



2023-2024 LCHS Phase Three: Comprehensive School
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2023-2024 Phase Three: Comprehensive School Improvement Plan

LaRue County High School
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2023-24 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

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

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

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

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement in

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.

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

ATTACHMENTS

Attachment Name




LCHS CSIP 23-24

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Please see attachment for narrative detail

Attachment Summary

Attachment Name	Description	Associated Item(s)
 LCHS CSIP 23-24		.

Comprehensive School Improvement Plan (CSIP)—LaRue County High School 2023-2024 Final Draft

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

<p>1) The percentage of novice students increased in reading, math, science, and social studies. Novice reduction must be addressed through the CSIP process.</p> <ul style="list-style-type: none"> * 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 <p>2) LCHS falls 3.5 points below the state average in quality of school climate and safety. We must address our climate and culture.</p> <ul style="list-style-type: none"> * 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).

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

<p>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).</p>
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Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	60.4	- 5.4
State Assessment Results in science, social studies and writing	52.8	- 0.9
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	58.2	- 0.4
Postsecondary Readiness (high schools and districts only)	89.8	+ 5.6
Graduation Rate (high schools and districts only)	98.6	- 0.2

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <u>Kentucky's six (6) Key Core Work Processes</u> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase STATUS for state assessment results for reading and math for students in grades 9-12 from 60.4 in 2023 to 74.5 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
<p>Objective 1: Increase STATUS for state assessment results for reading and math for students in grades 9-12 from 60.4 in 2023 to 65.8 by May 2024 as measured by state-required assessments.</p>	<p>KCWP 1: Design & deploy standards to assure a valid curriculum that is aligned to state/essential standards, includes components that support instruction & assessment, and is paced with accuracy.</p>	<p>Alignment Teachers will collaborate as professional learning communities with principals and other district instructional staff to revise curriculum maps, common assessments, adjust instructional strategies and develop strategy groups or strategy lessons in an ongoing manner during team meetings, faculty meetings, early release time and analysis of student work sessions based on formative assessment data. Alignment to KAS and associated assessments will be the focus including KDE-released materials. Teachers will make note of needed changes during the school year and use summer PD time to incorporate these revisions as needed, attending to alignment needs from one course to the next within each department. Teachers will support THE NEST with associated updates to PLATO coursework as a standing checklist item each summer.</p>	<p>Principal, Teachers, Instructional Support Staff</p>	<p>Curriculum Maps, CA's, plans; increase in student proficiency</p>	<p>\$0</p>	
	<p>KCWP 1: Design & deploy standards by having a monitoring system in place to ensure the curriculum is taught at a high level of fidelity.</p>	<p>Monitoring of Curriculum Principals, instructional support staff, and teachers as is appropriate will conduct formative classroom observations in all classrooms to monitor the implementation of teacher-created curriculum maps focused on standards and research-based instruction and assessment strategies. Walkthroughs will focus on teacher engagement, student engagement, cognitive engagement, management, lesson plans tied to KAS standards and student friendly learning targets/objectives, formative assessment, congruency between classroom activities and lesson plans, Optimal Learning Model, Rutherford principles, and LaRue County Learner Profile. Individual feedback will be shared with teachers. School and/or departmental results will be communicated to teachers.</p>	<p>Principal, Instructional Support Staff, Teachers</p>	<p>Formative classroom observation data; increase in student proficiency</p>	<p>\$0</p>	
<p>KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p>ELA Supports Across the Curriculum Teachers in science, social studies, arts & humanities, and practical living/career studies will engage students regularly in ELA activities to support mastery of their own content as well as ELA standards. Writing rubric has been updated based on KDE resources. English teachers will be available to each department to serve as a support in sharing resources, information about state-required assessments and skills, to assess critical reading skills, and construct high-quality writing prompts using research-based practices. Professional Learning</p>	<p>Teachers in science, social studies, arts & humanities, and practical living/career studies will engage students regularly in ELA activities to support mastery of their own content as well as ELA standards. Writing rubric has been updated based on KDE resources. English teachers will be available to each department to serve as a support in sharing resources, information about state-required assessments and skills, to assess critical reading skills, and construct high-quality writing prompts using research-based practices. Professional Learning</p>	<p>Teachers</p>	<p>PLC notes; increase in student proficiency</p>	<p>\$0</p>	

Goal 1: Increase STATUS for state assessment results for reading and math for students in grades 9-12 from 60.4 in 2023 to 74.5 by May 2028 as measured by state-required assessments.

	<p>KCWP 2: Design & deliver instruction to ensure cognitive engagement versus passive or active engagement with students' cultural, social, and developmental needs in mind.</p>	<p>may be needed around tasks, rubric calibration, embedding into curriculum maps, etc.</p> <p>Student Engagement Student engagement will be enhanced through the use of research-based student engagement strategies including strategies for effective management/structural techniques to implement interventions/extensions/core instruction in the regular classroom. As a result, more students will be actively engaged in academic learning, increasing student opportunities to respond while simultaneously developing critical social skills. Ongoing training and supports will be provided during faculty meetings, early release, classroom observations, peer coaching, etc. Teachers will be released to observe each other as needed. Kagan refresher or first-time learning opportunity will be provided as needed.</p>	<p>District Kagan Team, Teachers, Instructional support staff, Principals</p>	<p>Formative classroom observation reports, PLC notes, Coaching notes; increase in student proficiency</p>	<p>\$0</p>
	<p>KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p>Extended Response Students will receive consistent practice with answering constructed response items. Strategies will be modeled for students and samples of proficient student work will be used as examples. In addition, quick writes and paragraph strategies will be used regularly to give students practice in explaining in their own words on a smaller scale than full Extended Response (bell ringers, exit slips, etc.).</p>	<p>Teachers, Instructional Support Staff</p>	<p>Formative classroom observation reports; increased student success in constructed response</p>	<p>\$0</p>
	<p>KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p>Text Analysis—ELA All students will be engaged in deeper analysis of text using research-based strategies focusing on use of shorter but more rigorous text and paired passages. Refresher or first-time learning opportunity will be provided as needed.</p>	<p>Teachers, Instructional Support Staff</p>	<p>Formative classroom observation reports, PLC notes; increase in student proficiency</p>	<p>\$0</p>
	<p>KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p>Math Teaching Practices Students will be regularly engaged in extended problem-solving activities in all math courses throughout the year. Math teachers will be engaged in professional learning and implementation of the math teaching practices.</p>	<p>Teachers, Instructional Support Staff</p>	<p>Formative classroom observation reports, PLC notes; increase in student proficiency</p>	<p>\$0</p>

