

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

EL students have a reading and math indicator of 31.2 in 2023-2024, a science social studies and writing indicator of 31.5 in 2023-2024, an EL progress indicator of 40.5 in 2023-2024, a QSCS indicator of 67.7 in 2023-2024, a post secondary readiness indicator of 51.4 in 2023-2024, and a graduation rate of 94.5 in 2023-2024.

Students with disabilities have a reading and math indicator of 20.8 in 2023-2024, a science social studies and writing indicator of 26.8 in 2023-2024, a QSCS indicator of 63.0 in 2023-2024, a post secondary readiness indicator of 22.4 in 2023-2024, and a graduation rate of 92.0 in 2023-2024.

Needs Assessment: Processes, Practices, or Conditions

Over the course of the 23-24 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. Professional development will be provided for staff by staff featuring highlighted strategies designed to promote engagement.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	Green	Maintain (-1.0)
State Assessment Results in science, social studies, and writing	Green	Maintain (-0.6)
English Learner Progress	Green	Increase (6.7)
Quality of School Climate and Safety	Yellow	Maintain (-0.1)

Postsecondary Readiness - <i>High School only</i>	Green	Increase (1.6)
Graduation Rate - <i>High School only</i>	Green	Increase (0.6)

1: State Assessment Results in Reading and Mathematics

Improve Proficiency indicator from 73.4 to 78.4.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase 2025 Reading Proficiency from 63% to 68% Increase 2025 Math Proficiency from 50% to 55%	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 the number of students meeting ACT Benchmarks.		

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

Improve Science, Social Studies & Writing Indicator from 60.8 to 65.8					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase 2025 Science Proficiency from 12% to 17% Increase 2025 Social Studies Proficiency from 59% to 64% Increase 2025 Writing Proficiency from 51% to 56%	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.		

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase Reading and Math indicators for students with IEPs from 20.8% to 25.8%	Design, Align, Deliver Support Processes (KCWP 5)	The strategies and measures for Goal 1 Proficiency are intricately tied to Goal 3.	Increased course performance and credits earned		
Increase Science, Social Studies and Writing indicators for		Implement PD opportunities for staff with a focus on data review to design	Completion of professional		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
students with IEPs from 31.2% to 36.2%.		support strategies for each student by case manager.	development and discussion of individual student needs.		
	Design & Deliver Instruction (KCWP 2)	Expansion of co-teaching initiative	Expansion of co-teaching initiative.		
		Incorporate materials that support curriculum and improve foundational skills.	Professional development and use of materials and resources.		

4: English Learner Progress

Improve EL progress indicator from 45.0 to 50.0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase Reading and Math indicators for EL students from 31.2% to 36.2%. Increase Science, Social Studies and Writing indicators for EL students from 31.5% to 36.5%.	Design, Align, Deliver Support Processes (KCWP 5)	Trainings for staff provided by EL teachers (beginning of year + first semester training + 2 nd semester training)	Common Assessments & State Assessments		
		Integration of Community Liaisons in Spanish & Swahili into the EL department to support students and teachers	Common Assessments & State Assessments		
	Design & Deliver Instruction (KCWP 2)	Language-specific Algebra/Geometry teacher	Common Assessments & State Assessments		
		EL Social Students teacher/EL Credit recovery teacher & acceleration for students entering high school late/off cohort	Common Assessments & State Assessments		

5: Quality of School Climate and Safety

Improve the QSCS indicator from 61.8 to 66.8					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the QSCS indicator for Hispanic students from 61.4 to 66.4.	Establishing Learning Culture and Environment (KCWP 6)	Multicultural association equity council meeting & subsequent student-led PD for staff			

6: Postsecondary Readiness

Increase the percentage of students that are Post-Secondary Ready from 86.5 to 91.5					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase Career Readiness from 50% to 55% Increase Academic Readiness from 73% to 78%	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 2025.		
		Individually support students not Post-Secondary Ready in pathways.	Increase the number of 2025 End of Program (EOP) and industry certification tests to 440.		
	Design, Align, Deliver Support Processes (KCWP 5)	Continue means to improve student progress on the ACT. Offer ACT workshops through the CCR office with initial invites for students in our TSI groups.	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

Improve graduation rate from 98.4 to 99.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase student course performance by 5% each semester Reduction of drop-outs by 10%	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.			
	Design & Deliver Instruction (KCWP 2)	Continue to refine grade-level planning with counselors.			
		Counselors and interventionists work to identify students that would benefit from the Academy Credit Recovery program.			

