

Comprehensive District Improvement Plan (CDIP)—LaRue County Schools 22-23 Implementation & Impact Report July 2023

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) 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 Districts, 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.

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
 - 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

Explanations/Directions

<p>Goal: Districts should determine long-term goals that are three to five-year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Districts should determine short-term objectives to be attained by the end of the current academic year. 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 Districts. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur 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.</p>

1: State Assessment Results in Reading & Mathematics

Goal 1: Increase the indicator for state assessment results for reading and math in elementary from 64.0 in 2022 to 75.3 by May 2027, middle from 61.5 in 2022 to 73.5 by May 2027, and high from 65.8 in 2022 to 76.5 by May 2027 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1: Increase the indicator for state assessment results for reading and math in elementary from 64.0 in 2022 to 66.3 by May 2023, middle from 61.5 in 2022 to 63.9 by May 2023, and high from 65.8 in 2022 to 67.9 by May 2023 as measured by state-required assessments.	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.	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 year and use early release, faculty meeting, team meeting, and/or summer professional development time to incorporate revisions. During early release meetings, PLC in Action forms will be completed to document activities, progress, and impact on student achievement. Principals will keep these forms for review with a report shared with the Board of Education as needed. Training in effective PLC practice will occur as needed. PLC groups will include cross-school departmental and transition point focus. Teachers have collaborated to streamline curriculum, accounting for unfinished learning and focusing on the most critical content to gradually build back over time.	Principal, Teachers, Instructional Support Staff	Curriculum Maps, CA's, lesson plans; increase in student proficiency	\$0	I; Curriculum was reviewed and updated Summer 2022 based on continued impacts from the pandemic, planning ahead for a modified 22-23 curriculum to meet students where they are and continue to move all students forward. Teachers used early release and common planning time during the school year to collaborate with each other and administrators regularly to analyze student progress and reflect on implications for teaching including adjustments to maps, assessments, strategy groups, etc. Mid-course corrections occurred during the school year as needed considering formative assessment and teacher observations. PLC meetings included grade level, departmental, vertical, cross-school departmental opportunities as well as transition meetings. Evidence of progress has been noted in the growth achieved on universal screeners. A similar review process was used May 2023 to reflect and plan for 23-24 curriculum adjustments also using the KSA released items and student data to inform practice and additional updates.
	KCWP 1: Design & deploy standards by having a monitoring system in place to ensure the curriculum is taught at a high level of fidelity.	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 including Rutherford principles. Principals may customize look-fors to best meet the specific needs of their school while maintaining high expectations districtwide. School and/or departmental results will be communicated to teachers.	Principal, Instructional Support Staff, Teachers	Formative classroom observation data; increase in student proficiency	\$0	I; Each school completed at least one round of formative classroom observations during the 1 st , 2 nd and 3 rd quarters using google tools for data collection and analysis. Schools used the data collected to identify both strengths and areas where additional supports were needed. 303 formative classroom observations were documented. Teachers received intentional coaching with Rutherford strategies such as 30-second feedback or craft conversations. (<i>See Coaching item for additional notes.</i>)