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	<p>KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p>Technology—Math Students in all math courses will be instructed in the use of graphing calculators and the <i>desmos</i> online calculators (graphing & scientific). Refresher or first-time learning opportunity will be provided as needed.</p>	<p>Teachers, Instructional Support Staff</p>	<p>Formative classroom observation reports, PLC notes; increase in student proficiency</p>	<p>\$0</p>
	<p>KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p>Practice Friday—Math Students will be exposed to KSA & ACT-like practice regularly. Fridays will rotate between timed practice and strategy intervention. KSA released items and CERT will be used for format/style of practice items.</p>	<p>Teachers, Instructional Support Staff</p>	<p>Formative classroom observation reports, PLC notes; increase in student proficiency</p>	<p>\$0</p>
	<p>KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p>High-Quality Instructional Resources A variety of high-quality instructional resources have been provided since summer 2022 including a core program for Algebra 1, Geometry, and Algebra 2 and in 2023 updated resources and materials for junior/senior courses. Professional learning will be provided as needed.</p>	<p>Teachers, Instructional Support Staff</p>	<p>PLC notes; increase in student proficiency</p>	<p>\$0</p>
	<p>KCWP 3: Design & deliver assessment literacy to ensure congruency to the standards/targets, analyzing data to identify priorities and implement actionable steps that impact instruction/student learning.</p>	<p>Common Assessment As professional learning communities teachers will develop, implement, and analyze the results of common assessments aligned to standards in both content and rigor throughout the school year. Assessments and rubrics will be entered into Edulastic or other tools. Students will complete assessments online. Constructed response items will be scored collaboratively by teachers with both the overall results and subgroup reports analyzed for next steps to meet student needs. Notes will be kept on adjustments needed and summer PD time will be used to revise common assessments accordingly. A District Progress Check aligned to KSA will be given in 9th & 10th grade English & Math and 11th Social Studies.</p>	<p>Principal, Teachers, Instructional Support Staff</p>	<p>PLC Notes, CAs; increase in student proficiency</p>	<p>\$0</p>
	<p>KCWP 3: Design & deliver assessment literacy to ensure a balanced assessment system and to ensure students can communicate how they track</p>	<p>Formative Assessment Formative assessments will be used to adjust instruction, inform students of their progress towards meeting standards, and have students self-assess their own progress in meeting standards. Strategies may include but are not limited to live scoring, on-demand scoring</p>	<p>Teachers, Instructional Support Staff</p>	<p>Formative classroom observation notes; increase in</p>	<p>\$0</p>

Goal 1: Increase STATUS for state assessment results for reading and math for students in grades 9-12 from 60.4 in 2023 to 74.5 by May 2028 as measured by state-required assessments.					
	and evaluate their progress and set goals.	sessions, bellringers/exit slips on the day's instruction or prior instruction targeted as a result of data analysis, overt response strategies during instruction, quick writes, journaling, quiz, etc. Refresher or first-time learning opportunity will be provided as needed.	student proficiency		
	KCWP 4: Review, analyze & apply data results to answer key questions about student needs, individually, as a whole, and by specified subgroups, ensuring appropriate academic interventions are taking place to meet the needs of all students.	Intervention Student performance on common assessments and KSA/ACT-like practice will be intentionally tracked using Edulastic and other tools. Teachers will analyze student performance to identify next steps for both classroom and targeted interventions. Students in need of targeted interventions will receive additional tutoring. Intervention will be focused on developing specific targeted skills rather than homework help or make-up work.	PLC Notes; increase in student proficiency	Teachers, Instructional Support Staff, Intervention Staff	\$0
	KCWP 4: Review, analyze & apply data results to determine student needs including movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling, etc.	Response to Intervention Individual student progress will be tracked for all students. The lowest performing students in reading and math will be identified for progress monitoring in accordance with the district's Response to Intervention plan. Identified students will receive targeted intervention on specific diagnostic skills and their progress will be tracked.	PLC notes; Progress monitoring notes; increase in student proficiency	Teachers, Instructional Support Staff, Intervention Staff	\$0
	KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.	Transition Readiness Time Transition Readiness Time (TRT) will meet daily with Friday content devoted to state-requirements such as financial literacy and the development of the Individual Learning Plan (ILP) including career exploration and planning. The other 4 days are used for academic and/or behavioral intervention as well as enrichment activities. Student voice and choice are incorporated as is appropriate. Student "home base" will rotate to 1 st , 2 nd , 3 rd , 5 th , 6 th period each day.	Strategic scheduling of TRT activities; increase in student proficiency and student agency	Counselors, Teachers, Principals	\$0
	KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.	Schedule Priorities The schedule will be set to minimize class sizes for co-taught classes and state-assessed courses with consideration also given to time of day. Emphasis will also be placed on reducing conflicts with one-time classes including advanced placement/dual credit and preserving career pathway completion for students. Student placement will consider student requests based on future plans as noted in the ILP, prerequisites, teacher recommendation, and parent approval.	Strategic master schedule; increase in student proficiency	Counselors, principals	\$0

Goal 1: Increase STATUS for state assessment results for reading and math for students in grades 9-12 from 60.4 in 2023 to 74.5 by May 2028 as measured by state-required assessments.					
	KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.	<p>Daytime Reading and Math Tutor A part-time reading tutor and a part-time math tutor will be hired to give more one-on-one and targeted support with our students who need additional support to reach proficiency. They will work with targeted students in English and Math classes and/or TRT.</p>	Teachers, Instructional Support Staff	PLC notes; Progress monitoring notes; increase in student proficiency	\$25,000 ESS \$18,500 District Relief Funds
	KCWP 6: Establish learning culture & environment to promote depth of educator capacity (will and skill) within the district.	<p>Coaching Principals and instructional staff will conduct regular coaching sessions to increase teacher effectiveness using the KY Framework for Teaching and Rutherford Principles. Coaching strategies may include modeling, team teaching, or observing other teachers together as well as more informal strategies such as sticky note feedback. Coaching will be individualized to specific teacher needs.</p>	Principal, Instructional Support Staff, Teachers	Feedback, coaching log, PLC notes; increase in student proficiency	\$0
	KCWP 6: Establish learning culture & environment to ensure all educators are successful.	<p>Working Conditions Survey Analysis Teachers will complete the state-required survey fall 2023. Principals and instructional support staff will collaboratively review survey results to identify strengths and areas for improvement leading towards new working conditions goals for 24-25.</p>	Principals, Instructional Support Staff	Increase in principal proficiency; Increase in student proficiency	\$0

