

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12KS5

School Type (Public Schools):
(Check all that apply, if any) Charter Title 1 Magnet Choice

Name of Principal: Ms. Sherry Reeves

Official School Name: Basehor Linwood High School

School Mailing Address: 2108 N. 155th Street
 Box 255
 Basehor, KS 66007-0255

County: Leavenworth State School Code Number*: 020

Telephone: (913) 724-2266 E-mail: sreeves@usd458.org

Fax: (913) 724-2040 Web site/URL: www.usd458.org/BLHS/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. David Howard Superintendent e-mail: dhoward@usd458.org

District Name: USD 458 Basehor-Linwood District Phone: (913) 724-1396

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Dayna Miller

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12KS5

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 3 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
5 Total schools in district
2. District per-pupil expenditure: 7856

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	79	82	161
3	0	0	0		10	83	68	151
4	0	0	0		11	71	59	130
5	0	0	0		12	84	86	170
Total in Applying School:								612

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
88 % White
5 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 4%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	24
(4)	Total number of students in the school as of October 1, 2010	603
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 3

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 20%

Total number of students who qualify: 119

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%

Total number of students served: 72

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>43</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>31</u>	<u>9</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>4</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>16</u>	<u>1</u>
Total number	<u>57</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	94%	94%	96%
High school graduation rate	97%	98%	98%	99%	99%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>135</u>
Enrolled in a 4-year college or university	<u>43%</u>
Enrolled in a community college	<u>40%</u>
Enrolled in vocational training	<u>5%</u>
Found employment	<u>5%</u>
Military service	<u>5%</u>
Other	<u>2%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

12KS5

Basehor-Linwood High School is a rural school located just west of Kansas City comprised of students from two communities: Basehor and Linwood. At just over 600 students we have a mix of students whose families have lived in the area for multiple generations and those who have moved to the area more recently. Our community is desirable to families because residents have the opportunity to live in a small community while still commuting to work in the larger metropolitan area. "Building a Tradition of Excellence," BLHS's mission statement, guides our decisions and actions. Expectations are high for both students and staff and we work as a school community to make sure everyone has the opportunities to meet those expectations.

A tradition of excellence in academics and extra-curricular activities is a foundation for our successes. Students have consistently excelled on the Kansas State Assessments. Each year we have continued to increase our scores from the previous year, even as we have reached the upper 90%. We challenge each class to do better than the previous class, and they have met that challenge every single year. Banners celebrating our consistency in reaching Standard of Excellence in Reading and Mathematics hang in the sports foyer for everyone who visits BLHS to see. In 2011, we received the Governor's Achievement Award, which honors schools scoring in the top 5% of the state. This past year, we also made a concerted effort to increase our ACT scores; in one year, we raised our composite score by 1.1 points. Each year we talk with freshmen about the importance of finishing high school and students sign a "Commitment to Graduate" banner, which hangs in the locker commons as a reminder of their commitment. Local newspapers and television stations have covered the many successes of our students. Recently, we were chosen as the local Wendy's Cool School of the week for the great non-athletic events going on in our school, such as our anti-bullying and community service efforts.

Teachers and students at BLHS have also been recognized for their accomplishments at both the state and national level. Two-thirds of the staff holds master's degrees and one is currently working on his doctoral degree. This past year, one of our English teachers was named one of three Kansas Teacher of the Year Semi-Finalists for her outstanding work in the classroom. In 2011, a BLHS health teacher won the national Major League Baseball Play Healthy Award, which highlights one teacher/coach nationwide who effectively influences students to choose healthy, drug-free lifestyles. A creative writing student recently won a silver medal in the National Scholastic Art and Writing Awards, which took him all the way to Carnegie Hall. Students in Forensics and Debate have repeatedly qualified for the State Tournament; last year we had a Forensics student qualify for Nationals in Original Oratory. Additionally, our vocal and instrumental music students consistently earn superior ratings in competition. These are only a few recent examples of how students and staff members at BLHS excel.

Located in our building is also the district's Virtual School Program, which serves an additional 156 high school students as well as students of all ages. The Basehor-Linwood Virtual School (BLVS), which started in 1998, was the first Virtual School in the state of Kansas. BLVS provides a quality educational choice to students who, for their own unique and personal reasons, need an alternative to traditional schools. Students from BLHS and other schools across the state take advantage of our virtual school's credit recovery program, working with certified teachers to earn credit for courses in which they were previously unsuccessful. Since the Virtual School is housed in the high school, there is also an opportunity for BLHS students to mentor and tutor virtual school students.