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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>Content Teachers will participate in research-based professional development activities including but not limited to training/coaching in professional study of Kentucky Academic Standards (KAS), effective management/structural techniques to implement interventions/extensions/core instruction with differentiation in the regular classroom, technology integration, student engagement, modeling, Envision math, Reading Recovery, LETRS, LLI, project-based learning, early childhood needs, and training related to new instructional resource materials.</p>	<p>Principals, Instructional Support Staff</p>	<p>Formative classroom observation notes; increase in student proficiency</p>	<p>\$10,000 Title I \$3,000 School Title 1 \$1000 Title 2</p>	<p>I; Teachers have participated in professional growth activities as indicated including formal training, coaching, and/or collaborative study. Early Release and other release time, faculty meetings, PD days, etc. have been used for professional growth. Topics of study have included but are not limited to Language Essentials for Teachers of Reading & Spelling (LETRS), The Science of Reading Short Course, Reading Recovery, KY Academic Standards modules, math guided groups, GRREC Math supports, PBIS implementation and update, Autism training, early childhood best practices, writing scoring & next steps, training and on-going support for new instructional resources including K-5 <i>Into Reading</i> and 9-12 <i>Envision Math</i>, and individual coaching to meet individual teacher needs.</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 Middle school math 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>	<p>Teachers, Instructional Support Staff</p>	<p>Completed HQIR tool; increase in student proficiency</p>	<p>\$50,000 Relief Funds</p>	<p>I; The Instructional Resources Alignment Rubric from the KY Academic Standards for Mathematics was used to evaluate new math programs and intervention materials for 6-8 adoption for 23-24 following the process for stakeholder engagement and district approval. Professional learning was provided Summer 2023 and teachers will be provided on-going support this year. A competitive Math Achievement Fund (MAF) mini-grant was awarded that will help offset the cost of gr 6-8 math resources.</p>
	<p>KCWP 2: Design & deliver instruction to ensure cognitive engagement versus passive or active engagement with students' cultural, social, and</p>	<p>Student Engagement Student engagement will be enhanced through the use of research-based engagement strategies including strategies for effective management/structural techniques to implement interventions/extensions/core instruction in the regular classroom and small group instruction. Ongoing training and supports will be provided during faculty meetings, early release, classroom observations, peer</p>	<p>Teachers, Instructional support staff, Principals</p>	<p>Formative classroom observation data, PLC notes, Coaching notes; increase in student proficiency</p>	<p>\$1000 Title IV-A</p>	<p>I: Student engagement strategies were a regular part of district, school, and PLC discussion this year with emphasis on small group and differentiation to meet each student where they are and move all students forward in response to the varied needs coming out of the pandemic.</p>

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	developmental needs in mind.	coaching, etc. Materials may be purchased to support effective training and implementation.				
	KCWP 3: Design & deliver assessment literacy to ensure a balanced assessment system and to ensure students can communicate how they track and evaluate their progress and set goals.	Assessment Literacy K-12 teachers and administrators will participate in professional activities focused on increasing understanding and effective implementation of formative assessment and student self-assessment strategies in daily instruction. Intentional strategies will be embedded with emphasis on developing student agency with students assessing their own learning including student awareness of their progress, and goal-setting conferences resulting in “assessment capable learners”.	Principals, Instructional Support Staff	PD notes, PLC notes, formative classroom observation data will show evidence of assessment literacy; Increase in student proficiency	\$0	I: Students throughout the district participated in activities to analyze their own progress and goal-setting using protocols available with iReady data chats, CERT, and/or other resources.
	KCWP 4: Review, analyze & apply data results to ensure student data is collected, analyzed, and used to drive classroom instruction.	Content Cadres Content and special education cadre teachers will meet at least twice per year to analyze district and school level data including progress on state assessments, iReady, common assessments, and benchmarking. They will share trends in strengths/areas for growth and discuss district common threads in supports and professional development needs. Cadre teachers will facilitate discussion and analysis of student work sessions at their schools. Cadre teachers will assist with professional development initiatives as needed and be active in the development of school/district comprehensive improvement plans. They will attend regional professional learning activities as needed and share their learning with the district network team and their school. They will provide feedback on important local, state, and national education matters to help the district plan for future success.	Principals, Instructional Support Staff, Cadre Teachers	District network & content cadre meeting notes	\$7000 Title 1 \$700ency 0 Title 2	I; Cadre leaders met regularly in district network including a fall needs assessment meeting in vertical content groups. They gathered schoolwide input to share in district meetings. They provided ongoing support at their schools by sharing strategies, leading data analysis, providing feedback for comprehensive planning, implementation of Edulastic/iReady/CERT, and engaging in continuous improvement conversations as student and staff needs evolved during the year.
	KCWP 4: Review, analyze & apply data results to determine student needs including movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling, etc.	Identifying Targeted Students iReady diagnostic assessments will be administered three times a year for grades K-8 and 9-12 targeted students. Practice ACT-like exams will be given in grades 9-11. Targeted K-5 students will complete the HMH diagnostic at least twice per year. Student Numeracy Assessment Program (SNAP) will be administered as needed. Common assessments will be administered regularly in grades K-11. District Progress Checks will be administered in grades 6-8 along with grade 10 reading and math. The results of these	Principals, Instructional Support Staff, Teachers	Students targeted for intentional support; increase in student proficiency	\$24,000 Relief Funds	I; iReady K-8 was administered 3 times this year (August, November, March/April) and CERT 9-11 was administered twice this year: September (9-11), January (11) and March (9-10). Results were evaluated collaboratively among teachers and administrative staff as indicated looking at grade level and subgroup results as well as individual students. Other informal assessments and teacher feedback were also

