

LAFAYETTE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW
SCHOOL YEAR 2007-2008

The Lafayette High School council and school planning committees reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework (2004)* prior to approval of our plan.

Michael McKenzie

Chairperson, School Council

January 2008

Date

Stephanie McDermott

Chairpersons, School Planning Committee

January 2008

Date

Plan Approved by the School Council:

January 2008

Date

School Council Members:

Michael McKenzie- Principal	
Sally Adams - Teacher	Mike Henderson - Assoc. Principal
Marsha Bordas - Teacher	Ann Cowan- Parent
Bill Bradford - Teacher	Kathy Doyle - Parent
Scott Davis - Teacher	Randy Gonzalez - Parent
Jeanie Graham - Teacher	Janet Lee - Parent
Susannah Kilbourne- Teacher	Larry Sykes - Parent
Tim Mitsumori- Teacher	Michael Brown - Student

Executive Summary

School: Lafayette High School

MISSION STATEMENT:

The mission of Lafayette High School is to promote high academic achievement through respect, responsibility, wellness, and equal opportunity for all students.

Process of Developing the Comprehensive School Improvement Plan

How the Needs of Lafayette High School were Determined:

The LHS faculty met in September to analyze school data. Ongoing analysis was conducted through the monthly Instructional Leadership Team meeting, Departmental, and Professional Learning Community Meetings to determine priority needs. The review included data from the KCCT, MAP, PLAN, ACT, WIDA, attendance reports, discipline reports and FRYSC Survey Results.

How Goals and Strategies for Addressing the Needs were Determined:

The School Leadership Team (SLT) met in September to identify and prioritize trends, patterns, problems, causes, and contributing factors in the content areas, assessment, instruction, curriculum, standards, student needs, parent/community needs, and equity. The SLT coordinating with the

Instructional Leadership Team determined goals and developed strategies to focus on the identified needs of the students of Lafayette High School.

What Implementation of the Plan is Expected to Achieve:

By implementing the School Improvement Plan, student achievement on the CATS tests will increase, as well as increasing the school's academic index on the CATS Assessment Report.

Internal Review of the Plan:

The Comprehensive Improvement Plan was reviewed by the SLT and Instructional Leadership Team. Recommendations and revisions were made by the SLT. After final revisions the School Improvement Plan (SIP) was submitted to the SBDM for approval on January 24, 2008. Once the plan was approved by the council the SIP was open to the public.

Public Notice and Review Process:

During the Needs Assessment Process, the entire school community was informed and encouraged to participate in the development of the plan to ensure input from all stakeholders. The SBDM Council was provided stakeholder input before the final approval of the School Improvement Plan. It is understood that the SIP is fluid and revisable through the Implementation/ Impact process.

How Comprehensive School Improvement Planning will be Ensured in the Future:

School Improvement Planning will be ensured through the implementation of the plan; each of the component managers will be responsible for collecting individual teacher Impact Checklists,

Compiling the data for their component, and filing component report with the SIP Coordinator; SIP Coordinator is responsible for compiling component data; SIP Coordinator is responsible for SBDM approved reports submitted at the district level. Amendments to the plan will be made as necessary based on this data.

COMMUNICATION PLAN

How will the School Improvement Plan and Other Important Information be Shared with Stakeholders?

A copy of the School Improvement Plan is kept in the Principal's Office for public viewing. Three copies of the plan will circulate through the library (one copy for students, one copy for parents, and one copy for community members). The following stakeholders will have virtual access to the School Improvement Plan: SBDM Council members, and all teachers. The data used to determine the needs, goals, objectives, and strategies for the plan will be kept on file in the library for the SBDM Council and State/District Personnel. A copy of the School Improvement Plan will be published on the Fayette County Schools Web.

How Planning and Needs Assessment Teams Were Organized:

The planning and needs assessment work is comprised of the School Leadership Team (SLT), Instructional Leadership Team (ILT), and Professional Learning Communities (PLC). Students, parents, community leaders, staff, and SBDM council members were invited to join. The following committees were formed: Administrative Committee, Academic Performance, Learning Environment, and Efficiency. The Academic Performance Committee divided into subcommittees based on the following content areas: Math, Science, Social Studies, Arts and Humanities, Practical Living/Vocational Studies, and Literacy. The subcommittees were comprised of the department chair and all teachers within that content area. All stakeholders ongoing conduct needs assessments and analyze data. Each committee

participated in reviewing data from the KCCT, School Safety Audit, CTB, and NCLB. The results of this data analysis generates causes, goals, strategies and activities for the SIP.