8: Family Engagement

Increase family engagement through communication and by hosting in person events.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Improve frequency of communication with families.	Design, Align, Deliver Support Processes (KCWP 5)	Communication with families using the General Dispatch with translation feature on google sites.	Publish General Dispatch weekly.		
		Communicate with families using IC messenger and PLP contacts	Weekly communication via IC messenger and PLP contacts tracked through MTSS.		
		8th grade Parent Orientation	Event held in January		
		AP/Dual Credit Information night	Event held in January		
Improve engagement with families in TSI groups.	Establish Learning Environment and Culture (KCWP 6)	Invite families to work with the Inspire to Aspire/Adelante group.	Meetings held in Spring		
		Use Talking Points app to help facilitate conversations with EL families.	Train staff on the use of app		
		Community liaisons work with families to provide academic support and resources to students.	PLP contacts analysis		
Host College and Career Readiness events for families	Design, Align, Deliver Support Processes (KCWP 5)	College Planning Night	Event held in September		
		Bilingual CCR coaches can provide assistance to EL students	PLP contacts analysis		
		FAFSA Workshop	Event held in January		

Special Considerations for Targeted Support and Improvement (TSI)

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, AP Project dedicated to TSI improvement

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 issues 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:

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

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

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

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
Train staff in inquiry-based learning practices.	Friesen, S., & Scott, D. (2013). <i>Inquiry-based learning: A review of the research literature</i> . Alberta Ministry of Education, 32.	<input type="checkbox"/>
Train staff in problem-based learning practices.	Hmelo-Silver, C. E. (2004). <i>Problem-based learning: What and how do students learn?</i> . <i>Educational psychology review</i> , 16(3), 235-266.	<input type="checkbox"/>
		<input type="checkbox"/>
		<input checked="" type="checkbox"/>



2024-2025 Phase One: Executive Summary for
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2024-2025 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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2024-2025 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 62% of students identifying as white, 14% of students identifying as hispanic/latinx, 13% of students identifying as African American, and 11% of students identifying as another ethnicity or a combination of ethnicities. 41.5% of students are identified as economically disadvantaged. 7% of students are English Language Learners and 7.25% 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 357 students, and a Pre-Engineering program which includes 370 students. Most students graduate above the state average in literacy and mathematics, and Lafayette maintains an impressive 97.2% 4-Year Graduation Rate.

School Stakeholders

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

Stakeholders involve parents, students, teachers/staff, and community members. Teachers are represented on the SBDM council with 6 teachers. Teachers are also represented at a Faculty Advisory Council held monthly. Students have a non-voting student member on council and are represented with a weekly Principal Advisory Council with rotating membership. Parents have 4 members on SBDM council and are represented by the PTSA. Newsletters are sent out weekly customized to each group as well as to community members.

School's Purpose

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

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 89.8% 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

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for
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2024-2025 Phase Two: The Needs Assessment for Schools

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2024-2025 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 they will address 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 as you conducted 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 were 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?

Last year was a transition year again with 2 new assistant principals *again*. The most senior administrators have now been at the school for three years. Continued encompassing goals included the integration of opportunities for student to student discourse about academic topics, project/problem based learning opportunities, and student voice and choice in learning. Several faculty members received AVID and PBLWorks training Summer 24 to continue this work in the building.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, 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 88% over a similar time period in 2023 to 90% in 2023. KSA state testing results had some changes in reporting, however, from the 2022-23 administration to the 2023-24 administration of KSA the indicator in Reading & Mathematics fell from 74.4 to 73.4. KSA Science and Social Studies fell from 61.4 to 60.8. English Learner progress indicator rose from 38.2 to 45.0 and post secondary readiness rose from 84.9 to 86.5. The graduation rate rose from 97.8 to 98.4.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact

survey data shows that 71% of staff feel like they belong at our school.

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

According to the 23-24 KSA Administration, 65% of students are proficient/distinguished in reading, 50% of students are proficient/distinguished in math, 12% of students are proficient in science, 59% of students are proficient/distinguished in social studies, and 51% of students are proficient/distinguished in writing. Lafayette students have an average composite ACT score of 20.9 with 61% at benchmark in English, 61% at benchmark in Reading, and 51% at benchmark in Math.

LHS has exited TSI status for English Learners and remains TSI for students with an IEP. LHS has a QSCS index of 61.8 and 90% of students in 23-24 had 0-1 behavior referrals.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

LHS has a TSI designation for Students with Disabilities.

Students with disabilities had a reading/math indicator of 20.8, a science/social studies/writing indicator of 26.8, a post secondary readiness indicator of 22.4, and a graduation rate of 92.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

Lafayette ranks first in FCPS for the Reading/Mathematics indicator, second for the Science/Social Studies/Writing indicator, first for EL Progress indicator, 3rd for Post Secondary Readiness, and 2nd for Graduation Rate.

LHS also has a greater percentage of Tier 1 Behavior students (90%) with 0-1 referral than the district tiered behavior data (84.3%)

Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



Key Elements

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

Over the course of the 22-23 and 23-24 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. Professional

development will be provided for staff by staff featuring highlighted strategies designed to promote engagement.

