



2022-23 Phase One:  
Continuous Improvement Diagnostic for Schools

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

## **2022-23 Phase One: Continuous Improvement Diagnostic for Schools**

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

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

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

### **Phase One: August 1 - October 1**

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

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

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

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



2022-23 Phase One:  
Executive Summary for Schools

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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 as 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**  
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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?



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

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**

## 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

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

1: State Assessment Results in reading and mathematics

Goal 1 (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%.	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 Math Proficiency from 54% to 57%.		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.		



### 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%)	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		
Increase Science, Social Studies and Writing indicators for students with IEPs by 5 points (12.3% to 17.3%)	Design & Deliver Instruction (KCWP 2)	Expansion of co-teaching initiative	Increase course performance and credits earned		

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		

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.			

**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:

<b>Components of Turnaround Leadership Development and Support:</b>
<p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b> AP district informative meetings, ITL meetings/representation, weekly standing admin meetings, DLM cadre</p>
<b>Identification of Critical Resources Inequities:</b>
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b> SBDM review of budget presented by administration Monthly equity forums presented by the equity council and hosted by various groups within the school Equity issues raised by these groups will be addressed at admin meetings and with involved leaders within the school</p>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<p><b>Consider:</b> 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.</p> <p><b>Response:</b> 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</p>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>

**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.