Members/Representative Groups Who Served on Planning and Needs Assessment Teams as well as Internal Review:

Michael McKenzie (principal), Mike Henderson (associate principal), Verna Clemons (associate principal), Stephanie McDermott (associate principal), Catherine Chastain (Youth Service Center), Carla Beranek (SCAPA), Connie Tucker (Arts), Ryan Marsh (Music), Ken Northington (Practical Living), Sally Adams (counseling), Carla Davis (counseling), Joanne Trammell (Language Arts), Sherri McPherson (Language Arts), Linda Beck (Foreign Language), Marsha Bordas (Math), Connie Waespe (Math), Brian Toy (Science), Robin Reid (Social Studies), Lynette Smith (Special Education), Melissa Scott (Special Education)

What Implementation of the SIP is expected to Achieve:

Implementation of the SIP is expected to enhance the learning of all students at Lafayette High School so that they will become proficient in all Academic Expectations.

What process was Used for Internal Review of the SIP:

In January 2008 the Internal Review Committee reviewed the completed plan and gave its recommendation of acceptance for the plan.

KEY:

SLT School Leadership Team
SBDM School Based Decision Making Council

ILT Instructional Leadership Team
PD Professional Development

District: Fayette County	School: Lafayette High School	Date: January 2, 2008
Component: Academic Performance		Component Manager: Stephanie McDermott & Chris Davis

According to the 2007 KCCT results, the following areas have been identified as Priority Needs:	Goal: By December 2010, our KCCT results will be:
Priority Need: Literacy	
<p style="text-align: center;">Literacy</p> <p>Reading Academic Index – 91.12</p> <ul style="list-style-type: none"> 63.04% of students scored at or above the Proficient Level. <p>Writing Index—68.92</p> <ul style="list-style-type: none"> 41.01% scored at or above proficient level on portfolio 27.44% scored at or above proficient level on On-Demand 	<p style="text-align: center;">Literacy</p> <p>Reading Academic Index – 100</p> <ul style="list-style-type: none"> 100% of students will score at or above the Proficient Level <p>Writing Index – 100</p> <ul style="list-style-type: none"> 100% scoring at or above proficient level on portfolio 100% scoring at or above proficient level On-Demand

Priority Need 2: Causes/Contributing Factors:	Priority Need 2: Objectives with Measures of Success:
<p>KCCT results indicate: Open Response scores are significantly lower than multiple choice</p> <p>Student Questionnaire indications: 52% report reading less than an hour on a typical school day 54% reported use of reading strategies less than weekly 32% report 36% writing to learn less than weekly 30% report responding in writing to what is read less than weekly</p>	<p>By 2010 we will have reached our literacy goal indices in all literacy components</p>

Objective Label	Standard Addressed	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Resources Needed/ Fund Source
Component: Academic Performance Priority: Reading Literacy							
A1.1	Academic Performance: Standard 1 Curriculum	Enrichment reading opportunities will be included in the schedule for students who are identified in reading two or more years below grade level.	Students will receive instruction and improve reading level as evidenced by the MAP, PLAN, ACT, and KCCT assessments.	Reading Specialist Full Faculty	Jan. '08	Dec. '10	Instructional RFP ESL
A1.2	Academic Performance: Standard 2 Assessment	9 th Grade Students will be assessed using MAP software for early intervention.	Students will receive instruction based upon individual needs as evidenced by assessment analysis and PCL planning documentation.	Reading Specialist Full Faculty TRT	Jan. '08	Dec. '10	Instructional Technology RFP
A1.3	Academic Performance: Standard 3 Instruction	Teachers will learn and implement reading techniques/strategies into their instruction.	Student comprehension and literacy skills will improve as evidenced by MAP Assessment, PLAN, ACT and KCCT Assessment.	Reading Specialist Full Faculty	Jan. '08	Dec. '10	Instructional PD
A1.4	Academic Performance: Standard 1 Curriculum	Informational Reading will represent 70% of reading sources.	Teachers will include relevant reading materials as evidenced by PLC documentation.	SLT	Jan. '08	Dec. '10	Instructional

