

Lafayette High School

Working School Improvement Plan

2011-2012

Action Component: Academic Progress

District Name: Fayette County Public Schools

School Name: Lafayette High School

Component Managers: Stephanie McDermott

Revised : October 2011-10-5 by Curriculum Committee

Priority Need	Goals (Addresses the Priority Need)																																																																																				
<p>Lafayette did not meet AYP for 2011 NCLB: Reading – Students with Disabilities Mathematics -- Overall, African American, Free/Reduced Lunch and Students with Disabilities 2011 KY Interim Performance Disaggregated Proficiency Scores: Math (NCLB)</p> <table><thead><tr><th></th><th>2011</th><th>2010</th><th></th></tr></thead><tbody><tr><td>▪</td><td>55.30</td><td>53.81</td><td>% All students</td></tr><tr><td>▪</td><td>17.24</td><td>21.25</td><td>% African American students</td></tr><tr><td>▪</td><td>34.48</td><td>38.10</td><td>% Hispanic students</td></tr><tr><td>▪</td><td>27.07</td><td>29.37</td><td>% F/R students</td></tr><tr><td>▪</td><td>3.70</td><td>18.42</td><td>% Students with disabilities</td></tr></tbody></table> <p>Science</p> <table><tbody><tr><td>▪</td><td>50.34</td><td>40.04</td><td>% All students</td></tr><tr><td>▪</td><td>12.07</td><td>12.50</td><td>% African American students</td></tr><tr><td>▪</td><td>31.03</td><td>21.74</td><td>% Hispanic students</td></tr><tr><td>▪</td><td>23.31</td><td>23.81</td><td>% F/R students</td></tr><tr><td>▪</td><td>18.52</td><td>31.58</td><td>% Students with disabilities</td></tr></tbody></table> <p>Social Studies</p> <table><tbody><tr><td>▪</td><td>51.24</td><td>48.45</td><td>% All students</td></tr><tr><td>▪</td><td>17.24</td><td>11.25</td><td>% African American</td></tr><tr><td>▪</td><td>34.48</td><td>21.74</td><td>% Hispanic students</td></tr><tr><td>▪</td><td>22.56</td><td>22.22</td><td>% F/R students</td></tr><tr><td>▪</td><td>3.70</td><td>13.51</td><td>% Students with disabilities</td></tr></tbody></table> <p>Reading (NCLB)</p> <table><tbody><tr><td>▪</td><td>71.91</td><td>71.65</td><td>%All students</td></tr><tr><td>▪</td><td>49.37</td><td>35.94</td><td>% African American</td></tr><tr><td>▪</td><td>55.56</td><td>40.00</td><td>% Hispanic</td></tr><tr><td>▪</td><td>52.98</td><td>48.51</td><td>%Free and Reduced Lunch</td></tr><tr><td>▪</td><td>10.00</td><td>23.81</td><td>% Students with disabilities</td></tr></tbody></table>		2011	2010		▪	55.30	53.81	% All students	▪	17.24	21.25	% African American students	▪	34.48	38.10	% Hispanic students	▪	27.07	29.37	% F/R students	▪	3.70	18.42	% Students with disabilities	▪	50.34	40.04	% All students	▪	12.07	12.50	% African American students	▪	31.03	21.74	% Hispanic students	▪	23.31	23.81	% F/R students	▪	18.52	31.58	% Students with disabilities	▪	51.24	48.45	% All students	▪	17.24	11.25	% African American	▪	34.48	21.74	% Hispanic students	▪	22.56	22.22	% F/R students	▪	3.70	13.51	% Students with disabilities	▪	71.91	71.65	%All students	▪	49.37	35.94	% African American	▪	55.56	40.00	% Hispanic	▪	52.98	48.51	%Free and Reduced Lunch	▪	10.00	23.81	% Students with disabilities	<p>Following Federal No Child Left Behind Annual Measurable Objectives to reach 100 % Proficiency by 2014 LHS will meet 80% proficiency or above for all disaggregated groups in all tested subgroup during the 2011-2012 school year.</p> <p>Note: Component Need and Goals revised beginning Fall 2011.</p>
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189 Current Seniors did not meet benchmarks on 2011 ACT .	All Students will show College Readiness on COMPASS.
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Causes and Contributing Factors	Objectives with Measures of Success
<p>A. Significant achievement gaps among disaggregated populations.</p> <p>B. As indicated by Measure of Academic Progress (MAP) approximately 200 students enter high school lacking basic skills in reading and/or math which impact achievement in multiple content areas.</p> <p>C. Underrepresentation of minority, free and reduced lunch, and student with disabilities in advanced classes.</p> <p>D. Timed performance on measurements.</p>	<p>A. AYP or equivalent will be met annually.</p> <p>B. Incoming students lacking basic skills will demonstrate growth of skill to grade level as measured on the Measures of Academic Progress (MAP) assessment (RTI Universal).</p> <p>C. Increase by 15% the number of underrepresented students enrolled in appropriate advanced classes.</p> <p>D. Students will have opportunities to replicate timed measurement scenarios and assessment interventions.</p>