Students and community members take great pride in things going on both in and out of the classroom. Whether it is members of Gold Pride serving breakfast each year to welcome new staff members or a very active Booster Club and Education Foundation who raise funds each year to provide scholarships and grants, the support from the community for our educational and extra-curricular traditions is immeasurable. Last year community groups provided \$47,200 in local scholarships. Over 200 community

members take an active part in educating students by volunteering to be mentors through our Youth Friends program. Through high expectations and a rigorous and relevant curriculum, we work together with the community to ensure students excel both in and out of the classroom.

1. Assessment Results:

At Basehor-Linwood High School, we have high standards for both students and staff. Performance on the Kansas State Assessments is one of the tools we use to measure whether or not we are meeting our high expectations. In Kansas, students are required to take assessments in Reading, Mathematics, Science, and History. Students are required to take these assessments by a certain time during their High School career and schools are able to determine the appropriate time to test students under Opportunity to Learn (OTL). Student scores then place them in one of five categories: Exemplary, Exceeds Standard, Meets Standard, Approaches Standard, and Academic Warning. Scoring at the Meets Standard level is considered proficient, while scoring at the Exceeds Standard and Exemplary levels is considered advanced. Over the past five years at BLHS, we made a shift from expecting students to score at a proficient level to scoring at an advanced level.

Therefore, reaching Standard of Excellence is an expectation. Five years ago when our new principal came on board, she challenged us to reach this level; the next year we reached Standard of Excellence in both Reading and Mathematics. We have continued to reach Standard of Excellence every year after in Mathematics and most years in Reading. To reach the level of Standard of Excellence we must have at least 15% of students score in the Exemplary category and at least 40% of tested students score in either Exemplary or Exceeds Standard for mathematics and 50% of tested students score in these categories for reading. We continually increase our goals and expectations for ourselves, and we continue to meet these goals.

In monitoring student performance on Kansas Assessments, we work with students who physically attend Basehor-Linwood High and students who are enrolled in our District's Virtual School Program. Assessment data for students enrolled in our Virtual School Program is included with district data for each particular grade level. When reporting assessment data, the percentages reflect scores combined from both groups of students.

Over the past five years we have consistently improved our reading scores. In 2006-2007, only 82% of our students scored Meets Standard or above on the Kansas Reading Assessment and 51% were scoring in the top two categories. We began to look at what we could do to push capable students past the minimum requirement of Meets Standard to the Exceeds Standard or Exemplary categories. We used MAP (Measures of Academic Progress) and Kansas Reading Assessment data to determine which students needed additional support and we continued to increase academic rigor in our English courses. By the next school year, 2007-2008, our reading scores increased to 92% meeting standard or above. We continued to challenge students and teachers and provide students with additional support, and over the next three years continued to raise our Reading Assessment scores every year. In the 2010-2011 school year, we approached 100% of our students scoring Meets Standard or above on the Kansas Reading Assessment with 99.4% of our students hitting the mark and 61.8% of our students scoring in the top two categories. Three out of the past five years, our school has met the level of Standard of Excellence in Reading.

Over the past five years we have also consistently improved our mathematics scores. In 2006-2007, only 82% of our students were scoring at the Meets Standard level or above on the Kansas Math Assessment, and only 38% of our students were scoring in the top two categories. The BLHS mathematics department discussed ways to push students past the minimum requirement. We used assessment data to determine which students needed additional support, teachers created Problems of the Day to review standards, and we began to take advantage of OTL. We started testing students after they mastered the content necessary to be successful, which we felt was after they finished Algebra I, Algebra II, and were currently enrolled in Geometry. By testing students when they had the appropriate progress in math, we found we were able to

dramatically shift the levels at which our students were scoring. By the 2007-2008, school year 90% of our students were scoring at the Meets Standard level and above and 49% were scoring Exceeds Standard and Exemplary. By the 2010-2011 school year, 97% of our students were scoring Meets Standard or above and 58% were scoring Exceeds Standard or Exemplary. Over the past five years we have shifted the percent of students scoring in the top two categories by 20%. Since implementing these steps, we have continued to reach Standard of Excellence in Mathematics.