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

Goal 2: Increase STATUS for state assessment results for science, social studies and writing for students in grades 9-12 from 52.8 in 2023 to 69.7 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
<p>All school-wide activities under "State Assessment Results for Reading & Math" also apply to all content areas.</p>						
Objective 1: Increase STATUS for state assessment results for science, social studies, and writing for students in grades 9-12 from 52.8 in 2023 to 56.2 by May 2024 as measured by state-required assessments.	KCWP 1: Design & deploy standard to assure a valid curriculum that is aligned to state/essential standards, includes components that support instruction & assessment, and is paced with accuracy. KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	<p>Social Studies Alignment Curriculum maps, common assessments, units and lessons will be further refined to reflect the revised KAS social studies standards. Standards include a greater emphasis on inquiry, document analysis, and using multiple sources which will be embedded throughout.</p> <p>Critical Thinking Strategies—Science Teachers will embed skill building activities and phenomenon-based experiences into classroom instruction and interventions to increase student ability to think critically about science and communicate their thinking to others.</p>	Teachers, Principals, Instructional Support Staff	Curriculum maps, Formative classroom observation data	\$0	
	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	<p>Data Analysis—Science Science students will interact with data almost daily. Interaction may include planning, gathering, and/or analyzing data in large scale or short activities, and will include a combination of quantitative and qualitative data.</p>	Teachers, Instructional Support Staff	Formative classroom observation reports, PLC notes; increase in student proficiency	\$0	
	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	<p>High-Quality Instructional Resources Science teachers will use HQIR protocols to review and consider adopting new high-quality instructional resources for core program implementation including associated professional learning and on-going implementation support.</p>	Teachers, Instructional Support Staff	Completed HQIR tool; increase in student proficiency	District Relief Funds	
	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	<p>Social Studies Reading & Writing Students will read regularly from a variety of sources. This will include primary and secondary sources, as well as ACT-like passages in all social studies courses. Digital tools will be used to access text virtually. Assessments will be aligned with KSA released items and Savvas</p>	Teachers, Instructional Support Staff	Formative classroom observation reports, PLC notes;	\$0	

Goal 2: Increase STATUS for state assessment results for science, social studies and writing for students in grades 9-12 from 52.8 in 2023 to 69.7 by May 2028 as measured by state-required assessments.

	to ensure congruency to the intent of the learning target.	resources including sourcing. The PEEL writing strategy will be implemented across social studies courses.		increase in student proficiency	
	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	<i>Writing Analysis—ELA</i> Students will participate in writing activities to push them to the analysis level of their work through the use of a variety of research-based practices. Collaborative scoring and processing opportunities will be provided for teachers to analyze strengths, needs, and to determine next steps instructionally.	Teachers, Instructional Support Staff	Formative classroom observation reports, PLC notes; increase in student proficiency	\$300 Section 6
	KCWP 3: Design & deliver assessment literacy to ensure a balanced assessment system, analyzing the data to identify priorities and implementing actionable steps that impact instruction/student learning.	<i>Science Assessment Literacy</i> Students enrolled in science classes will complete extended problem-solving tasks including modeling, extrapolating from models, etc. using the claim-evidence reasoning format through phenomenon-based and/or project-based learning tasks.	Teachers, Instructional Support Staff	Assessment notes; increase in student proficiency	\$0

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
<p>Goal 3: Increase overall STATUS for students who qualify for free or reduced lunches in grades 9-12 from 60.4 in 2023 to 74.5 by May 2028 as measured by the state accountability system. Increase overall STATUS for students with disabilities in grades 9-12 from 40.2 in 2023 to 61.6 by May 2028 as measured by the state accountability system.</p>	<p>All activities under Goal 1 & 2 also apply to Achievement Gap, as do several in QSCS, Graduation Rate and Postsecondary Readiness.</p>					
<p>Objective 1: Increase overall STATUS for students who qualify for free or reduced lunches in grades 9-12 from 60.4 in 2023 to 63.2 by May 2024 as measured by the state accountability system.</p>	<p>KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p>Co-Teaching/Master Schedule Regular Education and Special Education teachers will attend training as needed to develop their co-teaching skills. Expectations have been developed for effective attributes of co-teaching on model days and non-model days. LCHS teachers will observe each other in co-taught classes as needed to reflect upon and enhance current practices. Intentional supports will be provided for new teachers in co-taught classes. The master schedule will prioritize English and Math classes for co-teaching. Non-ELA Math teachers can ask for help from SpEd staff as needed.</p>	<p>Principal, Teachers, Instructional Support Staff, Director of Special Education</p>	<p>Formative classroom observation data will show improved practice; increase in student success</p>	<p>\$0</p>	
<p>Objective 2: Increase overall STATUS for students with disabilities in grades 9-12 from 40.2 in 2023 to 44.5 by May 2024 as measured by the state accountability system.</p>	<p>KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p>Planning/Strategies Co-teachers will work together during early release and/or common planning time to plan co-taught instruction with Specially-Designed Instruction (SDI) and assessment to meet the needs of all students. Co-teachers will have common planning with at least one of their teaching partners and check in with others during early release. (This did not happen in the 23-24 master schedule but will be prioritized when building the 24-25 master schedule). Emphasis will be placed on using high-leverage strategies. During transition readiness time, SpEd teachers will have an intentional focus in the selection of students who need intensive intervention and the specific skills they need (standards-based approach). Focus will be on skills rather than just on grades. Work-based experience will be prioritized as well, aligned with the LaRue County Learner Profile for standard diploma and alternate diploma students.</p>	<p>Teachers</p>	<p>Formative classroom observation data will show improved practice; increase in student success</p>	<p>\$0</p>	

