2022-23 Phase One:
Continuous Improvement Diagnostic for Schools

Lafayette High School
Anthony Orr
401 Reed Ln
Lexington, Kentucky, 40503
United States of America

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Lafayette High School

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools
• School Safety Report
• Executive Summary for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31
• Professional Development Plan for Schools (Due May 1)
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

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Lafayette High School

Please enter your name and date below to certify.
Anthony Orr, Principal 10/11/22

2022-23 Phase One:
Executive Summary for Schools

Lafayette High School
Anthony Orr
401 Reed Ln
Lexington, Kentucky, 40503
United States of America

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2022-23 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Lafayette High School has approximately 2400 students and 225 staff members. Lafayette is diverse, with approximately 65% of students identifying as white, 13% of students identifying at hispanic/latinx, 12% of students identifying as African American, and 10% of students identifying as another ethnicity or a combination of ethnicities. 40% of students are identified as economically disadvantaged. 6% of students are English Language Learners and 7.5% of students receive special education services. Lafayette offers two special enrollment programs: A collaboration with SCAPA (School for the Creative and Performing Arts) which includes 301 students, and a Pre-Engineering program which includes 407 students. Most students graduate above the state average in literacy and mathematics, and Lafayette maintains an impressive 96.7% 4-Year Graduation Rate.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/ or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Lafayette High School is to ensure ALL students achieve at high levels and graduate prepared to excel in a global society. The vision for Lafayette High School is ALL students will be college and career ready through empowered teaching and collaborative partnerships.

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.

Notably, Lafayette offers many Advanced Placement (AP) courses in Art History, Studio Art, Biology, Calculus I, Calculus II, Chemistry, Computer Science, Economics, English Literature and Language, Environmental Science, Music Theory, French, Psychology, Spanish Language, Statistics, U.S. History, Human Geography, Physics, European History, Government and World History. Lafayette students have a mean composite ACT score of 23.1 for the 20-21 school year; this is well above the national average (20.7) and the state of Kentucky (19.8). Lafayette also maintains an impressive 96.7% 4-Year Graduation Rate, and 84% of students did not have any behavior events over the course of the school year.

Future goals for the school involve continuous improvement of instruction within the building. This will be achieved through increased collaboration in teacher PLC's and the targeted integration of inquiry and project-based learning initiatives.

Additional Information

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

n/a

Additional Information

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

n/a

2022-23 Phase Two:
The Needs Assessment for Schools

Lafayette High School
Anthony Orr
401 Reed Ln
Lexington, Kentucky, 40503
United States of America

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2022-23 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The following groups meet to review and analyze data: the Administrative Team, consisting of the Head Principal, Associate Principal, and four Assistant Principals meets at least weekly. Counselors meet every other week to discuss student achievement data. PLCs meet at least twice a month, where teachers discuss student achievement data in their respective courses. PBIS committee meets once per month to discuss student behavioral data. MTSS teams meet weekly to discuss student intervention data. Staff meetings also occur monthly - all these meetings are documented via agendas and minutes on Google Drive.

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?

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The previous CSIP included a proficiency improvement, but the data measures have changed from KPREP to KSA. Thus, while an improvement in math and reading, as well as science and writing, proficiency was noted the percentile measures are different. A second goal was an improvement in EL student proficiency on ACCESS, which was seen especially in the listening domain. The graduation rate did improve to 96.7%, and transition readiness did improve to 80.6%.

These successes indicate that a continued focus on the quality of academic instruction at LHS is warranted to close achievement gaps between students of color, students with disabilities, and EL students to provide additional and innovative deeper learning to improve student achievement.

Trends

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

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

The percentage of students in Tier 1 Behavior (0-1 ODR) rose from 93.3% over a similar time period in 2021 to 94% in 2022.

The transition from KPREP to KSA state testing results in some changes in reporting, however, from the 2019 administration of KPREP to the 2019 administration of KSA the percent of students scoring proficient or distinguished rose from 59/6% to 63%. Math rose from 52.7% to 55%, and science fell from 38.2% to 32%. Writing fell from 57.8% to 53%, and there is no comparison data for social studies.

