all gap groups by at least 10% except our English Learners.

Increased proficiency in math among all gap groups except English Learners and Students with Disabilities. Novice reduction occurred in math among our African American and Hispanic gap groups.

Increased proficiency among all gap groups in social studies except in free/reduced lunch. Novice reduction occurred on all achievement gap groups except free/reduced lunch.

### Priorities/Concerns

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

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**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.

68% of African American students, and 67% of Hispanic students scored below proficiency in Reading, as opposed to 40% of white students.

### 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.

Reading Proficiency has increased to 44% proficient and distinguished. Postsecondary Readiness has increased the proficiency to 77.8% Academic and Career Readiness. Graduation Rates among African American increased to 96% in Cohort 4. Graduation Rates among our Hispanic student group increased to 94.2% in Cohort 5. Our leverages with the postsecondary readiness and graduation rate included our ability to create a school culture of relevancy for our high school students around the need to earn a diploma, and the relevancy of graduating with the recognition of being academic and/or career ready. Our increase in Reading proficiency is a result of the English department professional learning communities being our most high functioning, efficient, and effective teams. Our impeccable authentic relationships cultivate an environment to connect to our students and build a community of trust. Our mission statement is "At the Academies of Bryan Station, we make learning relevant". This mission is critical for leveraging our relationships and ability to create a culture of relevancy around learning. This is an ongoing implementation as a school through our academy structure. This structure will increase our proficiency in reading, math, social studies, science, and writing.

### 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 Results](#)

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

## KCWP 6: Establish Learning Environment and Culture

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 directly below.**

### **ATTACHMENTS**

#### **Attachment Name**

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23-24 School Key Elements

8. 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 District Improvement Plan (CSIP) diagnostic and template.  
Our focus will be on KCWP 2, and KCWP 4.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 23-24 School Key Elements		• 7



2023-2024 Phase Two: School Assurances\_11162023\_16:00

2023-2024 Phase Two: School Assurances

**Bryan Station High School**  
**Eric Hale**  
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United States of America

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## 2023-24 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 in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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 in a targeted assistance program, 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. This includes 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). 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, 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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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**BSHS Professional Learning Plan 2023-2024**  
*ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS*  
**2022-2023 Phase 4**  
**High-Quality Professional Learning**

**Bryan Station's Mission**

The Academies of Bryan Station High School will make learning relevant.

**Focus Area 1**

**PLC: Review, analyze, and apply data to increase staff knowledge of students to create learner focused and data informed PLCs.**

**Focus Area 2**

**Assessment: All PLCs will develop a balanced assessment system.**

**Focus Area 3**

**Accelerated Learning: Study, implement, and monitor research based evidence of Hattie's Visible Learning.**

**Focus Area 4**

**Culture/Climate: Create an environment for intrinsic predetermination (student perception of his or her success) that includes meaningful SEL and culturally responsive teaching to increase interpersonal relationships between staff, students, and families.**

How do the identified top two focus areas requiring professional learning relate to district goals?

Strategic Plan Priority Areas are:

- Safe and Secure Learning Environment
- Effective Tier 1 Academic and Behavior Strategies
- PLC–Review, analyze, and apply data to improve student proficiency
- SLC–MTTS

Describe CSIP alignment:

The identified focus areas are aligned with the Bryan Station High School CSIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Post-secondary Readiness, and Graduation Rate.

Development Tools

[FCPS Professional Learning Timeline Brief 2023-2024](#)

[Data Snapshot of the School](#)

John Hattie [HITS 1](#) and [HITS 2](#)

## Focus Area 1

**PLC: Review, analyze, and apply data to increase staff knowledge of students to create learner focused and data informed PLCs.**

### Focus Area 1 Objectives

<b>Short-Term Changes:</b>  <b>Knowledge:</b> Teachers and school administrators develop an understanding of the data that drives the PLC Process to achieve better results for students they serve.	<b>Long-Term Changes:</b>  <b>Behavior:</b> Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a PDSA model effectively to improve student learning.
<b>Knowledge:</b> Teachers and school administrators develop an understanding of the alignment between achievement data and CSIP goals.	<b>Belief/Aspiration:</b> Educators believe in working collaboratively and taking collective responsibility for the success of each student ensuring all students learn at high levels.
<b>Knowledge:</b> Teacher leaders and school administrators work collaboratively to address gaps in the school's data and train staff on instructional strategies to address deficits.	<b>Skill:</b> Teachers and school administrators will consistently apply their knowledge of student data when making decisions about tier one instruction.

### Focus Area 1 Intended Results

#### **Student Outcomes:**

- By 2024, Bryan Station High School will increase P/D in Reading to 49%.
- By 2024, Bryan Station High School will increase P/D in Math to 44%.
- By 2024, Bryan Station High School will increase P/D in Science to 32%.
- By 2024, Bryan Station High School will increase P/D in Social Studies to 46 %.