	<p>KCWP 3: Design & deliver assessment literacy by ensuring congruency to the standards/targets, appropriate assessment design, and analyzing the data to identify priorities/actionable steps that impact instruction/student learning.</p>	<p>Special Education Progress Monitoring Special education teachers and administrators will participate in professional learning & support experiences as needed on writing IEP goals, strategies and structures for monitoring student progress, and communicating results of progress monitoring using KDE guidance and GRREC resources. Additional support provided for new special education teachers on SDI, IEPs, and Progress Monitoring with modeling from mentor/Director of Special Education. Special education teachers will meet together on selected Fridays to support each other in entering data into Infinite Campus including quarterly data days.</p>	<p>Teachers, Principal, Instructional Support Staff, Director of Special Education</p>	<p>Progress monitoring data & increased student success</p>	<p>\$0</p>
<p>KCWP 4: Review, analyze & apply data results to ensure teachers are using data to determine students' needs.</p>	<p>Special Education Communication Special education teachers and regular education teachers (including those who do not have a co-teacher) will meet regularly during Early Release time or on Fridays to discuss student progress including but not limited to grades, common assessment results, academic & social-emotional screener or diagnostic data, and general classroom performance/behavior to ensure appropriate accommodations and modifications are followed. Special Education teachers will meet together every Friday to share needed information so teachers are up-to-date on progress notes for all students on their caseload. Behavior monitoring will be communicated via Google Forms every Friday.</p>	<p>Progress Monitoring—All Students Academic progress of gap students will be monitored using the student data google sheet, the KDE Persistence to Graduation tool, KDE Early Warning tool, and progress reports. Students will be referred for additional support as needed including but not limited to interventions, ESS, or conferencing.</p>	<p>Teachers</p>	<p>Formative classroom observation data will show improved practice; increase in student success</p>	<p>\$0</p>
<p>KCWP 4: Review, analyze & apply data results to ensure student data is collected, analyzed, and being used to drive classroom instruction.</p>			<p>Teachers, Counselors, Principals, Instructional Support Staff</p>	<p>Conference notes; increase in student success</p>	<p>\$0</p>

4: English Learner Progress

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
<p>Objective 1: The English Learner Progress STATUS will be 60.0 each year, indicating students are gaining on average 0.5 towards English proficiency annually. (Due to accountability suppression rules, our district does not have enough English Learners to publicly show data for this goal)</p>	<p>KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p>Professional Learning—Hispanic & EL Staff will be trained in understanding and implementation of specific strategies and supports for academic success for Hispanic students at various levels of English Language proficiency such as understanding WIDA standards, types of modifications, the impact of culture, understanding the needs of newcomers, the district process for placement, assessment, and release, using the ACCESS results to inform instruction, intentional instructional strategies for vocabulary development, and implementation of the district's Lau Plan. Additional training is needed on strategies that can be used to support English Learners in the classroom.</p>	<p>Instructional Support Staff, Teachers, Principals</p>	<p>Formative classroom observation data will show improved practice; increase in student success</p>	<p>\$0</p>	

5: Quality of School Climate & Safety

Goal 5: Increase STATUS for quality of school climate and safety for students in grades 9-12 from 58.2 in 2023 to 73.1 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1: Increase STATUS for quality of school climate and safety for students in grades 9-12 from 58.2 in 2023 to 61.2 by May 2024 as measured by state-required assessments.	KCWP 5: Design, align & deliver support processes such that behavioral interventions are taking place and monitored to meet the needs of all students.	<p>Positive Behavior Intervention System Students who display good and appropriate behavior will be recognized in virtual and/or in-person ways. Criteria will be shared and displayed throughout the building. Recognition includes Hawk of the Month, Hawk of the Week, digital Hawk Bucks, and school-wide celebrations each semester. Check-ins will be provided for Tier 2 students as well as small groups with community involvement. LCHS PBIS Cadre Leader provides support for implementation. Priorities include Hawk Store implementation and PBIS refresher or first-time learning opportunity for staff as needed.</p> <p>Social-Emotional Screener & Intervention Students will complete a social-emotional learning screener twice this year. Results will be analyzed as a whole and by disaggregated groups to determine baseline in the fall and progress in the spring. Students will be provided tiered supports and interventions based on the results. LCHS SEL cadre leader will provide support for 23-24 implementation and participate in district discussion of 24-25 SEL Screener, Instruction, and Intervention next-step planning.</p>	Special Ed Director, Principals, Instructional Supervisor, Teachers, Culture & Resources Committee	Aligned supports for behavior needs; increased success for students	\$750 Instructional Funds	
	KCWP 5: Design, align, deliver & support processes to ensure that resources are aligned with needs and will effectively address those needs.	<p>Social-Emotional Screener & Intervention Students will complete a social-emotional learning screener twice this year. Results will be analyzed as a whole and by disaggregated groups to determine baseline in the fall and progress in the spring. Students will be provided tiered supports and interventions based on the results. LCHS SEL cadre leader will provide support for 23-24 implementation and participate in district discussion of 24-25 SEL Screener, Instruction, and Intervention next-step planning.</p>	Emotional Support Specialist; Principal, Teachers, Instructional Support Staff, Culture & Climate Committee	Increase in student social-emotional wellness	\$0 District Funded	
	KCWP 6: Establish learning culture & environment that assists students in decision making in regard to behavioral needs/goals.	<p>Promoting Mental Wellness LCHS will continue to expand the Sources of Strength Club, a mental health wellness program that utilizes the power of peer social networks to promote healthy norms and culture to prevent suicide, bullying, violence and substance abuse. Students will organize and lead schoolwide campaigns throughout the year that focus on the SoS areas to increase connectedness to adults and improve school climate and culture. Specific activities and SEL lessons will be implemented schoolwide to promote positive relationships with all students. Emphasis will also be placed on promoting equity. SEL Cadre Leader supports implementation and expansion of SEL services for both students and staff.</p> <p>School Resource Officer The district will partner with local law enforcement to fund a full-time School Resource Deputy who will provide support services to all schools in the district.</p>	SoS Team, Culture & Resources Committee, SEL Cadre Leaders	Improved student experience and motivation	\$500 Title IV-A \$500 ASAP Funds \$500 FRYSC	
	KCWP 6: Establish learning culture & environment where everyone feels safe and wants to learn.	<p>School Resource Officer The district will partner with local law enforcement to fund a full-time School Resource Deputy who will provide support services to all schools in the district.</p>	Superintendent, DPP, Local Government	Increased students & staff safety & security	District Funding	

Goal 5: Increase STATUS for quality of school climate and safety for students in grades 9-12 from 58.2 in 2023 to 73.1 by May 2028 as measured by state-required assessments.