Academic Progress And Implementation & Impact Form

(2011-12 School Year)

Objective : (A) AYP or equivalent will be met annually.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>A. Intentionally and Strategically use research based interventions to address individual academic and motivational needs (RTI):</p> <ul style="list-style-type: none"> *Read 180/System 44/Reading Plus *Double Block Math *Transition Courses *Summer and Alternative Programs *Integrated Technology (Resource) *Differentiation based on formative data (Common Assessments) *English and Math Days 	<p>Implementation: Incoming students will be placed in appropriate interventions. Students falling in lower quartile for RTI will be placed on intervention watch and monitored using Aimsweb.</p> <p>Strategies will be modified if not working.</p> <p>Short-Term Measures of Success:</p> <p>Aimsweb will show skill increase.</p> <p>MAP will show above 50%.</p>	<p>Administrative Dean</p> <p>RTI/ILP Committees</p> <p>ILT/ PLC</p> <p>Literacy /Math Coaches</p> <p>English/Math/ Transition Teachers</p> <p>Guidance Counselors</p> <p>Technology Staff</p>	<p>Fall 2011</p> <p>To</p> <p>Fall 2012</p>		<p>District Staffing Allocation</p> <p>District RFPs</p> <p>Title Funds for Software</p> <p>PD</p>	<p>I</p>	<p>Fall 2011</p> <p><i>Incoming students have been placed in appropriate intervention courses based on MAP, Explore, Grades, Math Diagnostic, and Teacher anecdotal.</i></p> <p><i>Courses include:</i></p> <p><i>Resources include: Lexia, Reading Plus, Read 180, ALEKS, Double Block Math, Literacy and Math Coaches</i></p> <p><i>When appropriate for skill address students are served in regular schedule.</i></p> <p><i>Energies for skill remediation are being documented in Infinite Campus through the PLP tab.</i></p> <p><i>Note: Aimsweb and MAP are no longer going to be administered broadly and High School Appropriate skill monitoring measures are being developed. Options to be reviewed at Curriculum Committee.</i></p>
	<p>Long-Term Measures of Success: AYP of 80% is met or exceeded in all categories.</p>						<p><i>State and NCLB Reporting available in Fall 2012</i></p>

Objective : (B) The students lacking basic skills will show growth of skill to grade-level as measured on the Measures of Academic Progress (MAP) assessment.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>All students enrolled in English 1 and those not showing benchmark at the end of 9th grade year will be tested during two of the MAP open windows. Once results are obtained, teachers will use the Descartes Framework to identify skills/concepts that need to be introduced and/or developed for students.</p>	<p>Implementation: students enrolled in English 1 and those not showing benchmark at the end of 9th will be tested each semester. Once results are obtained, teachers will use the Descartes Framework to identify skills/concepts that need to be introduced and/or developed for students.</p> <p>Short-Term Measures of Success: We will use growth reports from the MAP assessment program to determine short term success. Student English grades will also be tracked, but as a secondary source of information since many factors impact a student's grade. Students Falling into bottom quartile will show gains on Aimsweb Progress Monitoring (RTI).</p> <p>Long-Term Measures of Success: End of Year MAP scores are grade level or above and meet AYP .</p>	<p>Data Team English Teachers Guidance Counselors</p>	<p>Fall 2011 To Spring2012</p>	<p>Approx 15,000 per year</p>	<p>IAKSS Assessment Funds</p>		<p><i>Due to new high school assessment, a high school skill assessment is being developed to measure progress based on the Quality Core skills represented in the EOC, Explore, PLAN, ACT, COMPASS continuum.</i></p> <p><i>This activity will be modified accordingly.</i></p> <p><i>District Guidance was sought for this evolution (Director of High Schools, Student Achievement, and Assessment)</i></p>