Current State

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

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

Example of Non-Academic Current State:
• Teacher attendance rate was 84% for the 2021-22 academic year.

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• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

63% (up from 60%, 2019) of students are proficient/distinguished in Reading, 55% (up from 53%, 2019) of students are proficient/distinguished in Math, 32% (down from 38%, 2019) of students are proficient/distinguished in Science, and 57% of students are proficient/distinguished in Social Studies. 80.6% of graduating students were Postsecondary Ready, with a 96.7% (4 year) and 97.7% (5 year) graduation rate. Students reported a Climate Index of 65.1 and a Safety Index of 60.7. 94% of students fall into the 0-1 ODR category and the school received an award in Fall 2022 for Community Engagement.

Priorities/Concerns

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

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

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

LHS has TSI groups of English Language Learners + Monitored and Students with Disabilities. 8% of English Language Learners were proficient or distinguished in Reading and 13% of English Language Learners were proficient or distinguished in Math. 10% of students with disabilities were proficient or distinguished in Reading and 18% were proficient or distinguished in Math.

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.

The state Department of Education has ranked LHS as High (Green) for the Reading & Mathematics Indicator, Very High (Blue) for the Science, Social Studies & Writing Indicator, High (Green) for the English Learners Progress Indicator, Medium (Yellow) for the Quality of School Climate and Safety Indicator, Medium (Yellow) for the Postsecondary Readiness Indicator, and High (Green) for the Graduation Indicator. Overall, this resulted in a Green rating.

Most students (>86%) Agree or Strongly Agree that adults at the school respect students' differences; >76% of students report they Agree or Strongly Agree that

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adults in the building provide for student success, and >82% of students report that they have an adults in a building they can talk to about a problem.

LHS also has a greater percentage of Tier 1 Behavior students (94%) with 0-1 referral than the district tiered behavior data (91.4%)

Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

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

Over the course of the 22-23 school year, LHS has identified the following intentional academic goals to engage students in deeper learning: highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom (KWCP 2). Specifically, we will focus on providing teachers with resources to utilize knowledge of best practice/high yield instructional strategies, plan for and implement active student engagement strategies, and use formative and summative evidence to inform what comes next for individual students. Additionally, deeper learning strategies will be implemented to ensure that student voice opportunities are incorporated, and to increase collaboration in deconstructing standards and developing congruent learning targets.

ATTACHMENTS

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2022-23 Phase Two: School Assurances

Lafayette High School
401 Reed Ln
Lexington, null, 40503

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Lafayette High School

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2022-23 Phase Two: School Assurances
Introduction

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

Federal Programs

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

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Indirect through district support.

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

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Programs

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

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engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

    ○ Yes

    ○ No

    ● **N/A**

COMMENTS

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

    ○ Yes

    ○ No

    ● **N/A**

COMMENTS

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

    ○ Yes

    ○ No

    ● **N/A**

COMMENTS

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

    ○ Yes

    ○ No

    ● **N/A**

COMMENTS

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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

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

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○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

Title I Schoolwide Programs

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

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comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

○ Yes

○ No

● **N/A**

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COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

Title I Targeted Assistance School Programs

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

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

COMMENTS

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

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

COMMENTS

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

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

COMMENTS

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

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

COMMENTS

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

- Yes

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○ No

● **N/A**

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

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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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

Lafayette High's Comprehensive School Improvement Plan (CSIP) for 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

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- o English Learner Progress
- o Quality of School Climate and Safety
- o Postsecondary Readiness
- o Graduation Rate

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 proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	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.	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.	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.

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1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): Improve Proficiency indicator from 76.4 go 79.4					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase 2023 Reading Proficiency from 63% to 66%. Objective 2 Increase 2023 Math Proficiency from 54% to 57%.	Design & Deliver Instruction (KCWP 2)	Implement PD opportunities for staff with a focus on Deeper Learning and student-centered learning opportunities	Increase course performance and credits earned at the semester postings		
		Refine behavioral support system that aligns with student action plans for self‑monitoring and immediate feedback by integrating Check & Connect Mentoring system (MTSS Academic Behavior).	Increase course performance and credits earned at the semester postings		
	Design, Align and Deliver Support (KCWP 5)	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Increase course performance and credits earned		
		A PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and response to data. Tier 1 progress will be provided for each PLC. Tier 2 strategies will continue to be designed per student need.	Increase course performance on State Standards and increase number of students meeting ACT Benchmarks.		