<p>KCWP 6: Establish learning culture & environment that ensures equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful.</p>	<p>Student Survey Analysis Results from the Quality of School Climate & Safety student survey will be analyzed by administration and school staff. Priority needs will be identified leading to next steps for school improvement including but not limited to TRT lessons and student voice through SGA activities & engagement schoolwide including student motivation, school pride, etc.</p>	<p>Principals, Counselors, SEL Coordinator, School Safety Coordinator</p>	<p>Improved student experience; increased success for all students</p>	<p>\$0</p>	
<p>KCWP 6: Establish learning culture & environment that ensures equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful.</p>	<p>Youth Service Center Student Ambassadors The YSC Student Ambassadors assist the Youth Service Center with programs and events, mentor younger students, complete volunteer service, promote and advocate for YSC services, demonstrate positive model behavior, and help identify student needs and brainstorm ways the YSC can assist. Students apply to be selected for 1-year terms and can re-apply for multiple terms.</p>	<p>Youth Service Center, Student Ambassadors</p>	<p>Improved student experience; increased success for all students</p>	<p>\$0</p>	
<p>KCWP 6: Establish learning culture & environment that ensures equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful.</p>	<p>Student Government Association The Student Government Association (SGA) was established in 2021. It is made up of class officers elected at each grade level to act as the governing body that represents the entire student population. The SGA works to benefit the entire school by acting as a line of communication between the student body, teachers and administration allowing student voice to be considered when appropriate and developing student agency. Priorities this year include gathering schoolwide student voice on student motivation, incentives, school pride and TRT activities. SGA minutes/notes will be shared with staff.</p>	<p>SGA Students, Sponsor, Administration</p>	<p>Improved student experience; increased success for all students</p>	<p>\$0</p>	
<p>KCWP 6: Establish learning culture & environment to communicate with students and parents in order to address barriers to learning, and to address culture in classrooms, schools, across the district.</p>	<p>Attendance Staff will work with students and families to encourage good attendance overall and to limit chronic absenteeism (both excused and unexcused). The PBIS committee will meet monthly to review chronic absentee lists, make mentor assignments, name and claim students, and investigate reason for absences or needs. LCHS will use social media to educate parents about health services available at school and about the consequences and learning impact of chronic absenteeism (both excused and unexcused). For chronically absent students every effort will be made to make a personal connection with the student to encourage better attendance, unconditional positive</p>	<p>DPP, Principals, Teachers, Instructional Support Staff, Attendance Clerk</p>	<p>Increase in overall student attendance and decrease in chronic absenteeism (missing more than 10%)</p>	<p>Rewards paid from outside contributions</p>	

Goal 5: Increase STATUS for quality of school climate and safety for students in grades 9-12 from 58.2 in 2023 to 73.1 by May 2028 as measured by state-required assessments.

regard, home visits, etc. Contracts and individual rewards can be used as well as assigning mentors.

6: Postsecondary Readiness

Goal 6: Increase the postsecondary readiness rate from 89.8% in 2023 to 93.4% by May 2028 as defined by state postsecondary readiness guidelines.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1: Increase the postsecondary readiness rate from 89.8% in 2023 to 92.0% by May 2024 as defined by state postsecondary readiness guidelines.	KCWP 1: Design & deploy standards such that the curriculum is aligned with state/essential standards, supports instruction & assessment, and is paced with accuracy.	Alignment Curriculum maps, instruction, and assessments will be congruent to college readiness & CTE standards and begin to incorporate the LaRue County Learner Profile. Teachers will use a variety of instructional strategies to embed college placement exam preparation into regular instruction including but not limited to bell-ringers, modeling, practice, and test-taking strategies. Students will take full scale practice ACT exams twice each year in grades 9-11. Results will be used to inform classroom practice. CTE Tracking Counselors and CTE teachers will work with 8 th -12 th graders interested in CTE careers to select courses in a sequence of study towards successful completion of one or more career pathways. Career pathways are marked on the LCHS Postsecondary Readiness google sheet, making it easy for school staff to know student interest during student planning meetings, initial scheduling, and schedule change discussions. Pathway selection will be noted beginning in 9 th grade. Teachers will have access to the IC course plan to show each student's CTE coursework completion and enrollment for use in advising students and families about future coursework within their chosen pathway.	Teachers, Instructional Support Staff Counselors, CTE Teachers	Curriculum maps and assessments; Formative classroom observation results; ACT data; PLC notes Increase in students completing CTE pathways	\$0 \$0	
	KCWP 1: Design & deploy standards such that the curriculum is aligned with state/essential standards, and students are enrolled in a sequence of study to complete the aligned curriculum.	High School Credit Flexibility Middle and high school staff will collaborate to allow qualified 8 th grade students the opportunity to complete high school credits in flexible ways to free up space in their high school schedule for other classes. Classes available for this option are limited and may require online coursework or other criteria to be met.	Counselors, Teachers	Increase in completion of aligned sequence of classes to meet student goals	\$0	
	KCWP 1: Design & deploy standards such that the curriculum is aligned with state/essential standards, supports instruction & assessment, and is paced with accuracy.	Dual Credit Expansion Opportunities for dual credit will be increased in both academic and CTE programs through collaboration with local university partners, new university partners, Nelson County Area Technology Center, other school districts, and consultation with KDE CTE representatives. Expansion includes on-site and off-site in-person learning as well as virtual options. The website will be updated house dual credit materials in a user-friendly format for students, staff, and families including associate degree requirements.	Teachers, Instructional Support Staff, Principal	Increased dual credit enrollment	\$0	

Goal 6: Increase the postsecondary readiness rate from 89.8% in 2023 to 93.4% by May 2028 as defined by state postsecondary readiness guidelines.