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		assessments will be used to target students for intervention that are one or more grade levels behind or students that are having difficulty reaching proficiency as indicated in the district's Kentucky System of Intervention plan.				considered during RTI meetings. Interventions have been provided based on targeted needs at all levels in accordance with the district's KSI plan. Students data is showing continued growth this year indicating interventions are working. Significant growth was noted with LCHS CERT in this first year of implementation.
	KCWP 4: Review, analyze & apply data results to answer key questions about student needs, individually, as a whole, and by specified subgroups.	<p>Monitoring Student Progress</p> <p>The effectiveness of interventions will be monitored in accordance with the district's Kentucky System of Intervention plan by analysis of student data on iReady given three times per year in grades K-8 & targeted 9-12, common assessments given regularly in K-11 including District Progress Checks and scrimmages where applicable, literacy benchmarking/screeners in grades K-5, and ACT-like practice in grades 9-11. Teachers will track student performance on assessments in Edulastic or other digital tools. As professional learning communities, school staff will analyze results and instructional implications noting overall score and % correct for each student, item analysis, classroom and grade level performance, and subgroup performance for all students, students with disabilities, African-American students, Hispanic students, students with two or more ethnicities, and English Learners. Individual student results will be tracked on data spreadsheets at each school. Individual student progress will be tracked using progress monitoring forms and/or data spreadsheets.</p>	Principal, Instructional Support Staff, Teachers	Mid-course correction to intervention supports; increased student success	\$9000 Relief Funds	I; iReady was administered three times, CERT was administered twice. Other progress monitoring data was gathered using Edulastic, iReady instruction, Envision, Into Reading, and other tools. Staff engaged in regular discussion of student progress data during PLCs and used spreadsheets to track student data.
	KCWP 4: Review, analyze & apply data results to answer key questions about student needs, individually, as a whole, and by specified subgroups.	<p>Edulastic Assessment Tool Support</p> <p>Professional learning and ongoing support will be provided as needed for year 2 implementation of Edulastic, providing authentic assessment opportunities for students that are aligned with state standards and assessment expectations. Ongoing professional support will include trouble-shooting, using reports to determine student instructional needs and next steps including disaggregation of data by subgroups, and using technology enhanced items.</p>	Instructional Support Staff, Principals, Cadre Leaders	Implementation of new assessment tool	\$0	I; Formal professional development was provided for Edulastic implementation summer 2021. On-going support was provided in our 2nd year of implementation by our instructional support staff and our cadre leaders, in both formal and informal settings. Emphasis was placed on alignment to state expectations including the use of more technology enhanced items and KSA-like set-up for multiple passages. Teachers and administrators used the reports as indicated.