For the past four years, the percent of students scoring at the Meets Standard level or above has been consistently above 90% in both reading and mathematics. Our continued success on the Kansas Assessments has been a combined effort from students and teachers as we strive to “Build a Tradition of Excellence” for our students, staff, and community.

2. Using Assessment Results:

BLHS faculty regularly reviews assessment data to ensure that we are providing a quality education for our students and to ensure students are meeting the designed learning targets and leaving BLHS college and career ready. We use a variety of assessment pieces, including Kansas State Assessments, ACT, MAP, as well as formative and local assessments, to guide the decisions that will impact student learning. Based on data trends, we have developed school-wide and departmental SMART Goals to meet the learning needs of our students.

Teachers use information from the various assessments to guide course placement for students, identify students’ strengths and weaknesses, and guide curriculum changes. Results are used to determine if students need additional support or if a student should be encouraged to take an Honors course. Support classes that we offer are Standards Math, Standards English, Learning Strategies, and Bobcat Transitions. Students work on mastering areas that need improvement. These students are in smaller classes and have found improved success and confidence with the content. Teachers also use data to determine if students need additional assistance during our advisory time, and to guide ninth grade course placement and determine if students need any additional support to ensure a successful transition to high school.

Students enrolled in our virtual school are included in our assessment reports, so we monitor their progress and make necessary interventions. Several times each year, we have tutorial sessions where virtual students come in to work with teachers on mastering different standards. If necessary, we also proactively enroll students in our online Standards Math or Reading courses to provide additional support. Due to a recent shift in how the state calculates graduation rates, the high mobility of our virtual students caused our graduation rate to drop to 72.8%. However, 97.3% of students who physically attend BLHS graduate. Graduation rates are an area of focus for our virtual program.

In analyzing data, one trend that we were consistently unhappy with was our downward ACT scores. For several years, we were slightly behind the average Kansas ACT score. Scores are published in the local newspapers and comparisons are made between area schools. We decided that this was an area we needed to focus on improving. During in-services and time in our Professional Learning Communities (PLC) we focused on how to improve our ACT scores. We reviewed content-specific ACT benchmarks, attended ACT Readiness workshops, modified our curriculum to add honors courses to increase rigor, and began offering evening ACT review sessions and a mock ACT. This past year our composite ACT score rose 1.1 points, even though we had not yet fully implemented all of our strategies. We expect to see continued gains in this area.

Access to data and understanding assessment results is essential to student success. Students are anxious to know how they performed on standardized assessments and what their scores mean. When teachers conference with students individually about their performance on MAP and Kansas State Assessments, we discuss strengths and weakness, trends in their test-taking performance, and what expectations we have for them on future assessments. Counselors conference with students about their progress on standardized

assessments, such as the PLAN and ACT. Parents and students also have access to course progress and individual assessment data online through Skyward, during parent-teacher conferences, and with semester- and year-end report cards.

Assessment information is also shared with community stakeholders in various ways. Both the school and district websites contain information about composite scores as well as information explaining various assessments. The local newspaper regularly covers the academic achievements of our students. We also share assessment results with our Site Council, Board of Education, and patrons through our district newsletters, which are distributed through e-mail and available online. The Kansas State Department of Education also publishes assessment results for all Kansas Schools through Building Level Report Cards, which allow patrons to access a wealth of assessment and demographical information about the school.

It has also become a tradition to share our academic successes at a school-wide academic awards assembly each spring. At this assembly, we share successes from the Kansas State Assessments, ACT, and PSAT. We also challenge each class of sophomores to surpass the previous class on their Kansas Assessment during the next school year. Every single year, they have lived up to that challenge and continue to surpass the scores of the class before. We also highlight many other academic achievements of our students which are not directly associated with an assessment score. At the assembly, we have seniors sign letters of intent to further their educational pursuits with various post-secondary opportunities. Our students enjoy being recognized for their accomplishments, knowing that we truly care about making sure they are successful and are proud of them for exceeding our expectations.

3. Sharing Lessons Learned:

The staff of Basehor-Linwood High School is constantly working on learning and sharing new teaching strategies to implement in the classroom. Many core instructors recently attended workshops on the Kansas Common Core Standards (KCCS). During these workshops, teachers visited with other schools about their implementation process and shared the steps that BLHS was taking. These teachers returned and shared information learned about the KCCS with colleagues in the district as we continue to align our curriculum to the KCCS.