	<p>Online Practice Students in grades 9-11 will use Transition Readiness Time to practice transition readiness standards. 11th graders will use CERT. 12th graders may access CERT as needed to prepare for optional fall college & career assessments. All grades can access ACT Academy provided by ACT. Students will take full scale, timed practice ACT-like exams throughout grades 9-11. Student progress will be tracked and reviewed by teachers with results used to inform classroom instruction and interventions/enrichment.</p>	<p>Teachers, Instructional Support Staff</p>	<p>Improvement in ACT practice results</p>	<p>District Funds</p>
<p>KCWP 3: Design & deliver assessment literacy to ensure formative and summative information is used to increase student achievement.</p>	<p>Online Practice Students in grades 9-11 will use Transition Readiness Time to practice transition readiness standards. 11th graders will use CERT. 12th graders may access CERT as needed to prepare for optional fall college & career assessments. All grades can access ACT Academy provided by ACT. Students will take full scale, timed practice ACT-like exams throughout grades 9-11. Student progress will be tracked and reviewed by teachers with results used to inform classroom instruction and interventions/enrichment.</p>	<p>Teachers, Instructional Support Staff</p>	<p>Increase in students passing CTE-EoP exams or industry certification</p>	<p>\$3000 Perkins</p>
<p>KCWP 3: Design & deliver assessment literacy to monitor & evaluate achievement as related to the learning target & standards.</p>	<p>CTE Assessments Beginning in 10th grade, students who have completed 2 credits in a pathway will take the CTE-EoP Skill Standard Assessment. Additional students may be added if there is a student benefit such as endorsement or college credit. Underclassmen who do not pass will test again the next year. Industry certification assessments will be taken when each student is ready including students enrolled in alternative programs. For all assessments, students will receive information about the importance of the assessment to their future, benefits to their future for achieving certification/a passing score on each assessment.</p>	<p>CTE Teachers, CTE Coordinator, Counselors</p>	<p>Completed digital portfolio</p>	<p>\$0</p>
<p>KCWP 4: Review, analyze & apply data results to ensure students know where they are in their own progression of learning.</p>	<p>Student Self-Assessment Students will track their performance on ACT assessments and practice ACT assessments over time in their digital portfolio (ILP). Benchmark scores are noted on the form so students can see where their performance is relative to the goal. Teachers will help students understand the meaning of the numbers in relation to progress and future career options.</p>	<p>Counselors, Instructional Support Staff, Teachers</p>	<p>Completed digital portfolio</p>	<p>\$0</p>
<p>KCWP 4: Review, analyze & apply data results to ensure student data is collected, analyzed, and being used to drive classroom instruction, and to determine students' intervention/grouping needs.</p>	<p>Data Analysis/Intervention Teachers will analyze the results of ACT, ACT-practice assessments, and college placement assessments to identify strengths and weaknesses in both aggregate and individual student performance. Results of data analysis will be used to drive classroom instructional decisions. In addition, intervention groups and targeted instruction to meet individual student needs will be developed using the district RTI process. Interventions will be delivered in class as well as during Transition Readiness Time with tier 2 and 3 progress monitoring data reviewed for effectiveness of the intervention.</p>	<p>Teachers, Instructional Support Staff</p>	<p>Intervention plans; PLC notes</p>	<p>\$0</p>
<p>KCWP 4: Review, analyze & apply data results to answer key questions about student needs, individually, as a whole, and by specified subgroups, ensuring appropriate academic</p>	<p>CTE Intervention Student performance on CTE-EoP Skill Standard practice will be intentionally tracked using Edulastic or other tools. Teachers will analyze student performance to identify next steps for both classroom and targeted interventions. Students in need of targeted CTE interventions will receive additional tutoring in Transition Readiness Time.</p>	<p>Teachers, Instructional Support Staff</p>	<p>PLC Notes; increase in student proficiency</p>	<p>\$0</p>

Goal 6: Increase the postsecondary readiness rate from 89.8% in 2023 to 93.4% by May 2028 as defined by state postsecondary readiness guidelines.

<p>interventions are taking place to meet the needs of all students.</p>	<p>KCWP 4: Review, analyze & apply data results to ensure students know where they are in their own progression of learning.</p>	<p>Postsecondary Readiness Tracking Grade level postsecondary readiness google sheets will be used to track individual student progress towards meeting postsecondary readiness requirements throughout their high school career. Google sheets are posted to the LCHS living calendar (secure access). CTE pathways are noted on the google sheet. School-wide and departmental recognition will be provided for individual students as they meet postsecondary readiness measures. Students will be educated on the various ways they can achieve post-secondary readiness.</p>	<p>Instructional support staff, principal, teachers, college coach</p>	<p>Increase in students meeting transition readiness</p>	<p>\$0</p>
<p>KCWP 4: Review, analyze & apply data results to ensure students know where they are in their own progression of learning.</p>	<p>KCWP 4: Review, analyze & apply data results to ensure students know where they are in their own progression of learning.</p>	<p>Honor Cord & Work Ethic Seal Students who graduate having met state postsecondary readiness requirements will wear an honor cord for graduation. 12th graders who successfully complete the Work Ethic Certification requirements will have a special seal added to their diploma.</p>	<p>Principal, Senior Sponsors, College Coach</p>	<p>Increase in students meeting transition readiness</p>	<p>\$1000 District Funding</p>
<p>KCWP 4: Review, analyze & apply data results to ensure students know where they are in their own progression of learning.</p>	<p>KCWP 4: Review, analyze & apply data results to ensure students know where they are in their own progression of learning.</p>	<p>Senior Decision Recognition Seniors will be recognized for commitments they have made for next steps after high school such as choosing a certain postsecondary institution, deciding to join the military, signing on to work at a certain career location, etc. Community partners associated with these decisions/locations will be invited to participate.</p>	<p>Principal, Counselor, College Coach, FRYSC</p>	<p>Increase in students meeting transition readiness</p>	<p>\$0</p>
<p>KCWP 5: Design, align & deliver support processes involving multiple stakeholders in planning and measuring of progress toward attaining the goals.</p>	<p>KCWP 5: Design, align & deliver support processes involving multiple stakeholders in planning and measuring of progress toward attaining the goals.</p>	<p>School Literacy Plan LCHS will use the PERKS document to update strengths and next steps for literacy development within the school literacy plan. The LCHS Curriculum, Instruction, and Technology Committee will evaluate progress of the literacy plan, recommending adjustments as needed.</p>	<p>Principals, Teachers, Instructional Support Staff, Curriculum, Instruction & Technology Committee</p>	<p>Literacy plans, literacy team agendas & notes; increase in school-wide literacy which will result in more students ready to transition to the next level</p>	<p>\$0</p>

Goal 6: Increase the postsecondary readiness rate from 89.8% in 2023 to 93.4% by May 2028 as defined by state postsecondary readiness guidelines.