- By 2024, Bryan Station High School will increase P/D in Combined Writing to 49%.

By 2024, *Bryan Station High School* will decrease novice in Reading to:

Subgroups:

- African American–39%
- Hispanic–38%
- EL–59%
- Economically Disadvantaged–39%
- Disability with IEP–68%

By 2024, *Bryan Station High School* will decrease novice in Math to:

Subgroups:

- African American–44%
- Hispanic–44%
- EL–55%
- Economically Disadvantaged–44%
- Disability with IEP–53%

By 2024, *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 %.

**Educator Outcomes:**

- By 2024, 100% of Bryan Station teachers will use a PDSA model effectively to improve student learning.

**Educator Beliefs:**

- Educators believe in equity of access and opportunity.
- Educators believe the fundamental purpose of school is to ensure that all students learn at high levels (grade level or higher).
- Educators believe they must work collaboratively and take collective responsibility for the success of each student.
- Educators in a PLC believe in focusing on results-evidence of student learning.
- Educators believe a team can make better decisions, solve more complex problems, and do more to enhance creativity and build skills than individuals working alone.

**Educator Practices:**

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all members prior to the meeting.
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding team members for adhering to the norms.
- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with school and district goals. They will revisit their SMART Goals and reflect on the successes and revise practice as indicated by progress toward SMART Goals.
- Collaborative teams report progress made toward their goals to the building administrator(s) at least quarterly.
- Collaborative teams keep their work focused on the **Three PLC Big Ideas** and use the **Four PLC Questions** to guide their work.
- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness and progress three to four times a year.
- Collaborative teams focus on improving the learning for all students.
- Collaborative teams will use **district and school assessments** as evidence of student learning.
- Collaborative teams provide their building administrators with access to their meeting agendas and minutes.

**Focus Area 1 Monitoring**

**What data will be considered and gathered?**

**Who is responsible for gathering data?**

**How frequently will it be analyzed?**

- I. PLCs will complete the PLC planning document
  - li. teachers, school administrators
  - lii. once per unit of study
- i. Collaborative teams will complete the PLC Continuum Self-Assessment
  - ii. Teachers, school administrators
  - iii. Three times a year

- i. Professional learning agenda
  - ii. Teachers, school administrators
  - iii. Each meeting as appropriate
  
- i. Collaborative teams will provide access to their meeting notes and agendas
  - ii. Teachers, school administrators
  - iii. Each meeting
  
- i. BSHS will monitor PLC implementation through observations using district tools
  - ii. Teachers, Principals
  - iii. Twice yearly
  
- i. Each PLC must produce evidence of formal collaboration and data analysis in a shared drive
  - ii. Teachers, school administrators
  - iii. Each meeting
  
- i. Student work analysis protocols, curriculum pacing, common assessment data
  - ii. Teachers, school administrators
  - iii. Each meeting
  
- i. Student monitoring tools and processes
  - ii. Teachers, school administrators
  - iii. Each meeting
  
- i. Literacy integration - unit frameworks
  - ii. Teachers, school administrators
  - iii. Each meeting

This monitoring information will be housed in the professional learning website and will ensure:

- Everything related to professional learning is in one place
- Regular routing of employees of all role groups to the professional learning guiding documents and support materials
- Systemically maintained district professional learning plan related artifacts, evaluation, and monitoring documentation

- collective accountability through a structure
- centralized information for relevant role groups

### **Focus Area 1 Indicators of Success** (Please describe in detail.)

#### **Clarifying What Students Must Learn**

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are essential for students to learn.
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are “nice to know,” but don’t deserve priority attention.
- The PLC team consistently implements a system to write learning intentions and success criteria in language that everyone—teachers, parents, students, peers working in other grade levels—can understand.
- The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative starting dates, ending dates, and dates for common assessments for each unit.
- The PLC team consistently implements a system to use the team’s expertise to identify critical skills and work behaviors that students must master in order to be successful learners.
- The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective, skill, or work behavior we identify as essential.

#### **Monitoring Each Student’s Learning**

- The PLC team implements a system to identify level of mastery before beginning to teach.
- The PLC team implements a system to develop common formative assessments for every essential outcome.
- The PLC team implements a system for organizing, reflecting on, and acting around common formative assessment data.
- The PLC team implements a system for using evidence of student learning to determine the effectiveness of instructional strategies.
- The PLC team implements a system to develop rubrics for proficiency scales that define different levels of performance on each essential outcome.
- The PLC team implements a system to develop exemplars of subjective tasks representing different levels of performance to standardize grading.
- The PLC team implements a system to utilize digital tools for assessing and reporting on student learning.