Last year, one of our Language Arts teachers was named a semi-finalist for the Kansas Teacher of the Year. During this school year, she has the opportunity to visit the other nominees' schools, as well as host the other nominees, sharing the many strategies, programs, and activities that make BLHS strong in academics.

Teachers from neighboring school districts have visited with the Health and Wellness teacher about the outstanding facility and wellness programs that BLHS has developed. There are currently 275 students enrolled in a Strength and Conditioning Course. The participation in the summer wellness from 2011 was a high of 292 students, an average of 238 students every day and 162 students that did not miss a session. The summer wellness program had 15 graduates serve as interns to help facilitate the workouts. Currently there are on average 20 students who arrive early and participate in the morning wellness program and an additional 140 students in the evening. This speaks to the dedication of the staff and students of BLHS.

During the 2011-12 school year, the Multimedia teacher has implemented and developed iMBobcat TV productions. He and his students have developed public service announcements and shared them on YouTube channel. The students are seen taking video footage at various BLHS events during the school day and in the Basehor-Linwood community.

Many opportunities are given to staff members to present to other schools within the district. During the fall of 2011, two math teachers and our building technology specialist presented and facilitated website design and conducted a session on how to implement the Promethean technology into the

curriculum. Teachers regularly collaborate with other buildings to share resources and programs that can be beneficial in classrooms across the district.

4. Engaging Families and Communities:

One of the reasons Basehor-Linwood is successful in academics and extra-curricular activities is because of the strong family and community support. Various organizations throughout the community are actively involved in our school. The local VFW gives presentations each year to allow students to reflect on our nation's history. Over 200 community members are part of the Youth Friends mentoring program. These individuals are paired with students to provide a positive role model and mentor.

BLHS continues to improve methods of communication. The Skyward grading system is used to keep parents informed on their student's academic performance, attendance, and lunch account information. BLHS staff uses this program to send messages, keeping parents updated on the day-to-day operations of the school. Many teachers use class websites as a way to keep students and parents informed and aware of the classroom expectations and activities. Teachers, counselors, and administration continue to keep the lines of communication open through email, phone calls, and individual conferences.

During each school year, BLHS holds "Back to School Night", two Parent Teacher Conference Days, a Curriculum Fair, and an Academic Awards assembly. This allows time for the families and community members to learn more about the daily activities and performance of their students and a time to celebrate in their accomplishments.

In recent years, the BLHS Student Council has sponsored "Mix-it-up at Lunch Day." During this event, community members, other district employees, and local business people are invited to join the BLHS student body at lunch to encourage students to identify, question, and cross social boundaries. This time gives students a chance to visit with other students and community members in a casual environment.

The BLHS Site Council is a group of teachers, administrators, parents, students, and community members who meet monthly to discuss ways to improve the school community. Site Council provides a forum to discuss and maintain open lines of communication in the areas of district operations, building programs, curriculum, and facility environment. In addition to Site Council, the BLHS Booster Club is a volunteer group of parents who are strong supporters of all BLHS activities: academic, athletic, and extra-curricular. The Booster Club has purchased graphing calculators and novels for the math and English departments, installed audio speakers in all classrooms, sponsored the league Math Competition, provided meals to many of the athletic teams, and awarded annual scholarships to graduating seniors, among other contributions.

1. Curriculum:

BLHS teachers are continually re-evaluating our curriculum to ensure students are being challenged and individual needs are being met. Students have three different curriculum paths to receive a diploma, each requiring 28 credits. We recently added honors courses in mathematics, science, and history to increase rigor. We also have 6 approved Career Pathways to ensure students are college and career ready. Courses are aligned to the Kansas Standards, ACT Standards, and are in the process of being aligned with the Common Core Standards.

Students are required to take four years of English to graduate. The English curriculum challenges students to be effective writers, readers, and communicators. Seniors have the opportunity to dual enroll with Donnelly College in Kansas City, Kansas, for Composition I & II credit through Honors English IV or an evening course. Students can enroll in a variety of English electives, and explore another language through French or Spanish courses, including a college credit Spanish class.