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	<p>KCWP 5: Design, align & deliver support processes to ensure appropriate academic interventions are taking place to meet the needs of all students.</p>	<p><i>Providing Academic Interventions</i> In K-5, tiered interventions will be delivered in classroom instruction in small groups and individually and in additional targeted groups during intervention block. In 6-8, tiered interventions will be delivered both in the classroom in small groups and individually, and in additional targeted reading and math classes. In 9-12, tiered interventions will be delivered in the classroom in small groups or individually during transition readiness time including interventions for 12th graders who did not meet ACT benchmarks. ESS Daytime Waivers, Read to Achieve grant, Title 1, Rural Schools funds, and Relief funds will provide additional certified and classified staff to assist with delivery of interventions. A variety of evidence-based intervention resources will be used along with teacher-created materials, multiple choice/short answer/extended response strategies, individualized skill-based instruction, and targeted small group re-teaching. Interventions and student growth will be tracked according to the guidelines set in the district's Kentucky System of Intervention plan.</p>	<p>Principal, Instructional Support Staff, Director of Special Education, Classroom Teachers, Intervention teachers & assistants</p>	<p>PLC notes, increase in student success</p>	<p>\$123,000 School Title I \$124,400 Read to Achieve \$52,700 School ESS \$3300 Carryover Rural Schools Funds \$281,565 Relief Funds</p>	<p>I; Interventions have been provided as indicated at all levels. Students received the targeted intervention they needed. Student improvement has been tracked at all levels using the forms/procedures within the district KSI plan. Additional intervention staff have been provided as indicated. Student progress has been monitored closely with student placements changing as indicated by their individual needs.</p>
	<p>KCWP 5: Design, align & deliver support processes to ensure appropriate academic extensions are taking place to meet the needs of all students.</p>	<p><i>Extensions</i> Students who are excelling will be challenged with literature circles, selection of rigorous text for independent and guided reading, use of Journey's above level readers, Junior Great Books, RAZ reading, Reading A-Z, strategies for deeper analysis, differentiated instruction, dual credit coursework, Moby Max, Reflex Math, iReady instruction, seminar/workshops, distance learning, higher-level course placement including high school courses & credit for 8th graders, and other enrichment opportunities. Extensions will be provided during regular instruction or during intervention/seminar/TRT, etc. and will also include extracurricular opportunities such as after school or summer activities (i.e. Quest Camp). The Gifted & Talented Resource Teacher will provide support for teachers in planning instruction and will also provide direct services to students.</p>	<p>Principal, Instructional Support Staff, Teachers, GT Coordinator</p>	<p>Formative classroom observation data, lesson plans; increase in distinguished results and growth</p>	<p>\$335 GT Funds</p>	<p>I; Extensions have been provided as indicated to students who excel. The GT resource teacher provided small group enrichment, support and training for teachers and direct services to students.</p>

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	KCWP 6: Establish learning culture & environment to communicate with parents in order to address barriers to learning.	<i>Gifted & Talented Communications</i> Systems for communication with teachers and families about gifted and talented services will be updated. The Gifted & Talented Resource Teacher will work with district technology staff to provide access to Gifted Student Service Plans and Gifted Student Progress Reports to Infinite Campus where teachers and parents will be able to access these documents.	Principal, Instructional Support Staff, Teachers, GT Coordinator	Updated Gifted Student Service Plan; alignment of GT services	\$0	I; GSSP's are posted in Infinite Campus and progress reports are completed twice a year also in Infinite Campus.
	KCWP 6: Establish learning culture & environment to promote depth of educator capacity (will and skill) within the district.	<i>Coaching</i> 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 but are not limited to Rutherford strategies & coaching styles, modeling, team teaching, or observing other teachers together as well as more informal strategies (i.e. sticky note, text, e-mail, etc.) Coaching will be individualized to specific teacher needs. The Instructional Leadership Team will implement Rutherford's "7 Tools for Effective Feedback", with on-going follow-up and support during weekly ILT meetings. Teacher and administrator professional growth plans may be revised as needed to reflect coaching priorities.	Instructional Leadership Team, Teachers	Feedback & coaching notes, PLC or full staff notes; increase in student proficiency	\$0	I; Coaching sessions were conducted in all schools using both Rutherford's methods (specifically 30-second feedback and craft conversations) and other styles of coaching, in both formal and informal ways. Opportunities for teacher further growth and follow-up were provided. Formative classroom observations were conducted with the data used for individual coaching as well as school-wide analysis.
	KCWP 6: Establish learning culture & environment to promote depth of educator capacity (will and skill) within the district.	<i>Peer Observation</i> Opportunities will be provided for peer observation among teachers in and across schools as determined by school-specific priorities for growth. Priority will be placed on peer observation for teachers new to the district.	Principals, Instructional Support Staff, Teachers	Peer observation notes & reflection; formative classroom observation data; increase in student proficiency	\$500 Title 2	I; Peer observations were completed with all teachers new to the district. Peer observation took place among K and PreK teachers, and in co-teaching classes at the high school level. Protocols include pre-brief, intentional focus for note-taking, and post-brief.
	KCWP 6: Establish learning culture & environment to promote depth of educator capacity (will and skill) within the district.	<i>Instructional Technology Cadre</i> Instructional technology cadre leaders will assist school staff in developing capacity for successful implementation of 21 st century learning skills using instructional technology to enhance student achievement. IT Cadre leaders will assist with instructional technology training through Teach Meet summer and after school sessions and help develop a districtwide technology resource database. They will participate in the statewide Digital Literacy Coach network when possible and provide support for teachers with roll-out and implementation of the new state technology standards.	Principals, Instructional Support Staff, IT Cadre Teachers, CIO	Technology supports provided to teachers and support staff	\$5000 Title IV-A -	I; Instructional technology cadre leaders have supported teachers district wide. Some participated in the statewide DLC network, but due to sub shortage they were not all able to participate fully. Local TeachMeet was hosted Summer 2022 and planned for Summer 2023 where teachers will have the chance to share effective instructional technology they use in their classrooms. Additionally, technology cadre hosted after school professional development on new