#### **Turning Data Into Information**

- The PLC team implements a system to frequently analyze multiple sources of data to inform decisions about curriculum and instruction.
- The PLC team analyzes trends within and between student groups to inform decisions about equitable teaching and learning practices.
- The PLC team implements a system for using data to identify professional learning needs.



- The PLC team implements a system for using data to inform MTSS decisions and practices.

### **Providing Students with Systematic Interventions and Extensions**

- The school has a highly coordinated system of interventions in place.
- The system is very fluid. Students move into intervention and enrichment easily and remain only as long as they benefit from it.
- The achievement of each student is monitored on a timely basis.

### **Interventions**

- The PLC team consistently implements a system to maintain lists of students who have yet to master each essential outcome in a unit of study.
- The PLC team consistently implements a system to maintain lists of common misconceptions or mistakes for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for reteaching essential outcomes.
- The PLC team consistently implements a system to identify one instructional strategy for teaching concepts that was ineffective.
- The PLC team consistently implements a system to develop additional assessments to monitor progress after interventions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short remedial lessons to struggling students.

### **Extensions**

- The PLC team consistently implements a system to maintain lists of students who demonstrate mastery of essential outcomes on unit pretests.
- The PLC team consistently implements a system to maintain lists of additional concepts that can extend student thinking for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for providing extension of essential outcomes.
- The PLC team consistently implements a system to develop sets of challenge tasks for each essential outcome that students who are working beyond the required curriculum can complete independently.
- The PLC team consistently implements a system to develop additional assessment to measure progress after extensions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short extension lessons for excelling students.

### **Focus Area 1 Targeted Audience**

The targeted audience is all principals, assistant principals, and teachers.

## Focus Area 1 Resources

Staff: specialists, principals, assistant principals, teachers

Funding: Title I, Section 6

Technology: PLC Shared Drive

Instructional Resources: Dufour's *Learning By Doing*, Muhammad's *Overcoming the Achievement Gap Trap*, Hattie's *Visible Learning*

Professional Learning Support from Vendors: N/A

Release Time: Determined by PLC needs and student achievement data

## Focus Area 1 Ongoing Supports for Implementation

BSHS will initiate phase two of our PLC work as a schoolwide team including school administrators, district specialists, and teachers. Professional learning will initiate with summer professional learning opportunities for all role groups. This includes district directed professional learning, school directed professional learning, and a teacher leader and administration work session. Throughout this phase the FCPS Cyclical Dissemination Model and FCPS Learning Cycle will be utilized to ensure calibration and coherence through a cycle of continuous improvement leveraging macro- and micro-level learning networks. Principals, APs, and ITLs will actively participate in monthly role group-specific professional learning network sessions. School administrators will enact school-specific sustainability and monitoring plans including associated professional learning in partnership with OAS. PLC teacher teams will facilitate weekly PLC meetings as established in school master schedules.

1. School administrators and teacher leaders will collaborate to create a PLC monitoring system to monitor the effectiveness of PLC practices established by tights and the integration of DEIB elements (district PLC priorities). This monitoring information will be housed in the shared drive.
  - Everything related to professional learning is in one place
  - Systemically maintained district professional learning plan related artifacts, evaluation, and monitoring documentation
  - collective accountability through a structure
  
2. Principals and teacher leaders will provide PLC teams professional learning and networking opportunities to develop their skills on co-constructing

success criteria aligned to essential standards with learners to engage them in learning and increase self-efficacy.

3. Principals and teacher leaders will provide PLC teams tools to analyze student work aligned to essential standards to provide specific feedback to students and inform teaching, learning, and assessment practices.
4. Principals and teacher leaders will provide tools to expand opportunities for students to monitor their learning and for PLCs to monitor student growth.
5. Principals and teacher leaders will provide professional learning on processes to integrate literacy standards across content areas; create varied approaches to creating and communicating success criteria; formative assessment, and interdisciplinary approach to analysis to adjust instructional strategies across multiple content areas.
6. Teacher Leaders and Admin will be studying Visible Learning.

## Focus Area 2

**Assessment: All PLCs will develop a balanced assessment system.**

### Focus Area 2 Objectives

Short-Term Changes:	Long-Term Changes:
<p><b>Knowledge:</b> Teachers and school administrators develop an understanding of school and district level common unit assessments and how they can be utilized to inform intentional planning.</p>	<p><b>Behavior:</b> Teachers consistently utilize school and district-level common unit assessments to inform their planning and instructional practices.</p>
<p><b>Knowledge:</b> Teachers and school administrators develop an understanding of student learning throughout the year based on district benchmark assessments and state level assessments.</p>	<p><b>Behavior:</b> Teachers consistently utilize benchmark assessments and state level assessments to inform their planning and instruction practices.</p>
<p><b>Knowledge:</b> Administrators will develop an understanding of how each content area plans, implements, and analyzes assessment data.</p>	<p><b>Behavior:</b> Administrators will monitor implementation of assessment and data analysis for PLCs.</p>

**Knowledge:** Teachers will gain an understanding of how to incorporate an explicit data review, analysis, and application components into instruction by creating SMART goals based on the CSIP.