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): Improve Science, Social Studies & Writing Indicator from 65.9 to 68.9

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase 2023 Science Proficiency from 32% to 35%.	Design & Deliver Instruction (KCWP 2)	Implement PD opportunities for staff with a focus on Deeper Learning and student-centered learning opportunities	Increase course performance and credits earned at the semester postings		
Objective 2 Increase 2023 Social Studies Proficiency from 58% to 61%.		Refine behavioral support system that aligns with student action plans for self‐monitoring and immediate feedback by integrating Check & Connect Mentoring system (MTSS Academic Behavior).	Increase course performance and credits earned at the semester postings		
Objective 3 Increase 2023 Writing Proficiency from 53% to 55%.	Design, Align and Deliver Support (KCWP 5)	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Increase course performance and credits earned		
		A PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and response to data. Tier 1 progress will be provided for each PLC. Tier 2 strategies will continue to be designed per student need.	Increase course performance on State Standards and increase number of students meeting ACT Benchmarks.		

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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
Objective 1 Increase Reading and Math indicators for students with IEPs by 5 points (24.1% to 29.1%) Increase Science, Social Studies and Writing indicators for students with IEPs by 5 points (12.3% to 17.3%)	Design, Align, Deliver Support Processes (KCWP 5)	The strategies and measures for Goal 1 Proficiency are intricately tied to Goal 3.	Increase course performance and credits earned		
	Design & Deliver Instruction (KCWP 2)	Expansion of co-teaching initiative	Increase course performance and credits earned		

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4: English Learner Progress

Goal 4 (State your English Learner goal.):					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Reading and Math indicators for EL students by 5 points (28.0 to 33.0)	Design, Align, Deliver Support Processes (KCWP 5)	Trainings for staff provided by EL teachers	Common Assessments & State Assessments		
		Integration of Community Liaisons in Spanish & Swahili into the EL department to support students and teachers	Parent contacts & teacher supports		
Objective 2 Increase Science, Social Studies and Writing indicators for EL students by 5 percentage points (12.6 to 16.6)	Design & Deliver Instruction (KCWP 2)	Language-specific Algebra teacher	Common Assessments & State Assessments		
		EL Social Students teacher	Common Assessments & State Assessments		

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5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the QSCS indicator from 62.9 to 65.9					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the QSCS indicator for African American students from 61.7 to 65	Establishing Learning Culture and Environment (KCWP 6)	Maintain a Black Student Union club			
		Integration of AA history and culture in curriculum			

6: Postsecondary Readiness (high school only)

Goal 5 (State your climate and safety goal.): Increase the percentage of students that are Post-Secondary Ready from 80% to 83%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Career Readiness from 33.1% to 38.1%.	Design, Align, Deliver Support Processes (KCWP 5)	Align current elective courses with appropriate career pathways and provide information regarding the EOP and industry certification potential benefits.	Hone Pathway information material to be used during scheduling process		
		Increase career pathways bridged with Southside	Check number of students taking EOP and Industry Certification exams in the spring of 2022.		
		Individually support students not Post-Secondary Ready in pathways.	Increase the number of 2022 End of Program (EOP) and industry certification tests to 400.		
Objective 2 Increase Academic Readiness from 76.3% to 78.3%	Design, Align, Deliver Support Processes (KCWP 5)	Continue means to improve student progress on the ACT	ACT scores as reported in the School Report Card		
		Ensure regularly-scheduled PLC meetings to review the alignment between standards, learning targets and assessment measures.	Increase Dual Credit and AP Opportunities.		