<p>KCWP 5: Design, align, deliver & support processes to ensure that resources are aligned with needs and will effectively address those needs.</p>	<p>Career Pathways CTE staff and administrators will explore current and future CTE pathways offered both on-site, off-site, or with digital options. Staff, students, parents, community, local business & industry and post-secondary partners will be engaged in conversation about high-need pathways in our region. The asset mapping protocol will be completed to analyze existing programs and consider next steps as needed. Partnerships with other school districts and universities will continue to be developed and expanded to meet student needs while also supporting development of existing programs. LAVEC funds will be used to purchase materials and provide for additional learning experiences for students enrolled in applicable pathways.</p>	<p>Principal, Teachers, Instructional Support Staff</p>	<p>Increase in students completing career pathways</p>	<p>\$0 District Funded</p>
<p>KCWP 5: Design, align & deliver support processes to ensure appropriate academic interventions are taking place to meet the needs of all students and to ensure resources are aligned with and will effectively address needs.</p>	<p>CTE Alignment CTE curriculum, instruction, and assessment will be aligned to CTE-EoP Skill Standards as well as state standards in applicable content areas (KAS). CTE and content teachers will collaborate to develop English 4, math concepts, and technical math connections with CTE concepts. CTE pathway students will be given the opportunity to opt into these experiences.</p>	<p>CTE Teachers, Content Teachers, Instructional Support Staff</p>	<p>Increase in students passing CTE Assessments</p>	<p>\$0</p>
<p>KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.</p>	<p>Transition Readiness Time Transition Readiness Time (TRT) will meet daily with Friday content devoted to state-requirements such as financial literacy and the development of the Individual Learning Plan (ILP) including career exploration and planning. The other 4 days are used for academic and/or behavioral intervention as well as enrichment activities. Student voice and choice are incorporated as is appropriate. Student "home base" will rotate to 1st, 2nd, 3rd, 5th, 6th period each day.</p>	<p>Counselors, Teachers, Principals</p>	<p>Strategic scheduling of TRI activities; increase in student proficiency and student agency</p>	<p>\$0</p>
<p>KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.</p>	<p>Early Release Priorities Time allocated during Early Release Fridays will be prioritized to ensure alignment towards identified needs such as data analysis, RTI processing, committee meetings, and to protect departmental Professional Learning Community time as much as possible. Educate staff on what ER is for and what it is not for, and protect that time for necessary tasks.</p>	<p>Principals, Teachers</p>	<p>Strategic scheduling of Early Release activities</p>	<p>\$0</p>
<p>KCWP 5: Design, align & deliver support processes using our internal and external partners.</p>	<p>Transition Readiness Month Transition Readiness Month will be held in the fall of each year. The counseling office will partner with FRYSC and community volunteers to provide various senior support activities such as FAFSA help (parent night), a graduate panel discussion, completing the ASVAB, ECTC college visits for both academic and technical areas).</p>	<p>Counselors, FRYSC</p>	<p>Increase in college application and admission</p>	<p>\$0</p>

Goal 6: Increase the postsecondary readiness rate from 89.8% in 2023 to 93.4% by May 2028 as defined by state postsecondary readiness guidelines.

<p>KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals.</p>	<p>CTE Exploration All 8th graders will participate in exploratory activities including informational sessions, video exploration, and rotations about each LCHS and partnership program. Students in grades 8 and 11 will tour ECIC and interested students in grades 8-10 will tour the Nelson County ATC to explore options. An evening elective showcase will be provided for all students and families in grades 8-11.</p> <p>Future Planning 12th graders will participate in senior conferences in the fall. Conferences will be individual and focus on goal setting and next steps for success in 12th grade and after high school. In the winter, students in grades 8-11 will participate in informational sessions and 1:1 conferencing about career interests, future planning, and course selection aligned with graduation requirements and their ILP. Prior to 1:1 conferences, teachers will talk to students about both academic and CTE course recommendations. Parents/guardians will have the opportunity to participate in 10th grade conferencing, gr 8-11 elective showcase, and sign-off on student four-year plans. The website will be updated to house exploration materials and related resources in a user-friendly format for students, staff, and families.</p>	<p>Counselors, CTE Teachers</p>	<p>Increase in students completing CTE pathways</p>	<p>\$300 Title IV-A \$500 FRYSC \$500 Perkins \$0</p>
<p>KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals.</p>	<p>Work-Based Learning LCHS will work with community partners to increase work-based learning opportunities for students including job shadowing, internship, co-op, and non-pathway work experiences. The LCHS Work-Based Learning Manual will be used to guide implementation and the revised state work-based learning manual will be considered once it is released.</p> <p>Work Ethic Certification Students who meet the Work Ethic Certification criteria for attendance, behavior, grades, and "giving back, getting involved" will be awarded the Work Ethic Certification certificate. 12th graders will receive a seal on their diploma. Students will participate in lessons and activities during Transition Readiness Time to build essential workplace skills. LCHS will actively promote Work Ethic Certification throughout the year and consider school-based incentives and/or integration of Work Ethic Certification into other school activities, promoting volunteer service opportunities to encourage a higher level of student participation.</p> <p>Conferencing Administrators and/or teachers will conference with recommended students after PSAT, ACT & ACT-like assessments regarding progress towards meeting benchmarks, future career options in relation to performance, and potential barriers in the way of student progress (i.e.</p>	<p>Instructional support staff, Principal, Counselor, Teachers, FRYSC</p>	<p>Goal-setting & career planning w/students</p>	<p>\$0</p>
<p>KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals.</p>	<p>Work-Based Learning LCHS will work with community partners to increase work-based learning opportunities for students including job shadowing, internship, co-op, and non-pathway work experiences. The LCHS Work-Based Learning Manual will be used to guide implementation and the revised state work-based learning manual will be considered once it is released.</p> <p>Work Ethic Certification Students who meet the Work Ethic Certification criteria for attendance, behavior, grades, and "giving back, getting involved" will be awarded the Work Ethic Certification certificate. 12th graders will receive a seal on their diploma. Students will participate in lessons and activities during Transition Readiness Time to build essential workplace skills. LCHS will actively promote Work Ethic Certification throughout the year and consider school-based incentives and/or integration of Work Ethic Certification into other school activities, promoting volunteer service opportunities to encourage a higher level of student participation.</p> <p>Conferencing Administrators and/or teachers will conference with recommended students after PSAT, ACT & ACT-like assessments regarding progress towards meeting benchmarks, future career options in relation to performance, and potential barriers in the way of student progress (i.e.</p>	<p>Principal, Transition Readiness Coordinator, Teachers</p>	<p>Improved student experience and motivation</p>	<p>\$0</p>
<p>KCWP 6: Establish learning culture & environment such that processes are in place to communicate with students in</p>	<p>Work-Based Learning LCHS will work with community partners to increase work-based learning opportunities for students including job shadowing, internship, co-op, and non-pathway work experiences. The LCHS Work-Based Learning Manual will be used to guide implementation and the revised state work-based learning manual will be considered once it is released.</p> <p>Work Ethic Certification Students who meet the Work Ethic Certification criteria for attendance, behavior, grades, and "giving back, getting involved" will be awarded the Work Ethic Certification certificate. 12th graders will receive a seal on their diploma. Students will participate in lessons and activities during Transition Readiness Time to build essential workplace skills. LCHS will actively promote Work Ethic Certification throughout the year and consider school-based incentives and/or integration of Work Ethic Certification into other school activities, promoting volunteer service opportunities to encourage a higher level of student participation.</p> <p>Conferencing Administrators and/or teachers will conference with recommended students after PSAT, ACT & ACT-like assessments regarding progress towards meeting benchmarks, future career options in relation to performance, and potential barriers in the way of student progress (i.e.</p>	<p>Principal, Transition Readiness Coordinator, TRT teachers</p>	<p>Improved essential skill development</p>	<p>\$0</p>

Goal 6: Increase the postsecondary readiness rate from 89.8% in 2023 to 93.4% by May 2028 as defined by state postsecondary readiness guidelines.