**Behavior:** Teachers will utilize an explicit data review, analysis, and application components into instruction by analyzing SMART goal data.

## Focus Area 2 Intended Results

### Student Outcomes:

- By 2024, Bryan Station High School will increase P/D in Reading to 49%.
- By 2024, Bryan Station High School will increase P/D in Math to 44%.
- By 2024, Bryan Station High School will increase P/D in Science to 32%.
- By 2024, Bryan Station High School will increase P/D in Social Studies to 46 %.
- By 2024, Bryan Station High School will increase P/D in Combined Writing to 49%.

By 2024, *Bryan Station High School* will decrease novice in Reading to:

### Subgroups:

- African American–39%
- Hispanic–38%
- EL–59%
- Economically Disadvantaged–39%
- Disability with IEP–68%

By 2024, *Bryan Station High School* will decrease novice in Math to:

### Subgroups:

- African American–44%
- Hispanic–44%
- EL–55%
- Economically Disadvantaged–44%
- Disability with IEP–53%

By 2024, *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 %.  
**Educator Outcomes:**

By 2024, Bryan Station teachers will ensure 100% of PLCs will develop and utilize a balanced assessment system.

**Educator Beliefs:**

- Educators believe in equity of access and opportunity.
- Educators believe analyzing student assessment is an important step of the planning process that leads to more targeted and responsive instruction.

**Educator Practices:**

- Teachers consistently utilize school and district-level common unit assessments to inform their planning and instructional practices.
- Teachers consistently utilize benchmark assessments and state level assessments to inform their planning and instruction practices.
- School administrators will monitor PLC assessment practices.
- Teachers will incorporate an explicit data review, analysis, and application components into PLC meetings.

**Focus Area 2 Monitoring**

**What data will be considered and gathered?**

**Who is responsible for gathering data?**

**How frequently will it be analyzed?**

- i. District common unit assessment rubrics and calendars  
ii. Teachers, school administrators  
iii. Every two weeks
- i. FCPS ROIS  
ii. School administrators  
iii. Every two weeks

- i. PLC data protocols
  - ii. Teachers
  - iii. Every two weeks
- i. ADAM
  - ii. Teachers, school administrators
  - iii. Every four weeks
- i. District Common Unit Assessments
  - ii. Teachers, specialists, school administrators
  - iii. Every two weeks
- i. School Common Unit Assessments
  - ii. Teachers, specialists, school administrators
  - iii. Every two weeks

### **Focus Area 2 Indicators of Success**

At Tier 1, a balanced assessment system is used to make decisions at the school, classroom, and student level. Formative assessments and common formative assessments provide data about student learning and help teachers determine if instruction is effective or if adjustments to instruction are needed. Common summative assessments are used to provide data at the midpoint and end of units/end of course to measure standards mastery. Standardized tests are used to determine if students are meeting state academic standards. They also can be used to inform decisions about systems-level programming and the overall effectiveness of MTSS.

Universal screening is used at Tier 1 to:

- evaluate the effectiveness of the guaranteed and viable curriculum and classroom instruction provided to all students
- identify students who may be at risk in academics and/or social behaviors
- identify students who need supplemental or intensive interventions

When assessing Tier 1 effectiveness, teams look for evidence that at least 80% of students are at or above the established cut score. Diagnostic assessments are used to help educators identify strengths and weaknesses and provide data about students' content knowledge and skills. The diagnostic

assessments allow the MTSS team to identify an appropriate intervention for an individual student or group of students. The goal of the MTSS framework is to provide interventions for approximately 20% of the school. When schools find that more than 20% of the student population meets cut scores for intervention, the school adjusts cut scores to serve the bottom 20% through the MTSS framework. In schools where there is not 80% meeting proficiency, ongoing diagnostic assessment should be used to regularly monitor progress.

School leadership teams use universal screening data to monitor the implementation and effectiveness of Tier 1 instruction. If data indicate that less than 80% of students are meeting benchmarks for academic proficiency, behavior expectations or social emotional-skills, MTSS leadership teams examine the difference between the actual and the desired performance in order to identify areas in need of improvement at the systems level.