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): Increase the graduation rate from 97.2% to 98% by 2023					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase student course performance by 5% each semester	Design, Align, Deliver Support Processes (KCWP 5)	The strategies and measures for Goal 1 Proficiency are intricately tied to Goal 7.			
		Alternative and individually designed instruction/assessment for students not being successful.			
Objective 2 Reduction of drop-outs by 10%	Design & Deliver Instruction (KCWP 2)	Continue to refine grade-level planning with counselors and Post-Secondary Coach to focus on purpose of academic progress.			

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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:

Components of Turnaround Leadership Development and Support:
Consider: 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? **Response:** AP district informative meetings, ITL meetings/representation, weekly standing admin meetings, DLM cadre

Identification of Critical Resources Inequities:
Consider: 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. **Response:** SBDM review of budget presented by administration Monthly equity forums presented by the equity council and hosted by various groups within the school Equity issued raised by these groups will be addressed at admin meetings and with involved leaders within the school

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
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:** Reviewing QSCS data as well as monthly equity forum IL meetings/PLC review cultural contributions to curriculum Deeper learning/instructional design initiatives allow student choice and relevancy

Targeted Subgroups and Evidence-Based Interventions:

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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:

Difficulty communicating with EL families effects student achievements, so integration of community liaisons speaking Spanish and Swahili will help communicate academic expectations to families as well as build community connection

Student-centered instructional initiatives allow for more differentiation and relevance for students with IEPs

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.

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 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 eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website.

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 eProve
Train staff in inquiry-based learning practices	Friesen, S., & Scott, D. (2013). Inquiry-based learning: A review of the research literature. Alberta Ministry of Education, 32.	☒
Train staff in problem-based learning practices	Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn?. Educational psychology review, 16(3), 235-266.	☒
Train staff in LGBTQ+ student support strategies	Russell, S. T., Horn, S., Kosciw, J., & Saewyc, E. (2010). Safe schools policy for LGBTQ students and commentaries. Social Policy Report, 24(4), 1-25.	☒

Evidence Review Process

Friesen, S., & Scott, D. (2013). Inquiry-based learning: A review of the research literature. Alberta Ministry of Education, 32.
Lafayette high school will be training staff members on inquiry-based learning models. The above literature review was used to justify this initiative to support district Deeper Learning initiatives. This complements the Deeper Learning initiative which provides additional training and grant funding to teachers within LHS who are interested in developing their skills transforming their instruction to complement Deeper Learning. This initiative stresses student choice and relevancy to students in what they are learning. This intervention will be monitored through course grades both comparatively from the 21-22 school year to the 22-23 school year and semester 1 to semester 2.

Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn?. Educational psychology review, 16(3), 235-266.
Lafayette high school will be training staff members on problem-based learning models. The above literature review was used to justify this initiative to support district Deeper Learning initiatives. This complements the Deeper Learning initiative which provides additional training and grant funding to teachers within LHS who are interested in developing their skills transforming

their instruction to complement Deeper Learning. This initiative stresses student choice and relevancy to students in what they are learning. This intervention will be monitored through course grades both comparatively from the 21-22 school year to the 22-23 school year and semester 1 to semester 2.

Russell, S. T., Horn, S., Kosciw, J., & Saewyc, E. (2010). Safe schools policy for LGBTQ students and commentaries. Social Policy Report, 24(4), 1-25.
Lafayette high school will be training staff members on how to support LGBTQ+ students. The above review was used to provide evidence-based policies to our school as well as consultation with district counsel and staff. This supports qualitative information from students and families on issues within the school and student population and will allow all students to feel comfortable and supported as a member of the learning community. This intervention will be monitored through qualitative data gathered from students and staff.

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

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401 Reed Ln
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The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in <u>KRS 158.6451</u> and the local needs assessment. The basis of the professional development plan aligns to <u>704 KAR 3:035,</u> which states the following:

Annual Professional Development Plan:

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

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

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

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

  1. What is the school's mission?

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

Based on the most critical areas for improvement identified in the completed needs assessment per <u>703 KAR 5:225</u> (3), what are the school's **top two focus areas** requiring

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professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

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

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

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

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

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

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

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

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

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

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

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

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

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

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

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

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

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

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the

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answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 PL Plan 23-24		•
📄 PL Template 23-24		•