Objective Label	Standard Addressed	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Resources Needed/ Fund Source
Component: Academic Performance Priority: Writing Literacy							
A1.5	Academic Performance: Standard 3 Instruction	Teachers will integrate writing strategies (Exit Slips, Portfolio, Open Response, and On-demand) into their instruction.	Students will become better writers as evidenced by all KCCT assessment components.	Writing Cluster Leader ILT	Jan. '08	Dec. '10	Instructional Technology RFP ESS
A1.6	Academic Performance: Standard	Teachers will expect, model, and guide students to proficient products.	Students will write proficiently as evidenced by student formative, KCCT Portfolio, and On-Demand assessments.	ILT	Jan.'08	Dec.'10	Instructional
A1.7	Learning Environment: Standard 6 Professional Development	Teachers will continue to receive professional development on Portfolio, Open Response, and On-Demand writing.	Teacher will gain knowledge of effective strategies that will improve student literacy skills.	Writing Cluster Leader	Jan. '08	Dec. '10	PD
A1.8	Efficiency: Standard 7 Leadership	The SLT will work with administration and other faculty members to implement school-wide literacy (reading and writing) strategies based on school and student needs.	All students will receive rigorous, consistent instruction that is vertically and horizontally aligned, as evidenced by assessment data and PLC documentation.	SLT ILT	Jan. '08	Dec. '10	PD

District: Fayette County	School: Lafayette High School	Date: January 2, 2008
Component: Academic Progress		Component Managers: Marsha Bordas, Connie Waespe - Math, Brian Toy – Science, Robin Reid – Social Studies, Bobby Howard A& H, Ken Northington – Practical Living

According to the 2007 KCCT results, the following areas have been identified as Priority Needs:	Goal: By May 2010, our KCCT results will be:
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Priority Need 2: Math, Science, Social Studies, Practical Living, Arts and Humanities
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<p>Math Academic Index – 73.15</p> <ul style="list-style-type: none"> ▪ 43.28 students scored at or above Proficient ▪ 17% of African American students scored at or above Proficient ▪ 6% of Hispanic students scored at or above Proficient ▪ 20% LEP students scored at or above Proficient ▪ 16% F/R students scored at or above Proficient ▪ 10% of students with disabilities scored at or above Proficient <p>Science Academic Index – 77.65</p> <ul style="list-style-type: none"> • 51.86% of students scored at or above Proficient ▪ 10% of African American students scored at or above Proficient ▪ 17% of Hispanic students scored at or above Proficient ▪ 0% LEP students scored at or above Proficient ▪ 21% F/R students scored at or above Proficient ▪ 26% of students with disabilities scored at or above Proficient <p>Social Studies Index – 82.87</p> <ul style="list-style-type: none"> • 53.93% of students scored at or above Proficient ▪ 10% of African American students scored at or above Proficient ▪ 17% of Hispanic students scored at or above Proficient ▪ 0% LEP students scored at or above Proficient ▪ 21% of students with disabilities scored at or above Proficient <p>Practical Living/Vocational Studies – 92.85</p> <ul style="list-style-type: none"> ▪ 61% students scored at or above Proficient ▪ 28% of African American students scored at or above Proficient ▪ 28% of Hispanic students scored at or above Proficient 	<p>Math Academic Index – 100</p> <p>Science Academic – 100</p> <p>Social Studies Index - 100</p> <p>Practical Living/Vocational Studies –100</p>
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<ul style="list-style-type: none"> ▪ 6% LEP students scored at or above Proficient ▪ 33% F/R students scored at or above Proficient ▪ 22% of students with disabilities scored at or above Proficient <p>Arts and Humanities – 101.09</p> <ul style="list-style-type: none"> ▪ 75% students scored at or above Proficient ▪ 46% of African American students scored at or above Proficient ▪ 28% of Hispanic students scored at or above Proficient ▪ 20% LEP students scored at or above Proficient ▪ 49% F/R students scored at or above Proficient ▪ 45% of students with disabilities scored at or above Proficient 	<p>Arts and Humanities –105</p>
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<p>Priority Need : Math, Science, Social Studies, Practical Living, Arts and Humanities Causes/Contributing Factors:</p>	<p>Priority Need : Math, Science, and Social Studies, Practical Living, Arts and Humanities Objectives with Measures of Success:</p>
<p>•KCCT results indicate: Open Response scores are significantly lower than multiple choice in all areas.</p> <p>•Core Content taught in years prior to assessment year score lower than currently instructed content</p> <p>Student Questionnaire indications: 26% report not being challenged to do their best work 25% report not applying information to new situations in class 35% report writing to learn less than once a week 28% report not receiving helpful comments from teachers</p>	<p>B1 By May 2010 students will have received instruction to improve academic skills across the curriculum, as evidenced by PLC planning documentation, student work, and I and I reports.</p> <p>B2 By May 2010 teachers will have received professional development to address achievement gaps in ethnicities, gender, disabilities, and socioeconomics.</p> <p>B3 By May 2010 students will have participated in enrichment activities that address varied learning needs.</p>