BLHS students must take a minimum of three years of mathematics to graduate. Students to earning Kansas Board of Regents State Scholar distinction must complete four years of mathematics with at least one course beyond Algebra II. The mathematics courses are designed to make students college and career ready. Rigor and higher-order thinking skills are strong components of the curriculum. All mathematics courses beyond Algebra II are offered for dual credit.

Students are required to take three credits of science for graduation. Science classes incorporate many hands-on investigations and are moving toward inquiry-based labs. Students earning the Kansas Board of Regents State Scholar distinction must take Physics. Students are guided to make the connections between the conceptual or mathematical models and real-world applications. Students have the opportunity to take College Chemistry for dual credit.

Students are required to take three Social Studies credits to graduate. The Social Studies curriculum provides students with the opportunity to learn about topics such as current and historical events, democracy, economics, geography, psychology, and sociology. The Social Studies curriculum incorporates many current events and speakers, making history and government relevant. Students also have the opportunity to take College US History or College Government for dual credit.

The Performing Arts department continues to excel in various competitions and performances. Our band is continually recognized for excellence in ensemble and solo performance at the district and state level. Students take music courses such as Marching/Concert Band, Jazz Band, Orchestra, Choir and Music Appreciation. Students put on several productions, spotlighting the performance abilities students acquire in their music, Drama, Set design and Speech courses. Students in our Industrial Technology classes help to build sets for theatrical productions and complete other projects around the district and community.

BLHS adopted the Project Lead the Way (PLTW) Curriculum in the fall of 2008. Through five courses in this project-based pre-engineering curriculum, students create, design, build, collaborate and solve problems using math and science.

BLHS students have a variety of PE offerings, such as Foundations of Physical Education, Health, Strength and Conditioning, Team Sports, and Lifetime Fitness. Students learn various ways to maintain a healthy, fit lifestyle. Physical education is very important to our students; over 60% of students are enrolled in a PE course.

The Visual Arts curriculum provides students opportunities to work with two- and three-dimensional art forms. Students also have the opportunity to learn about digital photography, web-page design, multimedia, and broadcasting.

Despite being a small school, BLHS prides itself in offering a wide range of courses to meet the interests of students. Our curriculum challenges students and provides opportunities to students to be college and career ready.

2. Reading/English:

The English language arts curriculum at BLHS has undergone an overhaul in the last five years. The BLHS English department has spent many hours of collaboration time analyzing the content addressed in each course in the areas of Reading, Writing, Mechanics and Usage, and Research, eventually coming up with a vertically aligned curriculum which scaffolds skills at the appropriate grade level and in the appropriate course. Additionally, the English department has taken a reflective and critical look at curriculum, using the diary mapping system to identify and rectify areas that need improvement. We are now in the process of building a rigorous, engaging, complete curriculum which addresses both Common Core State Standards and ACT indicators through a mix of reading literature, both fiction and non-fiction, authentic writing experiences, and practice in research, speaking, and listening.

The English language arts curriculum at BLHS includes a variety of course offerings for students of varying ability levels. An honors-level course is offered at every grade level for students who wish to become stronger readers and writers through the exploration of more difficult fiction and non-fiction texts and writing assignments which require the use of higher level thinking and composition skills. In the senior year, students have two options for college credit English courses: Honors English IV is offered for dual credit or a weekly night class. For students who fall below grade level in reading (as evidenced by formative MAP testing or performance on the Kansas State Assessments), we offer Standards English and a basic Reading course, which focus on identifying and improving each student's individual weaknesses in reading fluency and comprehension. Standards English has proven highly successful, as students who would have previously fallen below standard on the Kansas State Assessments are consistently meeting or exceeding standard.

Furthermore, aside from these required credits for graduation, the English department offers a variety of electives to appeal to students who enjoy reading and writing and want to further expand their education in those areas. Students can take several courses (both introductory and advanced) in Creative Writing, Forensics, Drama, Debate, Speech, and Individualized Reading. Students who enroll in these courses receive even more practice in critical reading, thinking, writing, speaking, and listening skills.

The English department provides students a varied, rigorous curriculum to ensure students are career and college ready upon graduation.

