



2023-2024 LCHS Phase One: Continuous Improvement Diagnostic  
for Schools\_09032023\_21:51

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

**LaRue County High School**  
**Justin Craft**  
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United States of America

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## 2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2023-24 diagnostics is as follows:

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

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

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

- The Needs Assessment for Schools
- School Assurances

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

- Comprehensive School Improvement Plan

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

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

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

Please enter your name and date below to certify.

Justin R. Craft

9/12/2023



2023-2024 LCHS Phase Two: The Needs Assessment for  
Schools\_09302023\_20:46

2023-2024 Phase Two: The Needs Assessment for Schools

**LaRue County High School**  
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## 2023-24 Phase Two: The Needs Assessment for Schools

### Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

#### Protocol

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

Individual student data was shared with staff during planning period meetings in September (all staff signed a non-disclosure form). Staff used this data to begin plus/delta analysis at the department level and will complete this analysis on November 3rd after the release of state data. All school state data was shared with staff after school on October 30 during embargo and again all staff signed a non-disclosure form. Upon completion of departmental Plus/Delta, staff will analyze each chart in a gallery walk on November 17th. On November 10th and November 15th, the Planning & PD/Learning Committee will meet to work on the CSIP and Key Core Work Processes. This committee is comprised of: Justin Craft (LCHS Principal), Amanda Reed (Assistant Superintendent of Student Learning), Summer Garris (English), Nikki Waldeck (Math), Amy Litton (Science), Kendrick Bryan (Social Studies), Ryann Castro (Special Education), Jennifer Thrasher (CTE) and Misty Bivens (CTE). A proficiency report updating the Board of Education on accountability results and CSIP progress will take place prior to the end of the 2023 calendar year.

## 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?

Priorities from the 2022-2023 CSIP included an emphasis on building positive relationships with and among students and staff and prioritizing the most critical curriculum needs to bridge gaps in student learning. Intervention services and social-emotional learning were increased to support student needs. Emphasis was also placed on postsecondary readiness with opening more pathway opportunities for students, more co-op and work-based learning opportunities, and adjustments in the ILP, advising, and scheduling process to better prepare students with future career options. LCHS exceeded the CSIP measurable objectives in postsecondary readiness and graduation rate. However, LCHS fell short in the CSIP measurable objectives in combined reading and math, combined science, social studies and writing, and quality of school climate and safety. An intentional focus of this year's plus/delta exercise is to hone in on what strategies did not work for last year's students and the adjustments to be made for this year.

## Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

According to state released KSA data, the increase in percent novice across the board is a concerning trend:

- \* Reading jumped from 16% novice in 2022 to 25% novice in 2023
- \* Math jumped from 24% novice in 2022 to 26% novice in 2023
- \* Science jumped from 37% novice in 2022 to 47% novice in 2023
- \* Social Studies jumped from 30% novice in 2022 to 35% novice in 2023

According to state released KSA data, the decrease in percent distinguished for reading and math is a concerning trend:

- \* Reading fell from 21% distinguished in 2022 to 16% distinguished in 2023
- \* Math fell from 8% distinguished in 2022 to 5% distinguished in 2023

Anecdotally, these numbers support the notion that students do not feel incentivized to perform at their best on KSA. We have individual student results that I will not cite here that support this notion.

## Current State



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

**Example of Current Academic State:**

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

**Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

The following academic data comes directly from our state accountability results.

Each area will have three numbers. From left to right will read the 2022 status, the 2023 status, and the 2023 state average status:

- \* Reading: (72.3) (65.5) (61.9)
- \* Math: (59.3) (55.3) (51.1)
- \* Science: (40.8) (33.2) (31.6)
- \* Social Studies: (59.4) (56.4) (54.0)
- \* Combined Writing: (61.0) (68.9) (61.9)
- \* Postsecondary Readiness: (84.2) (89.8) (83.4)
- \* Graduation Rate: (98.8) (98.6) (92.0)

Key takeaways from the above results include being ahead of the state average in every area. However, we lost ground in terms of status in every core academic area from 2022 to 2023 except for combined writing. These changes are evidenced by the increase in novice percentages quoted above in section 3.

With respect to non-academic areas, we also saw a slight dip in our overall quality, climate, and safety survey results from 2022 to 2023 (a drop in 0.4 status points). At our current status of 58.2, this is the only facet of the accountability system in which we fall below the state average (which is 61.7).

**Priorities/Concerns**

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

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

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

1) The percentage of novice students increased in reading, math, science, and social studies. These specific numbers are laid out in item 3 above. Novice reduction must be addressed through the CSIP process.