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Objective Label	Standard Addressed	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Resources Needed/ Fund Source
Component: : Math, Science, Social Studies, Practical Living, Arts and Humanities							
B1	Academic Performance: Standard 2 Curriculum	Teachers will use 4.1 aligned curriculum, curriculum maps and Program of Studies to enhance student learning	Students will receive relevant and real instruction based on research as evidenced by PLC documentation and classroom observation.	ILT	Jan.'08	Dec'10	PD
B2.1	Academic Performance: Standard 3 Instruction	Teachers will include activities in their instruction that address individual student needs.	Student learning will be intentional for student growth as evidenced by PLC documentation and assessment outcomes.	ILT	Jan.'08	Dec'10	Instructional
B2.2	Academic Performance: Standard 3 Instruction	Teachers will incorporate real-world connections and applications.	Students will receive more authentic instruction as evidenced by classroom observations and lesson plans.	ILT	Jan.'08	Dec'10	Instructional
B2.3	Academic Performance: Standard I Instruction	Teachers will expect, model, and guide students to proficient products.	Students will perform at the proficient level as evidenced by formative and state assessments.	ILT	Jan.'08	Dec'10	Instructional

Objective Label	Standard Addressed	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Resources Needed/ Fund Source
Component: : Math, Science, Social Studies, Practical Living, Arts and Humanities							
B2.4	Learning Environment: Standard 4 School Culture	Teachers will hold all students to high expectations.	All students will be held to high expectations from all faculties as evidenced by student assessments and classroom observations.	ILT	Jan.'08	Dec'10	N/A
B3.1	Standard 2 Curriculum	Teachers will integrate prior core content into their instructional units.	Students will review prior core content as evidenced by student work, PLC Documentation, SLT observations, flashbacks, exit slips and assessment scores.	ILT	Jan.'08	Dec'10	N/A

District: Fayette County	School: Lafayette High School	Date: January 2, 2008
Component:	Learning Environment	Component Manager: Mike McKenzie

The following areas have been identified as Priority Needs: Goal: By December 2010, our results will be:

Priority Need 3: School Culture

<p>Academic Index 81.8 Dropout Rate 3.5 % Retention Rate 6% Graduation 85.5% Non-Academic Index 91.42</p> <p>Attendance 92.4% Attendance is 2% behind district and state percentage</p>	<p>Academic Index 90 Dropout Rate 2.2% (state avg) Retention Rate 2.9% (state avg) Graduation 89.6% Non-Academic Index 93.87 Attendance 94.5%</p>
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Priority Need 2: Causes/Contributing Factors: Priority Need 2: Objectives with Measures of Success:

<p>KCCT results indicate:</p> <p>Student attendance is hindering efforts to improve curriculum and instruction increasing drop out and retention.</p> <p>Some students do not have a sense of ownership and accountability for individual learning and attaining proficiency.</p>	<p>C1. By Dec 2010, school attendance and graduation will increase as evidenced by non-academic index increase.</p> <p>C2. By Dec. 2010, teachers will demonstrate and establish positive relationships to address student needs (physical, emotional, and academic) as evidenced by PLC planning documents, non-academic index increase, and increased assessment scores.</p>
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Objective Label	Standard Addressed	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Resources Needed/ Fund Source
Component: School Culture (Instruction)							
C2.2	Efficiency Standard 8: Resources Standard 5: Organizational Structure	Bi-monthly Professional Learning Community meetings will be conducted to address instruction, assessment, and school climate.	Student achievement will improve due to actively involved stakeholders as evidenced by meeting plan documentation.	ILT SLT AD	Jan. '08	Dec. '10	N/A
C1.2	Efficiency: Standard 9 School Planning	Parents will be taught to use Infinite Campus to access grades, attendance, discipline, and etc.	Student attendance academic achievement, and discipline will improve as evidenced by Infinite Campus	Counselors Media Specialist TRT	Jan'08	Dec.'10	NA
C1.3	Efficiency: Standard 9 School Planning	SLT will distribute and discuss Student Handbook with student body.	Expected number of tardies, absences, suspensions, and referrals will decrease as evidenced by Infinite Campus.	SLT	Jan.'08	Dec.'10	District Printing
C1.4	Efficiency: Standard 5 Student, Parent, Community Support	LHS extra/co-curricular programs will provide student, community service projects and parent involvement that will assist in dropout prevention.	Student/Family interest and involvement will increase as evidenced by decrease in dropouts	SLT	Jan.08	Dec.'10	