Upon completion of the universal screener for academic and social, examine data at the student level to determine where additional screenings are needed, using the [Data Informed Decision Flowchart](#). For students scoring below the cut point, additional diagnostic assessments are given to identify the specific area(s) of focus, providing a triangulation of data to meet student needs and accelerate learning. For students scoring above 80% on specific skills, opportunities for enrichment and/or extensions shall be provided by the classroom teacher and/or gifted and talented resource teacher.

### **Focus Area 2 Targeted Audience**

The targeted audience is principals, assistant principals, and teachers.

### **Focus Area 2 Resources**

Staff: specialists, principals, assistant principals, teachers

Funding: Title I, Section 6

Technology: ADAM, ROIS, Assessment and MTSS Hub, FCPS Professional Learning Website

Instructional Resources: PLC PDSA document, Assessment Guidance Document

Professional Learning Support from Vendors: N/A

### Focus Area 2 Ongoing Supports for Implementation

BSHS will initiate phase two of our PLC work, assessment work as a school team including school administrators, support staff, and teachers. Professional learning will initiate with summer professional learning opportunities for all role groups. This includes district directed professional learning, school directed professional learning, and a teacher lead summer planning meeting. Throughout this phase, administrators will monitor PLC work to ensure calibration and coherence through a cycle of continuous improvement. Principals, APs, and ITLs will actively participate in monthly role group-specific professional learning network sessions. School administrators will enact school-specific sustainability and monitoring plans including associated professional learning in partnership with the district. PLC teacher teams will facilitate weekly PLC meetings as established in school master schedules. Administrators, department chairs, and academic leads will provide responsive coaching based on need.

1. Principals will collaborate with teachers in the development of school and district common unit assessments.
  - Secondary: ELA, Math, Science and Social Studies for the second year of recovery with full implementation.
  - These common unit assessments will be designed to be given at regular intervals (end of quarter, end of nine-weeks) and align to standards in content and level of thinking. For year 2, these will be given at the end of each unit for grades 9-12 in the core subjects of math, english, science and social studies. The common unit assessment will include items that mirror formats on state assessment as appropriate, including multiple choice, technology enhanced items, short answer, and extended responses.
  - Continue to collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible. The Navigator site will also house supports and expectations for district level instructional software, the balanced assessment system and MTSS.
2. Principals and department chairs will utilize a schoolwide formative assessment tool in the PLC Protocol Document to monitor student learning by grade level and by standard to determine next steps and “just in time” supports to teachers and PLC teams based on a continuum of support.
3. Principals and department chairs will provide formative and summative data updates on student learning throughout the year of the progress made based on school and district benchmark assessments and state level assessments. This will inform responsive professional learning opportunities providing principals, APs, ITLs, and PLC teams professional learning and networking opportunities.
4. Principals and department chairs will develop and implement associated professional learning and networking opportunities for principals, APs, ITLs, and PLC teams.
5. Administrators and department chairs will provide professional learning for teachers on incorporating an explicit data review, analysis, and



application components into weekly PLC meetings.

### Focus Area 3

**Accelerated Learning: Study, implement, and monitor research based evidence of Hattie's Visible Learning.**

#### Focus Area 3 Objectives

##### Short-Term Changes:

**Knowledge:** Teachers and school administrators develop an understanding of instructional design models based on the state standards leveraging the PLC implementation processes to plan for grade appropriate instruction, which is cognitively engaging and will have a positive impact on student learning.

**Knowledge:** Teachers and school administrators learn strategies for differentiation.

**Knowledge:** Teachers and school administrators develop an understanding of how to implement visible learning strategies and HITS as the most efficient and effective way to improve student outcomes.

##### Long-Term Changes:

**Behavior:** Teachers will consistently utilize instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction that has a positive impact on student learning.

**Behavior:** Teachers collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for all students.

**Behavior:** Teachers use visible learning strategies and HITS for continuous improvement to improve student outcomes.

### Focus Area 3 Intended Results

#### **Student Outcomes:**

- By 2024, Bryan Station High School will increase P/D in Reading to 49%.
- By 2024, Bryan Station High School will increase P/D in Math to 44%.
- By 2024, Bryan Station High School will increase P/D in Science to 32%.
- By 2024, Bryan Station High School will increase P/D in Social Studies to 46 %.
- By 2024, Bryan Station High School will increase P/D in Combined Writing to 49%.

By 2024, *Bryan Station High School* will decrease novice in Reading to:

#### Subgroups:

- African American–39%
- Hispanic–38%
- EL–59%
- Economically Disadvantaged–39%
- Disability with IEP–68%

By 2024, *Bryan Station High School* will decrease novice in Math to:

#### Subgroups:

- African American–44%
- Hispanic–44%
- EL–55%
- Economically Disadvantaged–44%
- Disability with IEP–53%

By 2024, *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 %.