2) LCHS falls 3.5 points below the state average in quality of school climate and safety. We must address our climate and culture.

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

1) Postsecondary readiness increased in status from 84.2 to 89.8 over the last two academic years. The amount of attention to detail paid to this measure must be applied to our core academic areas. We must focus on ways to monitor academic status like we do postsecondary readiness.

2) Combined writing increased in status from 61.0 to 68.9 over the last two academic years. Intentional focus was placed on writing in 2023 given previous results. Again, focus is the key here. We must apply focus to areas of need like LCHS did last year with writing.

### 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

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**



LCHS Key Elements 23-24


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

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

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

First and foremost, assessment literacy will be addressed through the development of district progress check assessments. These served the school well in the previous decade and can be used to monitor progress more cumulatively throughout the school year in 2023-2024. District level curriculum support personnel will partner with department heads to construct and administer these progress checks upon returning from Christmas break. Instructional practices to address learning gaps post-Covid are also being implemented (example - standard flashbacks in math classes to address key standards from previous years).

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 LCCHS Key Elements 23-24		• 7

Key Elements of the Teaching and Learning Environment – LaRue County High School

Key Elements	Is this an area of focus? Yes/No	Evidence
<p><b>KCWP 1: Design and Deploy Standards</b>                      What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<p>yes</p>	<p>curriculum maps- teachers develop these together to ensure pacing in order to cover standards.                      walkthroughs – to ensure fidelity standards are being taught                      lesson plans – maintained daily to ensure class preparation.                      PLC- each department meets regularly to review data and plan accordingly together.                      data analysis – done regularly to identify strengths and weaknesses and thus to help with planning ahead with priorities.                      common assessments – use results to determine where students are, where going, and how to close gaps.</p>
<p><b>KCWP 2: Design and Deliver Instruction</b>                      What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?</p>	<p>yes</p>	<p>Common Assessment/Formative Assessment – use results to determine where students are, where students are going and how to close the gap.                      PLC – protected time that allows teachers to monitor and evaluate assessment standards and targets.                      Special Education services, learning objectives, PGP, Self-Reflection, Curriculum Maps, ALM, Rutherford,                      Kagan – utilizing research based strategies to create a highly effective and responsive classroom.                      TRT – Teachers have access to students during the school day to address academic/intervention needs with identified students.                      Walkthroughs/ Teacher eval process – provides ongoing opportunity for coaching and feedback.</p>
<p><b>KCWP 3: Design and Deliver Assessment Literacy</b></p>	<p>yes</p>	<p>Edulastic – used for common assessments.                      Common assessment- – use results to determine where students are, where students are going and how to close the gap.</p>

Key Elements of the Teaching and Learning Environment – LaRue County High School

<p>What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>		<p>Curriculum Maps- teachers develop these together to ensure pacing in order to cover standards. Objectives – clear goals for every lesson. Grading Practices, Walkthroughs – to ensure fidelity of entire program is happening in the classroom. PLC - protected time that allows teachers to monitor and evaluate assessment standards and targets. Lesson Plans, Data Analysis, Digital Portfolio – for seniors</p>
<p><b>KCWP 4: Review, Analyze and Apply Data</b> What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<p>yes</p>	<p>Lesson Plans – check these through walk throughs and evaluation process. Curriculum Coach Common Assessment - use results to determine where students are, where students are going and how to close the gap. RTI – teachers pull students as needed for intervention. TRT, Transition Spreadsheets, TCS, Digital Portfolio</p>
<p><b>KCWP 5: Design, Align and Deliver Support</b> What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<p>yes</p>	<p>PLC - protected time that allows teachers to monitor and evaluate assessment standards and targets. RTI, PBIS, Check In/Check Out, ILT meetings – where the district makes sure school leaders are providing support and that the district is providing support. Cadre Meetings each month as well as the vertical meetings in November for data analysis. Student Support Services, TRT, Student Board Members, Mental Health Providers</p>
<p><b>KCWP 6: Establishing Learning Culture and Environment</b></p>	<p>yes</p>	<p>PBIS, SEL, DEI, SOS, Clubs and Organizations, Student Spotlights, SGA, Student SBDM Member, Framework for Teaching, Committees, TRT. CSIP,</p>

Key Elements of the Teaching and Learning Environment – LaRue County High School

<p>What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>		<p>Behavior Expectations, Community to Work Transition Program, College Coach</p>
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2023-2024 LCHS Phase One: Executive Summary for  
Schools\_09032023\_21:49

2023-2024 Phase One: Executive Summary for Schools

**LaRue County High School**  
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## 2023-2024 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?