Objective: (B) The students who enter lacking basic skills in math will show significant growth of skill as measured on the MAP assessment

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>All students enrolled in Algebra I will be assessed using the MAP. All students scoring below proficient levels will be referred for strategic intervention of skills.</p>	<p>Implementation: Students enrolled in Algebra I and Geometry I will be tested during two MAP windows. Teachers will use the Descartes Framework to identify skills/concepts that need to be introduced and/or developed for students</p> <p>Short-Term Measures of Success: We will use growth reports from the MAP assessment program to determine short term success. Student math grades will also be tracked, but as a secondary source of information since many factors impact a student's grade. Students Falling into bottom quartile will show gains on Aimsweb Progress Monitoring (RTI).</p> <p>Long-Term Measures of Success: End of Year MAP scores are grade level or above and meet AYP .</p>	<p>Academic Dean Math Teachers Guidance Counselors</p>	<p>Fall 2011 To Spring2012</p>	<p>Approx . 15,000 per year</p>	<p>IAKSS Assessment Funds</p>		<p><i>Due to new high school assessment, a high school skill assessment is being developed to measure progress based on the Quality Core skills represented in the EOC, Explore, PLAN, ACT, COMPASS continuum.</i></p> <p><i>This activity will be modified accordingly.</i></p> <p><i>District Guidance was sought for this evolution (Director of High Schools, Student Achievement, and Assessment)</i></p>

C. Increase by 15% the number of underrepresented students enrolled in appropriate advanced classes.

Activity	Measure	Responsible Persons	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>Continue intentional “invite up” and create structure of support.</p>	<p>Activity: Teachers, Counselors, Case Managers, invite students with untapped potential to the next level up. By using Explore and PLAN results, invite to preparatory support for the potential courses. Create a watchlist structure to monitor structure next year.</p>	<p>Teachers Counselors Project Leaders ILT</p>	<p>Fall 2011 To Spring 2012</p>	<p>Staffing</p>	<p>Staffing</p>	<p>P</p>	<p><i>Explore, PLAN and ACT scores have been provided through the DATA Team with benchmarks for intentional invite up during the upcoming scheduling season – beginning January.</i></p>
	<p>Short-Term Measure of Success: Increase of 15% or better schedule for a higher level.</p>	<p>Curriculum Committee</p>					<p><i>Counselors provided scores and guidance for scheduling season.</i></p>
	<p>Long-Term Measures of Success: 15 % more students successfully Complete Advanced Credit and show proficiency for AYP.</p>						<p><i>Potential College and Career Ready Coach to schedule individual conferences and parental contact during scheduling. Potential class visits.</i></p> <p><i>Coaches working to create structures of support for students moving during next school year.</i></p>

Objective: (D) Students will have opportunities to replicate timed measurement scenarios and assessment interventions.

Activity	Measure	Responsible Persons	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p>Students will be given opportunity to practice timed measurements, receive specific content interventions, and be provided resources for additional guidance for optimal performance.</p>	<p>Activity: PLAN diagnostics and ACT diagnostics will be given to provide individual skill reports through Triumph College Admissions online Program. Subject Area teachers will incorporate PLAN and ACT-like activities into curriculum through PLC planning. Online access for individual practice will be available for all students. Saturday sessions also will be available for additional guidance with the resource (see letter on website).</p> <p>Edu-Coaches will work to provide English and Math days to give intensive guidance to students needing refined skill enhancement.</p> <p>COMPASS interventions will be provided in English and Math for those not meeting ACT benchmarks in English, Reading and Math.</p> <p>Short-Term Measure of Success: TCA and Curricular checks show growth towards benchmarks.</p> <p>Long-Term Measures of Success: ACT scores show 3points growth over time from PLAN. Percentage of those requiring COMPASS drops 15%.</p>	<p>Data Team ILT Teachers IAKSS</p>	<p>Fall 2011 To Spring 2012</p>		<p>Staffing</p>	<p>P</p>	<p><i>Core Classes implementing EOC (End of Course) type questions systemically through classes. This is new and being refined- LHS Web.</i></p> <p><i>September 21st</i></p> <p><i>PLAN Diagnostic Given to 9th Grade</i></p> <p><i>PLAN given to 10th Grade</i></p> <p><i>ACT Diagnostic Given to 11th Grade</i></p> <p><i>ACT Diagnostic for 10th Grade planned for March 6th</i></p> <p><i>TCA 11th grade in-class and Saturday Sessions scheduled for second semester</i></p>