**Educator Outcomes:** By 2024, Bryan Station High School will ensure 100% of teachers consistently utilize visible learning strategies, HITS, and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.

**Educator Beliefs:**

- Educators believe in equity of access and opportunity.

**Educator Practices:**

- Educators utilize visible learning and HITS strategies during PLCs to plan grade appropriate and cognitively engaging instruction.

**Focus Area 3 Monitoring**

**What data will be considered and gathered?**

**Who is responsible for gathering data?**

**How frequently will it be analyzed?**

- i. Navigator website  
ii. Teachers, school administrators  
iii. Weekly
- i. New Teacher Orientation, school wide professional learning, and SLC meeting training materials and attendance  
ii. Teachers, school administrators  
iii. Per meeting
- i. Support team meeting documents and products  
ii. Teachers, school administrators  
iii. every 4-6 weeks
- i. Data resources (i.e. walkthrough tool, subgroup data, universal screening data, progress monitoring data)  
ii. Teachers, school administrators  
iii. weekly



### **Focus Area 3 Indicators of Success** (Please describe in detail.)

#### **Continuous Classroom Improvement**

**Leadership and Planning-** The teacher has established and clearly communicated specific directions for the classroom and individual students.

Level1:

- The teacher actively supports and models the approach to continuous improvement.
- The teacher actively implements visible learning and HITS strategies.
- The classroom mission statement has been jointly developed, communicated, and is used to guide classroom priorities and decisions.
- Classroom goals are aligned to school goals and standards, and address areas of the greatest need.
- Short-term learning targets are displayed and/or clearly communicated.
- Expectations for all students to demonstrate proficiency are evident.

**Data Systems-** The teacher and students use data to monitor and report classroom and individual student progress.

Level1:

- Grades in Infinite Campus serve as progress monitoring charts for class goals and are available to students and parents.
- Progress monitoring charts for class goals showing anonymous individual student data are displayed when appropriate.

**Workforce Focus-** Students are actively engaged and recognized for contributions toward progress.

Level 1:

- Students are engaged in clarifying the classroom short-term learning targets and strategies.
- Students frequently participate in the classroom plus/delta process and implementing solutions.

**Operations Focus-** The teachers and students regularly and frequently use a classroom continuous improvement process.

Level 1:

- The Plan-Do-Study-Act Cycle (PDSA) is the basis for the classroom continuous improvement process.
- The steps of the PDSA Cycle for the learning targets are evident to students.



- The frequency and time allotted for the improvement cycle (PDSA) is appropriate for the age of the students and learning target.

**Results- Classroom and student progress is documented.**

Level 1:

- Progress toward classroom goal achievement is evident and displayed and/or clearly communicated.
- The class is making progress toward developing classroom learning system indicators.

**Focus Area 3 Targeted Audience**

The targeted audience is principals, assistant principals, and teachers.

**Focus Area 3 Resources**

Staff: specialists, principals, assistant principals, teachers

Funding: Title I, Section 6

Technology: Navigator, Continuous Classroom Improvement Hub, Assessment and MTSS Hub, FCPS Professional Learning Website

Instructional Resources: *Continuous Classroom Improvement: First Steps in Using a Systems Approach to Improve Learning Results*, Fayette County Public Schools Multi-Tiered System of Support Guidance Document

Professional Learning Support from Vendors: Jim Shipley and Associates

**Focus Area 3 Ongoing Supports for Implementation**

BSHS will initiate phase two of our accelerated learning work as a schoolwide team including school administrators, support staff, and teachers. Professional learning will initiate with summer professional learning opportunities for all role groups. This includes district directed professional learning,

school directed professional learning, and a teacher leader meeting. Throughout this phase the BSHS PLC protocol will be utilized to ensure calibration and coherence through a cycle of continuous improvement. Principals, APs, and ITLs will actively participate in monthly role group-specific professional learning network sessions. School administrators will enact school-specific sustainability and monitoring plans including associated professional learning in partnership with OAS. Academic Leads will read *Visible Learning* and model strategies in SLC meetings. PLC teacher teams will facilitate weekly PLC meetings as established in school master schedules. Administrators and department chairs will provide responsive coaching based on need. The coaching emphasis will be established utilizing a continuum of support to ensure a systematic approach for supporting schools.