3. Mathematics:

Students at BLHS have the opportunity to take a variety of mathematics courses during their high school career. Mathematics teachers began the process of aligning the curriculum to the Common Core standards this school year. As freshmen, students are placed in Algebra A, Algebra I, Geometry, or Honors Geometry; many students continue to take advanced mathematics courses such as Trigonometry, Pre-Calculus, College Algebra, Statistics, or Calculus. Students have the opportunity to take any of the advanced mathematics courses for dual credit through a partnership with Donnelly College in Kansas City, Kansas. Students who struggle with mathematics have the option of taking Algebra I over two years and then moving back into the traditional path of Geometry and Algebra II or taking our Concepts of Geometry course. Teachers also saw a need to challenge students before they took a dual credit course so this past year Honors Geometry and Honors Algebra II courses were added to continue to increase rigor.

Teachers continually monitor students' progress, grades, and assessment scores to determine if course adjustments need to be made to either challenge students or provide assistance. Students who are behind and at risk for not being successful on their Kansas Mathematics Assessment are placed into a Standards Math class in addition to their regular mathematics class. In Standards Math, students work on mastering mathematical topics with which they struggle. Teachers also work with students during advisory time to provide additional content support. Teachers use student course work along with assessment scores to determine when is the best opportunity for students to take their Kansas Assessments. With OTL our advanced students take their Kansas Assessment as either ninth or tenth graders, while students on a traditional path wait until their junior year.

Mathematics teachers use various resources to ensure students are successful in mathematics. Teachers use slates, clickers, document cameras, computers, and graphing calculators to keep students engaged in each lesson. Students learn topics in mathematics through group activities and projects, problem solving, collecting and analyzing data, and guided and direct instruction. Math teachers have also developed daily problems to review topics related to the Kansas State and ACT Standards. Some of our lower-level math courses are co-taught with special education teachers; additionally, paraprofessionals are placed in courses where extra student support is needed. Math teachers meet weekly to discuss curriculum, lesson ideas, and student needs or concerns.

4. Additional Curriculum Area:

The BLHS PE curriculum teaches students about the background of sports, health, fitness, and lifetime well being through a variety of courses. Students learn about sports and activities, health and fitness topics, and strategies for lifelong wellness. All of these courses work towards students developing a self-commitment to leading a healthy lifestyle.

In Individual and Team Sports, students teach a sports unit to his/her peers. The student teaches the skills, rules, strategies, and sport-specific drills to the class. Students learn to develop and implement a tournament bracket or sport-specific competition, and students gain hands-on officiating experience by learning how to officiate or referee a game.

In Health students are exposed to a variety of health occupations and experiences through guest speakers from the metropolitan area. Students gain hands-on experience in regard to athletic training, first-aid, CPR/AED certification, the human brain, and physical therapy. Students are exposed to health professionals or community members who have knowledge and experience with drug abuse, consequences of drinking and driving, prison, disease, HIV/AIDS, dating violence, abusive relationships, and natural disasters. Students have the opportunity to witness and participate in dissections of various animal organs. Students also choose non-profit charity to support by collecting items from the student body, advertising the charity, or recruiting people to participate in some type of fundraiser or fundraising event.

In Strength and Conditioning courses, students gain knowledge of nutrition and how it relates to short- and long-term wellness. Students participate in a variety of functional activities, which allow them to understand movement science and anatomy/physiology concepts. Fitness and nutrition gains are tracked over a seven-year span, from sixth grade through graduation. Students who choose to take this path will work through four levels of classes, culminating with S&C 4, which is tied to Anatomy and Physiology. The goal is to pique the interest of students who have the desire to work in health fields.

In our Lifetime Fitness course students learn how to create and implement a fitness/activity plan over a period of four weeks. Students keep a personal fitness journal for 16 weeks and track flexibility, BMI, body fat, height, weight, cardiovascular endurance, and body measurements. Students are exposed to cardio-machines, circuit training, and motivational strategies. Students also have the opportunity to teach or act as a "student" personal trainer. The students research trends and fitness concepts and are introduced to professionals in health fields.

5. Instructional Methods:

Student achievement and success is the goal of Basehor-Linwood's instructional strategies. During the 2010-11 school year, raising the composite ACT score was a goal. Improving these scores became a major focus for building in-service, collaboration, and departmental time. Representatives from each department attended an ACT session, and we began to develop a plan for improving our ACT scores. Teachers in the core areas reviewed the ACT standards and developed ways to increase student achievement. In addition to the ACT prep course, we began to offer an evening ACT Prep session each semester. Students were also given the opportunity to participate in mock ACT test day, where they would come in on a Saturday morning, take a practice test, and talk about their experience and results with teachers and counselors. This was a beneficial exercise for many students, as they were able to experience taking the ACT without the high stakes.