Objective Label	Standard Addressed	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Resources Needed/ Fund Source
Component: School Culture (Resources)							
C2.1	Learning Environment Standard 4: School Culture	The FRYSC will work collaboratively with teachers to provide enrichment programs dealing with motivation, drug awareness, school planning, and etc.	Students understanding of school expectations will improve. Students will make more meaningful decisions as evidenced by Infinite Campus and counselor referrals.	Kathryn Chastain YSC	Jan.'08	Dec.'10	FRYSC Funds
C2.2	Academic Performance Standard 3: Instruction	Students will be provided opportunities to receive additional support within and beyond the initial classroom instruction.	Students will receive additional instruction that will enhance and improve their performance in the classroom as evidenced by ESS login forms and increased scores.	Linda Beck	Jan.'08	Dec.'10	ESS
C2.3	Efficiency Standard 9: School Planning	All teachers will attend PD to focus on appropriate learning to motivate the students to a higher level of success.	The students will become active learners and more involved with personal accountability as evidenced by classroom observation.	SLT	Jan.'08	Dec.'10	PD
C2.4	Learning Environment Standard 5: Families and Communities active partners	Students will complete all grade appropriate components of the ILP.	Students will have a clear school and post secondary education plan of action in accordance to interest and skill aptitude.	ILP Guidance	Jan.'08	Dec.'10	Technology Instructional

Objective Label	Standard Addressed	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Resources Needed/ Fund Source
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Component: School Culture (Student, Family and Community Support)

C2.1	Learning Environment: Standard 4 School Culture Standard 5 Instructional Assistance	Students will be provided with a variety of opportunities to receive additional assistance beyond the initial classroom instruction, to stimulate academic progress, social interaction and develop leadership skill.	Student culture and morale will be improved and their enthusiasm for learning will be enhanced, as evidenced by improved attendance and student interviews.	Academic Dean	Jan. '08	Dec. '10	YSC Grant, General funds, Perkins funds
C2.2	Efficiency Standard 8: Resources Standard 5: Organizational Structure	Bi-monthly Professional Learning Community meetings will be conducted to address instruction, assessment, and school climate.	Student achievement will improve due to actively involved stakeholders as evidenced by meeting plan documentation.	ILT SLT AD	Jan. '08	Dec. '10	N/A
C1.3	Efficiency: Standard 9 School Planning	SLT will distribute and discuss Student Handbook with student body.	Expected number of tardies, absences, suspensions, and referrals will decrease as evidenced by Infinite Campus.	SLT	Jan.'08	Dec.'10	District Publication

C2.4	Learning Environment Standard 5: Student, Parent, Community Support	Stakeholders will be informed concerning events, programs, and services to encourage and enhance family and community participation through the use of a variety of media.	Increased community support and participation as evidenced by sign-in sheets, and copies of media used.	TRT Media Specialist	Jan.'08	Dec.'10	General
C2.5	Efficiency Standard 9: School Planning	All teachers will attend PD to focus on appropriate learning to motivate the students to a higher level of success.	The students will become active learners and more involved with personal accountability as evidenced by classroom observation.	SLT	Jan.'08	Dec.'10	PD
C2.6	Learning Environment Standard 5 Student, Parent, Community Support	Prerequisites and barriers to courses will be lessened while supports added to increase the number of students in advanced level, AP and Dual Credit courses.	All students have access to all curriculum.	SLT	Jan.'08	Dec'10	Instructional
C2.7	Learning Environment Standard 5 Student, Parent, Community Support	LHS will continue to have and expand opportunities for students , parents, and community members to participate with the school including: PTA Activities, 8 th Grade Orientation, 9 th Grade Orientation, Summer Orientation, Open House, and ESL Jump Start.	The full Lafayette Community will feel informed, welcome, and involved.	SLT	Jan.'08	Dec'10	Instructional General