1. Administrators and Teacher Leads will provide ongoing professional learning focusing on the utilization of instructional design models, Visible Learning, and HITS based on the state standards leveraging the PLC implementation processes to plan for grade appropriate instruction, which is cognitively engaging. A continuum of support will be utilized to ensure responsive coaching.
2. Specialists, principals, and teacher leads will provide ongoing professional learning focusing on the utilization of identified gap data and aligned curriculum to differentiate supports to improve outcomes for students. Data will be used to inform coaching and actionable feedback.
  - Academic Leads and administrators will study, model, and implement Hattie's *Visible Learning*.
  - Specialists will provide ongoing MTSS professional learning utilizing a continuum of support to ensure responsive coaching based on needs assessments.
  - Specialists, administrators, and teacher leads will provide ongoing professional learning ensuring a balanced assessment system through the utilization of a continuum of support and responsive coaching based on school-specific needs assessment.

#### Focus Area 4

**Culture/Climate: Create an environment for intrinsic predetermination (student perception of his or her success) that includes meaningful SEL and culturally responsive teaching to increase interpersonal relationships between staff, students, and families.**

#### Focus Area 4 Objectives

##### Short-Term Changes:

**Knowledge:** Teachers and school administrators develop an understanding of culturally responsive teaching.

##### Long-Term Changes:

**Behavior:** Teachers use culturally responsive teaching as a framework for changing educational outcomes for multilingual learners and develop a climate in which all students' backgrounds, experiences, and cultures are honored, building a stronger and more diverse school community.

<p><b>Knowledge:</b> Teachers, administrators, student support staff, and administrative staff will develop an understanding of a family engagement framework, theories and best practices.</p>	<p><b>Attitude/Behavior:</b> All staff will consistently exhibit best practices grounded in core beliefs and a framework for family engagement.</p>
<p><b>Knowledge:</b> Teachers and school administrators will develop an understanding of strategies that remove barriers to instruction related to behavior, mental health, and social emotional learning.</p>	<p><b>Behavior:</b> Administrators and Teachers will consistently utilize varied strategies that remove barriers of instruction related to behavior, mental health, and social emotional learning. These strategies are used across tiers of instruction and throughout varied school settings based on student needs.</p>

**Focus Area 4 Intended Results**

**Student Outcomes:**

- By 2024, Bryan Station High School will increase P/D in Reading to 49%.
- By 2024, Bryan Station High School will increase P/D in Math to 44%.
- By 2024, Bryan Station High School will increase P/D in Science to 32%.
- By 2024, Bryan Station High School will increase P/D in Social Studies to 46 %.
- By 2024, Bryan Station High School will increase P/D in Combined Writing to 49%.

By 2024, *Bryan Station High School* will decrease novice in Reading to:

**Subgroups:**

- African American–39%
- Hispanic–38%
- EL–59%
- Economically Disadvantaged–39%
- Disability with IEP–68%

By 2024, *Bryan Station High School* will decrease novice in Math to:

**Subgroups:**

- African American–44%
- Hispanic–44%
- EL–55%
- Economically Disadvantaged–44%
- Disability with IEP–53%

By 2024, *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 %.

**Educator Outcomes:**

By 2024, Bryan Station High School Administrators and teacher leads will ensure 100% of BSHS staff will have access to student and family engagement professional learning.

**Educator Beliefs:**

- Educators believe in equity of access and opportunity.
- Educators embrace the four core beliefs of family engagement.

**Educator Practices:**

- All staff will engage and support school-based family engagement teams.
- School's FACE team will meet regularly with FACE liaisons for support.
- Schools will participate in annual self-assessments.
- Schools will distribute annual family surveys and utilize feedback to support family engagement goals.
- Teams will identify family engagement goals that align with school, district, state and federal guidelines.
- Connect family engagement to practices that are linked to learning, culturally-responsive, asset based, collaborative, interactive and relational.



## Focus Area 4 Monitoring

**What data will be considered and gathered?**

**Who is responsible for gathering data?**

**How frequently will it be analyzed?**

- i. Annual school/district family survey
  - ii. Teachers, school administrators
  - iii. Annual
  
- i. School self-assessments
  - ii. School-based family engagement teams
  - iii. Bi-annual (pre/post)
  
- i. Family engagement self-efficacy professional learning surveys
  - ii. District administrators and NCFL
  - iii. Ongoing based on learning modules
  
- i. ELEVATE platform
  - ii. Teachers, school administrators
  - iii. Weekly
  
- i. Attendance/ participation
  - ii. Teachers, school administrators
  - iii. Per meeting
  
- i. AP and Dual Credit enrollment/completion data
  - ii. Teachers, school administrators

iii. Yearly

- i. Student Support Contact Log, Tier 1 PBIS Report, Suspension Comparison Report, FRYSC Contact Log, Aperture (DESSA) Report, etc.
- ii. District Student Support Team, District Mental Health Specialist, School Administrators, Social Emotional Learning Leads, etc.
- iii. Quarterly

**Focus Area 4 Indicators of Success** (Please describe in detail.)

**Culturally Responsive Teaching for Multilingual Learners**

Guiding Principle #1: Culturally responsive teaching is assets-based.