<p>order to address barriers to learning.</p>	<p>behavior, effort, attendance). Conferencing will take place in either transition readiness time or a content class to impact all students. Teachers will note student progress through group sessions or other means following assessments, recommending students in need of conferencing.</p>	<p>Principal, counselors</p>	<p>College Coach activities; success with students</p>	<p>\$0</p>	
<p>KCWP 6: Establish learning culture & environment such that processes are in place to communicate with students in order to address barriers to learning.</p>	<p>College Coach LCHS will partner with Americorps Kentucky to place a College Coach at LCHS. The College Coach will help students graduate from high school and navigate the process toward a postsecondary experience. The program is fully funded by Americorps.</p>	<p>Principals, Teachers, Instructional Support Staff, Culture & Resources committee</p>	<p>Increase in parent participation in school activities; increase in parent involvement at home with students</p>	<p>\$0</p>	
<p>KCWP 6: Establish learning culture & environment to communicate with parents in order to address barriers to learning.</p>	<p>Parent Involvement Strategies will be implemented focused on increasing parent involvement at school/school events and increasing parent involvement with students at home. Some possible strategies include increased advertising for parent nights, more teacher ownership of parent nights, parent nights with rotations and multiple presentations, using social media and Remind app for parent information on ways they or we can help their children, Facebook posts of activities in action, showcase academic & technical programs and opportunities at ballgames, invitational activities, Open House, themed activities, freshmen orientation, etc. keeping in mind that parent involvement also includes activities that are specific to certain programs or groups. The Culture & Climate committee will continue to develop and implement strategies throughout the year.</p>	<p>Assistant Superintendent, Student L3 Team</p>	<p>Increase in student readiness at each transition point</p>	<p>\$0</p>	
<p>KCWP 6: Establish learning culture & environment that ensures equitable access to meaningful learning outcomes for all students that reflect the whole child.</p>	<p>Local Laboratory of Learning Student Team The district is participating as a local laboratory of learning (L3) cohort 3 group to prototype strategies to inform shifts in local assessments and potentially shifts in state accountability. LCHS has a student team participating in L3 that is representative of the student population. 23-24 is year 2 which includes prototype implementation with student feedback in the winter/spring to inform the 24-25 pilot.</p>				

7: Graduation Rate

Goal 7: Maintain the graduation rate STATUS at 98.0% through 2028 as measured by the school report card.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1: Maintain the graduation rate STATUS at 98.0% through 2024 as measured by the school report card.	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	Digital Portfolio Students will complete a Digital Portfolio in conjunction with their coursework. The Digital Portfolio includes a variety of tasks to prepare them for college/career after graduation such as career preparation, essential employability skills, writing portfolio, resume building, career mock interviews (virtual or in-person), job shadowing (virtual or in-person), noting interests/activities/accomplishments, and instruction in digital and financial literacy. The Digital Portfolio contains the Individual Learning Plan. Work Ethic Certification completion and criteria will be tracked in the Digital Portfolio. Teachers will be involved in progress checks on completion including students in off-site coursework and alternative settings with training/calibration as needed. For 24-25, the digital portfolio will include intentional connection to the LaRue County Learner Profile and space for individual student competency evidence.	Senior Teachers including Academic Time teachers, Principal, Instructional Support Staff	Goal-setting & career planning w/ students; application of KAS for technology	\$0	
	KCWP 4: Review, analyze & apply data results to ensure data is used to determine student needs.	Individual Learning Plans Students in all grades will review and further develop their Individual Learning Plans annually including goal setting, career exploration, essential skill lessons, financial literacy, identification of career pathways and corresponding coursework. Teachers will be directly involved in ILP work with students. Parents and community partners will also be included. A timeline will be implemented for dividing the ILP process out over the year with check points throughout. Students will lead presentations of their ILPs in TRT class. Student ILP data will be used to pull specific groups for specific purposes. We will explore the possibility of including the ILP link in Infinite Campus for parent access.	Counselors, Teachers, FRYSC	Goal-setting and career planning with students	\$0	
	KCWP 4: Review, analyze & apply data results to ensure data is used to determine student needs.	ASVAB Information & Analysis Students will be provided with background information about the ASVAB assessment. Students who take the ASVAB assessment will have a counseling session to analyze their results in terms of future career options and corresponding coursework or other means of preparation.	Counselors	Goal-setting & career planning w/students	\$0	
	KCWP 4: Review, analyze & apply data results to ensure data is used to determine student needs.	Freshman Monitoring Academic performance of 9th graders will be monitored closely and frequently. Counselors and/or teachers will conference with students and families as needed to keep 9th graders from falling behind.	Counselors, Teachers	Meeting log; Decrease in retention	\$0	

Goal 7: Maintain the graduation rate STATUS at 98.0% through 2028 as measured by the school report card.

				and drop-out rates	
	KCWP 4: Review, analyze & apply data results to ensure data is used to determine student needs.	<p>Senior Monitoring Academic performance of seniors will be monitored closely. Failure lists will be reviewed resulting in student, parent, and teacher conferences for intervention options including improved behavior and effort to get grades up, credit recovery, placement in the alternative education program (the NEST), or consideration for the Aspire program.</p> <p>Remediation Students at risk for failure may use Transition Readiness Time to receive extra help as needed. Students are referred by teachers, but anyone is welcome to attend. This is in addition to RTI groups based on skills.</p> <p>Credit Recovery Students who are behind in credits will use credit recovery as a means to catch up during school or during summer school. Students will use a variety of online programs to complete appropriate coursework such as PLATO. Staff will be on site to help students in need of assistance.</p> <p>Persistence to Graduation The KDE Persistence to Graduation Report and Early Warning Tool in Infinite Campus will be used to identify students at risk of not graduating due to various risk factors weighted by KDE. The PtGToolkit will be used to identify specific actions to get students back on track for graduation.</p>	Counselor, alternative center principal	Decrease in retention and drop-out rates	\$0
	KCWP 5: Design, align & deliver support processes to ensure appropriate academic interventions are taking place to meet the needs of all students.		Teachers	Decrease in retention and drop-out rates	\$0
	KCWP 5: Design, align & deliver support processes to ensure appropriate academic interventions are taking place to meet the needs of all students.		Credit Recovery Teacher	Decrease in retention and drop-out rates	District funds
	KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals.		Principal, Instructional Support Staff	Decrease in retention and drop-out rates	\$0

8: Other (optional)

Goal 6:						
Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1:	KCWP 1					
	KCWP 2					
	KCWP 3					
Objective 2:	KCWP 4					
	KCWP 5					
	KCWP 6					