LaRue County High School is a 9-12 school serving approximately 760 students. Our school serves the educational needs of all our students by offering various classes and opportunities that meet the needs of our student population. We have a multitude of Dual Credit courses, have expanded our CTE offerings, have an active cocurricular program, and a strong history of athletics. LaRue County is located in central Kentucky and is the birthplace of President Abraham Lincoln. The high school is one of the largest employers in the county and serves as the hub of numerous community activities. LaRue County High School partners with the whole community in providing all of our students with learning experiences, knowledge, and life skills to succeed in a most diverse society. Elizabethtown Community and Technical College, which is located approximately 10 miles away, provides additional opportunities for our students. We have partnered with Nelson County Area Technology Center, Elizabethtown Independent Schools, and ECTC to provide additional CTE opportunities.

### School Stakeholders

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

**Students:** through the Student Government Association, students are involved in certain aspects of the day-to-day business operations of the school building.

Student voice is also taken with regard to reward opportunities as well as our ongoing work through the Deeper Learning process we've started within the last year.

**Teachers and Staff:** Our school has representatives from each department at the table during the official development of the CSIP each year. Ongoing discussions also take place as part of our departmental PLC structure to incorporate feedback through activities such as a plus-delta analysis of the previous year's student accountability data.

**Parents:** Accountability results are shared with SBDM and published as a part of the School Report Card. Parent Advisory Council also convenes to assess needs and provide feedback to school leadership for the improvement planning process. All applicable parts of the school's improvement plan are approved by the school's SBDM.

Local Industry/Commerce: students, teachers, and other personnel are both members and frequent guests of community organizations such as Rotary to provide insight of school happenings to our community leaders. This helps to engage thoughtful two-way communication between community leaders and the school system to recognize both successes and challenges.

### 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 LaRue County High School is to develop well-rounded students who are prepared for this world by providing a safe and inclusive culture, prestigious academic opportunities, empowering extracurricular activities, and an enriched learning environment. The high school offers a wide variety of experiences to enrich the lives of our students, from academics to extracurricular to social and emotional support. The district is responsive to student needs and provides additional time and support for learning as well as opportunities for enrichment. We support students in the expectation to take ownership and pride in their progress and their future success.

### 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.

In the previous year, LCHS ranked above the state average in every academic index (including a 2nd place ranking among 5th region schools in Social Studies). As per usual, LCHS also experienced success in several extracurricular areas over the last year including a 5th region baseball championship and numerous individual placers at the national FFA convention. Within the last three years, LCHS has increased the number of CTE offerings for our students by partnering with Elizabethtown High School and adding JROTC in-house.

Over the next three years, LCHS will strive to improve academic indices in all areas for all students with added focus on students with an IEP. LCHS will also seek to improve overall building culture as evidences by our survey data.

### Additional Information

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

Accountability data is not publicly available at this time for the 2022-2023 school year. That information will be made public in the coming month.

- Generated on 12/19/2023

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 LCHS Phase Two: School Assurances\_09302023\_20:46

2023-2024 Phase Two: School Assurances

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## 2023-24 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



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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

17. In a school implementing a schoolwide program, the school developed a

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

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**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

Title I Targeted Assistance School Programs

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

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Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

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No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

Schools Identified for Targeted Support and Improvement

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



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developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

**COMMENTS**

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

**COMMENTS**

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LaRue County High School

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 LCHS Updated Phase One: School Safety  
Report\_09252023\_22:02

2023-2024 Phase One: School Safety Report

**LaRue County High School**  
**Justin Craft**  
925 S Lincoln Blvd  
Hodgenville, Kentucky, 42748  
United States of America

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## 2023-2024 Phase One: School Safety Report

### School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

#### Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

*If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.*

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

*If the answer is "no", please explain in the comment box.*

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

*If the answer is "no", please explain in the comment box.*

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

*If the answer is "no", please explain in the comment box.*

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

*If the answer is "no", please explain in the comment box.*

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

*If the answer is "no", please explain in the comment box.*

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

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by KRS 158.162(2)(c) and is a copy maintained in the school office?

*Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.*

Yes. SBDM Approval Date: July 24, 2023. Plan was revised prior to this date with applicable stakeholders.

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

*Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.*

Yes. The plan was presented to all faculty and staff on either Wednesday, August 2nd and Monday, August 7th depending on the staff member's availability.

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

*If the answer is "no", please explain in the comment box.*

Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

*If the answer is "no", please explain in the comment box.*

Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

*If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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