The continued implementation and development of Career Pathways has also given students a way to challenge themselves, while also preparing for their future. Currently, there are six approved pathways that BLHS students can pursue: Construction, Family & Community Services, Finance, Design & Pre-Construction, Web & Digital Communications and Science, Technology, Engineering & Mathematics. We have proposed four additional pathways for next school year, but are awaiting their approval. BLHS has agreements with Kansas City Kansas Community College (KCKCC) for "articulated" credit for all career pathways. When a student completes three credits in a pathway, they are determined to be a "Concentrator". After taking 15 credit hours at KCKCC, concentrators are awarded credit for specified courses. These pathways encourage and prepare students to pursue their education after high school.

The staff at BLHS is motivated to implement diverse instruction and teaching methods into their curriculum. Some of these methods are the use of cell phone polls, movie-maker presentations, instructor websites for lessons and information, Goodreads discussion board, and the co-teaching model. Teachers have shared their strategies with FCCLA State Leadership, KEEN Conference, Milken Educators, Kansas Teacher of the Year Finalists, and Kansas World Language Association. Additionally, teachers have worked to implement honors courses in each of the four core subjects in order to increase rigor and higher-order thinking.

6. Professional Development:

We have worked diligently over the past few years to implement the Professional Learning Community (PLC) model into our Professional Development program. Our staff members have collaborated weekly to make this process successful. We have taken advantage of many professional development opportunities provided by the district to increase knowledge in teaching strategies, curriculum, communication, and technology. We are continuously working towards the goal of becoming a fully recognized PLC school.

Our core departments meet at least once weekly to discuss curriculum, alignment of standards, and what they are doing in their classrooms in regards to teaching strategies. This has allowed our teachers to begin integrating the new Common Core State Standards and the ACT College Readiness Indicators in their curriculum. One of our school improvement goals was to increase our ACT scores, which were consistently just below the state average. After making this a focus of our professional development and teacher collaboration, our scores jumped 1.1 points, exceeding the state average. We also routinely send teachers to the ACT workshops put on by the Kansas State Department of Education, allowing them opportunities to become more comfortable and knowledgeable with the ACT indicators, which in turn results in classroom instruction that better prepares students for life after graduation.

In August 2011, Dr. Marcia Tate was brought in to educate our entire district on brain-based research and teaching strategies. Collaboration and in-service time is routinely spent on reviewing and sharing these strategies, along with those from Robert Marzano. As of the 2011 school year, teachers have begun to participate in peer observations and discussions with each other to discuss the variety of instructional strategies they are using in their classrooms. We also have developed a new technology committee whose

purpose is to look at resources and new ideas for our staff. We structure many in-service days around technology integration and 21st Century skills, which students and teachers need to be successful.

At BLHS, we are ultimately focused on student learning. As a staff, we developed our school improvement goals based on the needs of students. We understand that learning is a life-long process and we want our students to be both College and Career Ready when they graduate. Our collaborative approach to professional development has helped our students become successful in many areas and has continued to charge our staff to reach their teaching potential.

7. School Leadership:

The administration at Basehor-Linwood High School has a philosophy that is based on open communication, collaboration, and student success. Shared-decision making, a high level of expectations, and the willingness to learn are all trademarks of the administration. The administration is focused on the fundamentals of the Professional Learning Community model, school improvement, and holding the teachers, staff, and students accountable for reaching their highest potential both in and out of the classroom.

One of the goals of the administration is to allow stakeholders help make decisions within the school. The administration works with the PLC Facilitators, which is a group made up of a teacher from each core department and one elective teacher. They assist in developing, implementing, and structuring authentic and engaging in-service/collaboration days with our staff, while at the same time maintaining the focus on student learning. They also assist in addressing concerns and questions from their fellow staff members. The principal is also involved with our Site Council, which consists of classroom teachers, students, parents, and community members who discuss various events, concerns, and accomplishments and give feedback on these items.