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						instructional technology during the year. Technology Resource data base has been rolled out and will continue to be updated.
	KCWP 6: Establish learning culture & environment to promote depth of educator capacity (will and skill) within the district and to ensure all educators are successful.	Professional Learning Support for New Teachers The district's Teacher Induction Program will provide intentional supports for teachers who are new to the district with a summer kick-off and monthly support meetings focused on building a common language and expectations with all teachers. Additional support will be provided to year 2-4 teachers as needed. First year teachers who would have participated in KTIP will participate in the district's KTIP Replacement Program (LTIP) which will provide a resource teacher and additional one-on-one support.	Principals, Teachers, Instructional Support Staff	Increase in teacher proficiency; Increase in student proficiency	\$8000 Title 2	I; 20 TIP teachers participated in a 2-day summer orientation plus 8 monthly support sessions. 11 participated in LTIP. Teachers in years 2-4 were provided additional support as needed including peer observations for all teachers new to the district with 5 receiving additional support through their university-assigned mentor.
	KCWP 6: Establish learning culture & environment to promote depth of educator capacity (will and skill) within the district and to ensure all educators are successful.	Principal Evaluation Training New principals will complete the KDE-approved initial evaluation training. Experienced principals will complete an internal calibration annually as defined in the Certified Evaluation Plan which will be part of the annual 6-hour EILA-approved update requirement.	Principals, Instructional Leadership Team	Increase in principal proficiency; Increase in student proficiency	\$0	I; Three new administrators completed initial evaluation training as indicated. All principals completed the 6-hour update which included internal calibration.
	KCWP 6: Establish learning culture & environment to ensure all educators are successful.	Working Conditions Survey Analysis Principals and staff will collaboratively review the state-required working conditions survey results to identify strengths and areas for improvement leading towards new working conditions goals and action plans for 22-23. The survey will be administered again fall 2023.	Principals, Instructional Support Staff	Increase in principal proficiency; Increase in student proficiency	\$0	I; The IMPACT KY survey was administered fall 2021 with results released February 2022. Results were analyzed as indicated at the school level and in district ILT, then used to set new working conditions goals fall 2022. Progress towards the goal was monitored spring 2023.