- Administrators, teachers, and staff pronounce students' names correctly.
- Administrators, teachers, and staff show interest in students' home languages by learning a few words or phrases.
- Administrators, teachers, and staff are aware of students' interests outside of the classroom or school setting.
- The school puts supports in place to help students and their families overcome obstacles that may get in the way of student learning or family participation.
- Students' cultural, historic, and linguistic backgrounds are incorporated into instruction.

Guiding Principle #2: Culturally responsive instruction simultaneously supports and challenges students.

- MLs are taught grade-level content and texts. Instructional texts include a balance of grade-level texts and texts at students' reading and language levels.
- Instructions and materials are appropriately scaffolded so MLs are able to access and engage with grade-level content and texts.
- MLs have access to and the support needed to be successful in gifted, honors, and/or college preparatory classes.
- Instruction includes activities that require students to consider alternative ways of understanding information and push students to challenge the status quo.
- Instruction includes activities that foster critical thinking and reflection.

Guiding Principle #3: Culturally responsive teaching places students at the center of the learning.

- Classroom activities frequently include structured pair and small-group work.
- Students and teachers develop the classroom norms and expectations together.
- MLs are given choice in their learning.
- MLs are given opportunities to speak and write about their lives and people and events that are important to them.

- MLs are involved in goal setting and assessment through the use of student goal sheets, checklists, peer-editing activities, and teacher-student, or student-student conferencing.

Guiding Principle #4: Culturally responsive teaching leverages students' linguistic and cultural backgrounds.

- Multilingual materials and resources are incorporated throughout the curriculum and school.
- Teachers use a variety of instructional strategies to assess, activate, and build MLs' background knowledge.
- Lessons and units include perspectives of individuals that come from students' home cultures.
- Lessons include opportunities for MLs to use bilingual resources and home languages.
- Leaders and role models for ML communities are included in the learning

Guiding Principle #5: Culturally responsive teaching unites students' schools, families, and communities.

- The school visually demonstrates a commitment to multicultural families and students.
- Interpreters are provided at school events.
- Educators use a variety of tools to communicate with ML families.
- School administration looks for ways to remove barriers that might prevent ML families from participating.
- ML family members are actively involved with school committees or organizations that are open to parents.

School-level FACE teams will meet regularly.

Increase in students scoring within the "typical" to "strength" range as measured by the DESSA.

Increase in school climate and safety indicator as measured by the Kentucky Summative Assessment.

Decrease in the number of in and out of school suspensions.

#### **Focus Area 4 Targeted Audience**

The targeted audience is principals, assistant principals, student support services staff, and teachers.

#### **Focus Area 4 Resources**

Staff: school-level family engagement teams, all staff, FACE director, FACE district liaisons, coaches, principals, assistant principals, teachers.

Funding: Title II, family and community engagement, Safety Tax, Safe Schools, Title IV, FRYSC

Technology: FCPS Professional Learning Website, Culturally Responsive Teaching for Multilingual Learners Hub, ROIS, Infinite Campus, Aperture System (DESSA)

Instructional Resources: MTSS Guidance Document, *SIOF*, Todd Whitaker's *Culture Rewired*

Professional Learning Support from Vendors: SIOF Training, NCFL, I Define Me Movement, Building Blocks of Brilliance, National Center for Youth Issues (NCYI), The Executive Learning Lab, Solution Tree, Safe and Civil Schools, The Ridge Behavioral Health System, AccuTrain, Midwest PBIS Network, Inner Resources, School Connect, National Association of Schools Psychologist, Aperture Education, Breathe for Change, FitTeach, etc.

#### Focus Area 4 Ongoing Supports for Implementation

Identify and provide opportunities for all students/families to engage in schoolwide activities with multilingual and culturally responsive outreach.

Engage families in supporting their students' academic and career planning through Elevate.

Identify and increase opportunities for students to engage with business, industry, and community partners.

Expand work-based learning experiences such as apprenticeships and continuous growth of Dual Credit and AP course offerings.

Train new staff on the use of the school facilitation/communication model that engages all stakeholders (students, families, schools, staff and community) in consistent dialogue that supports student success.

Establish intentional processes and structures of resources that align supports to students, families, schools, and staff.

The FACE director will partner with National Center for Families Learning (NCFL) to provide ongoing professional learning networks facilitated by FACE district liaisons.

Administrators will use district and school level data including, but not limited to in and out of school suspension days per 100 and percentage of students suspended, DESSA screener data, and district and school level SEL progress monitoring data to determine next steps and "just in time" supports to principals and school teams based on a continuum of support.

[Optional Extension](#)