Teachers are recognized as the experts in their classrooms. Administration has worked to give teachers the proper amount of time to work on developing curriculum to best support student achievement. Teachers are given various training opportunities for learning different teaching strategies, as well as time to collaborate on how to best implement these strategies.

Additionally, the administration continues to focus on technology improvement and integration. A technology committee has been developed to determine what the technological needs of the high school are and to focus on giving teachers and students the technology and training they need in the classroom to be successful. Our goal is to provide students and staff with the 21st century skills they need to be successful members of our global society.

The BLHS administration provides a consistent message to all stakeholders that academic success is important. This message, along with the work of the staff, provides a culture for our students to be successful. High expectations, supported professional development, open communication, and a focus on student learning are all approaches the administration takes to help ensure high achievement and success. Our administration makes sure that we truly are “Building a Tradition of Excellence” in all we do at BLHS.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 11 Test: Kansas State Math Assessment
 Edition/Publication Year: 2005 Publisher: KSDE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Apr	Apr
SCHOOL SCORES					
Meets Standard & Above	98	95	92	90	82
Exceeds Standard & Exemplary	59	51	47	50	39
Number of students tested	169	143	156	131	174
Percent of total students tested	100	100	97	99	100
Number of students alternatively assessed	5	2	2	4	1
Percent of students alternatively assessed	3	1	1	3	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard & Above					
Exceeds Standard & Exemplary					
Number of students tested					
2. African American Students					
Meets Standard & Above					
Exceeds Standard & Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standard & Above					
Exceeds Standard & Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standard & Above					
Exceeds Standard & Exemplary					
Number of students tested					
5. English Language Learner Students					
Meets Standard & Above					
Exceeds Standard & Exemplary					
Number of students tested					
6.					
Meets Standard & Above					
Exceeds Standard & Exemplary					
Number of students tested					
NOTES:					
In Kansas there must be 30 or more students in a subgroup for data to be collected. Our subgroups are not statistically significant to report data.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: Kansas State Reading Assessment

Edition/Publication Year: 2005 Publisher: KSDE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Apr	Apr
SCHOOL SCORES					
Meets Standard & Above	99	97	95	92	82
Exceeds Standard & Exemplary	62	61	48	49	51
Number of students tested	170	143	156	142	168
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	5	3	2	3	0
Percent of students alternatively assessed	3	2	1	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard & Above					
Exceeds Standard & Exemplary					
Number of students tested					
2. African American Students					
Meets Standard & Above					
Exceeds Standard & Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standard & Above					
Exceeds Standard & Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standard & Above					
Exceeds Standard & Exemplary					
Number of students tested					
5. English Language Learner Students					
Meets Standard & Above					
Exceeds Standard & Exemplary					
Number of students tested					
6.					
Meets Standard & Above					
Exceeds Standard & Exemplary					
Number of students tested					
NOTES:					
In Kansas there must be 30 or more students in a subgroup for data to be collected. Our subgroups are not statistically significant to report data.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets Standard & Above	98	95	92	90	82
Exceeds Standard & Exemplary	59	51	47	50	39
Number of students tested	169	143	156	131	174
Percent of total students tested	100	100	97	99	100
Number of students alternatively assessed	5	2	2	4	1
Percent of students alternatively assessed	3	1	1	3	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard & Above	0	0	0	0	0
Exceeds Standard & Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Meets Standard & Above	0	0	0	0	0
Exceeds Standard & Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Meets Standard & Above	0	0	0	0	0
Exceeds Standard & Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meets Standard & Above	0	0	0	0	0
Exceeds Standard & Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Meets Standard & Above	0	0	0	0	0
Exceeds Standard & Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Meets Standard & Above	0	0	0	0	0
Exceeds Standard & Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12KS5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets Standard & Above	99	97	95	92	82
Exceeds Standard & Exemplary	62	61	48	49	51
Number of students tested	170	143	156	142	168
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	5	3	2	3	0
Percent of students alternatively assessed	3	2	1	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard & Above	0	0	0	0	0
Exceeds Standard & Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Meets Standard & Above	0	0	0	0	0
Exceeds Standard & Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Meets Standard & Above	0	0	0	0	0
Exceeds Standard & Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meets Standard & Above	0	0	0	0	0
Exceeds Standard & Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Meets Standard & Above	0	0	0	0	0
Exceeds Standard & Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Meets Standard & Above	0	0	0	0	0
Exceeds Standard & Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12KS5