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

Goal 2: Increase the indicator for state assessment results for science, social studies and writing in elementary from 68.6 in 2022 to 78.4 by May 2027, middle from 65.2 in 2022 to 76.1 by May 2027, and high from 53.6 in 2022 to 68.1 by May 2027 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
<i>All school-wide activities under “State Assessment Results for Reading & Math” also apply to this section as they apply to all content areas.</i>						
Objective 1: Increase the indicator for state assessment results for reading and math in elementary from 68.6 in 2022 to 70.6 by May 2023, middle from 65.2 in 2022 to 67.4 by May 2023, and high from 53.6 in 2022 to 56.5 by May 2023 as measured by state-required assessments.	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.	<i>Social Studies Alignment</i> Continued professional learning will be provided to further explore the KAS for social studies: inquiry process, social studies literacy connection, source analysis, SA/ER writing assessments, and assessment blueprint. New high-quality instructional resources have been adopted for core instruction and additional supplemental sources are being used with ongoing support for implementation. Edulastic, Pearson resources, mini-DBQ project, and other assessment resources are being used for assessment.	Teachers, Principals, Instructional Support Staff	Curriculum maps, WT data, assessment data	\$0	I; Curriculum maps and assessments were adjusted summer 2022 and during the year. KSA released items were used to inform practice and additional updates Summer 2023. On-going professional learning and support have been provided through early release, team meetings, and PD opportunities on the focus topics indicated.
	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.	Writing Across the Curriculum—Extended Response K-12 students will be engaged in regular activities focused on writing to demonstrate learning across the curriculum including but not limited to short answer/extended response. Best practice strategies will be implemented in generating, scoring, providing feedback to students, and following up with students on extended response assessments in both print and digital formats. Strategies for using constructed response in an instructional manner will be implemented such as live scoring and scrimmages. Strategies, prompts, and student work will be discussed in professional learning community groups across content areas with emphasis on consistent practice, rigor, scoring accuracy, modeling, and assessment for learning. Extended response activities (instructional and assessment) will be documented in lesson plans. Edulastic and released Pearson assessment practice materials will be used to help students experience the digital tools in the program to “touch the text” digitally rather than just paper-pencil strategies.	Instructional Support Staff, Teachers	Increase in student proficiency	\$0	I; Writing to demonstrate learning activities have been implemented across content areas. Live scoring took place using Edulastic to model the digital experience of KSA with students, with immediate feedback provided to students and next step analysis among staff. Graphic organizers have been used as indicated as well as Pearson practice materials. ALES implemented a new writing plan this year. HES, LCMS, and LCHS all have writing plans in place and implemented them this year but intend to update plans in the coming year.
	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and	Writing Across the Curriculum—ODW & LM Students will be engaged in a variety of writing activities to address the three modes of writing: argument, narrative, and informative. Writing activities and support structures will include the use of writing binders, digital portfolio, On-	Principals, Instructional Support Staff, Teachers	Increase in student proficiency	\$0	I; Students at all schools have participated in activities in the three modes of writing. Live scoring was also implemented for on-demand writing. Language mechanics common assessments were implemented.

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	effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	Demand Writing scrimmages & live scoring, and use of Edulastic and released items for passage-based and stand-alone prompts. Strategies congruent with the KAS ELA standards for science & technology will be implemented across the curriculum. Language Mechanics strategies will be embedded with Edulastic and Pearson released materials for practice.				ALES implemented a new writing plan this year. HES, LCMS, and LCHS all have writing plans in place and implemented them this year but intend to update plans in the coming year.
	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.	High-Quality Instructional Resources Science teachers district wide 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.	Teachers, Instructional Support Staff	Completed HQIR tool; increase in student proficiency	\$250,000 Relief Funds	PI; A list of possible vendors has been developed based on review of the EdReports analysis resources. Science cadre leaders will meet at the beginning of 23-24 school year to start the HQIR analysis tool and facilitate school-based review with district support.
	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.	Science Assessment & Instruction All K-11 students and 12 th grade students enrolled in science classes will participate in extended problem-solving tasks using the claim-evidence-response format. Training and support will be provided to help teachers deepen their understanding of the Kentucky Academic Standards for Science which includes the practices, core disciplinary ideas, and crosscutting concepts to explain and make sense of phenomena.	Teachers, Principals, Instructional Support Staff	Extended problem-solving task student work and notes; increase in student proficiency	\$0	I; Teachers received on-going job-embedded support on science standards during PLCs as needed. MS and HS science teachers participated in professional learning and modeling writing strategies consistent with KSA-style prompts. Teachers implemented science assessments using extended problem-solving tasks related to their current instruction. Students analyzed passages, charts and graphs to make a claim and provide evidence.