Attachment Summary

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



2024-2025 Phase Two: School Assurances_11042024_16:47

2024-2025 Phase Two: School Assurances

Lafayette High School
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2024-2025 Phase Two: School Assurances

Introduction

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

Federal Programs

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

Title I Programs

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

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

7. The school provides parents of participating children in a targeted assistance program, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

● N/A

COMMENTS

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

Yes

No

● N/A

COMMENTS

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

Yes

No

● N/A

COMMENTS

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

Yes

No

● N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Schoolwide Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

30. In a 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 in the previous year, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

- Yes**
- No
- N/A

COMMENTS

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

- Yes**
- No
- N/A

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented

a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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**FCPS Office of Human Resources
Annual School 24 Hour Professional Learning Implementation Plan & Supporting Budget Allocations
2024-2025**

School: Lafayette High School

PL Representative: Dr. Caroline Morales

	Work Calendar Date	Total PL Hours	Funding Source	Brief Description of Planned PL Activity	Comprehensive School Improvement Plan (CSIP) Objective	District Strategic Priority Alignment	Comprehensive District Improvement Plan (CDIP) Focus Area
PL Day #1	Aug 5, 2024	6	LHS Funds	AM: Advisory Implementation Preparation PM: Unity, Belonging, And Student Efficacy	<ul style="list-style-type: none"> Quality of School Climate and Safety Postsecondary Readiness 	<ul style="list-style-type: none"> Culture and Climate Student Achievement 	<ul style="list-style-type: none"> Culture and Climate Accelerated Learning
PL Day #2	Aug 6, 2024	6	District Funded	FCPS Convocation	<ul style="list-style-type: none"> Coaching Models Leadership Definition and Opportunities 	<ul style="list-style-type: none"> Highly Effective and Culturally Responsive Workforce 	<ul style="list-style-type: none"> Accelerated Learning Culture & Climate
PL Day #3	Aug 7, 2024	6	LHS Funds	AM: Advisory Implementation Preparation PM: Unity, Belonging, And Student Efficacy	<ul style="list-style-type: none"> Quality of School Climate and Safety Postsecondary Readiness 	<ul style="list-style-type: none"> Culture and Climate Student Achievement 	<ul style="list-style-type: none"> Culture & Climate Accelerated Learning
PL Day #4	Aug 8, 2024	6	District Funded	Professional Learning Institutes	<ul style="list-style-type: none"> Student Achievement Highly Effective and Culturally Responsive Workforce 	<ul style="list-style-type: none"> Culture and Climate Student Achievement 	<ul style="list-style-type: none"> Culture & Climate Accelerated Learning

PL Day #5	Aug 13, 2024	6	LHS Funds	Balanced Assessment PLC +		<ul style="list-style-type: none"> ● Culture and Climate ● Student Achievement 	<ul style="list-style-type: none"> ● Culture & Climate ● Accelerated Learning
PL Day #6	Jan 6, 2025	6	LHS Funds	Balanced Assessment PLC +			

Additional professional learning is optional and may provide a stipend to employees from school funds, Title I or other approved funding.

Additional PL Plans							
Additional PL Plans							
Additional PL Plans							
Additional PL Plans							

Principal Approval: _____
Signature *Date*

Date Approved by SBDM Council: _____
Date

KRS 158.070 (3)(a) Each local board of education shall use four (4) days of the minimum school term for professional development and collegial planning activities for the professional staff without the presence of students pursuant to the requirements of KRS 156.095. At the discretion of the superintendent, one (1) day of professional development may be used for district-wide activities and for training that is mandated by federal or state law. The use of three (3) days shall be planned by each school council, except that the district is encouraged to provide technical assistance and leadership to school councils to maximize existing resources and to encourage shared planning.



2023-2024 Phase Four: Professional Development Plan for Schools
for School Year 2024-2025_04262024_11:16

2023-2024 Phase Four: Professional Development Plan for Schools for School Year
2024-2025

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

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2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

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 [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), 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 [KRS 158.6451](#) 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?

Our mission is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

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 [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

- Student to student discourse

- SEL/school culture

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

QSCS survey, student assessment data, KSA scores

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.

Our school needs a revision to our SEL advisory structure where students and teachers can both contribute to student body needs and activities. We will guide teachers in the identified needs as well as perceived benefits of a new SEL program.

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

We intent to change educator beliefs about the usefulness of SEL as well as impact student achievement by helping students to communicate with each others and their adults in the building

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.)

SEL lesson completion data (Admin monitors)

DESSA monitoring (fall & spring, DMHS organizes)

Data monitored quarterly

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.

Indicators of success: Average of 80% SEL lesson completion by teachers and +5 to our average DESSA result. Increase of 3% to QSCS survey.

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

Lafayette

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.)

Staff (SEL committee), time (PD day in August)

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.

District student support staff to engage LHS staff in further circles/restorative practice training

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.

Teachers will be able to work as a team to create and assess opportunities for student-student academic discourse

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

teachers will increase opportunities for student-student discourse in their classes, improving student achievement

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.)
departmental discussion/monitoring of student-student discourse opportunities, further "staff spotlight" of teachers who highlight student-student discourse in their lessons

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.

Increase of observations of 3b & 3c (student-student questioning and engagement in learning) in evaluations and walkthroughs

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

LHS 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.)

internal staff, PD time (


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.

District learning coaches, instructional coaches within the building

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

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
 PD Plan - old format		.