3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
<i>All activities under Goal 1 and Goal 2 will also apply to Achievement Gap.</i>						
Objective 1: Increase the overall score for students who qualify for free or reduced lunches in elementary from 58.1 in 2022 to 60.7 by May 2023, middle from 54.5 in 2022 to 57.3 by May 2023, and high from 61.2 in 2022 to 63.6 by May 2023 as measured by the state accountability system.	KCWP 1: Design & deploy standards by having a monitoring system in place to ensure the curriculum is taught at a high level of fidelity.	<i>Monitoring/Feedback</i> Principals and Instructional Support Staff will monitor that effective collaboration/co-teaching strategies are in use in each building and in each classroom, providing feedback needed for staff to grow in professional practice. Teachers will be included in monitoring/feedback process as is appropriate.	Principal, Instructional Support Staff, Teachers, Special Ed Director	Formative classroom observation data will show improved practice; increase in student success	\$0	I; The district walkthrough form for co-teaching was used intentionally with every school round this year, with data collected and analyzed, and feedback to teachers. Additional attention was provided to new teachers, alternative certification teachers, and new co-teaching pairs although all co-teaching classrooms were included.
Objective 2: Increase the overall score for students with disabilities in elementary from 49.3 in 2022 to 52.5 by May 2023 and middle from 29.6 in 2023 to 34.0 by May 2027, and high from 79.8 in 2022 to 81.1 in 2023 as measured by the state accountability system.	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>Co-Teaching/Master Schedule</i> Regular Education and Special Education teachers will participate in professional study of collaboration/co-teaching strategies as well as alternate assessment strategies as needed. Teachers will observe each other in co-taught and/or MSD settings to reflect upon and enhance current practices. Intentional supports will be provided for new co-teaching pairs and for co-teaching in primary grades. The master schedule at each school will be analyzed and adjusted as needed to maximize delivery of services to students. GRREC staff will be engaged for additional support.	Principal, Teachers, Instructional Support Staff, Special Ed Director	Formative classroom observation data will show improved practice; increase in student success	\$1000 IDEA \$500 Title 2	I; District staff supported each school in reviewing their master schedules and adjusting as needed, including adjustments planned for 23-24 school year with emphasis on literacy and math needs. GRREC also provided support. Peer observations took place as needed.
	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies.	<i>Accommodation Decisions & Implementation</i> ARCs will promote good decisions about accommodations needed, promoting technology as is appropriate as a means of independence for students. School staff will promote independence by encouraging the use of assistive technology and fading accommodations over time according to individual student needs. Teachers will participate in GRREC SDI training this summer.	Special Ed Staff, Special Ed Director, Teachers, Principals, ARC Chairs	Good match between student needs & acc.	\$4000 IDEA	I; ARC chairs completed required training. SPED staff reviewed accommodations and ensured the accommodations were provided to students. Teachers will participate in SDI training this summer and new MSD teachers will participate in the GRREC support program this year. Pre-School teachers participated in due process June 2023. All SpEd teachers will participate in training to ensure compliance and implementation fidelity to IEPs in August 2023.
	KCWP 2: Design & deliver instruction	<i>Professional Learning—Special Education Population</i>	Principal, Teachers,	WT data will show improved	\$1000 IDEA	I; Autism training was completed May 2022 with district special ed teachers and several

Goal 3: Increase the overall score for students who qualify for free or reduced lunches in elementary from 58.1 in 2022 to 71.2 by May 2027, middle from 54.5 in 2022 to 68.7 by May 2027, and high from 61.2 in 2022 to 73.3 by May 2027 as measured by the state accountability system.
 -Increase the overall score for students with disabilities in elementary from 49.3 in 2022 to 65.1 by May 2027 and middle from 29.6 in 2022 to 51.6 by May 2027, and high from 79.8 in 2022 to 86.1 in 2027 as measured by the state accountability system.

	such that teachers determine the most appropriate and effective high yield strategies.	Regular education staff will be trained in effective strategies for supporting the learning needs of low-incidence and autistic students in collaboration with special education staff in an inclusive classroom setting. GRREC and the KY Autism Training Center will provide both training and consultation services to support effective implementation.	Instructional Support Staff, Special Ed Director	practice; increase in student success		elementary regular education staff with intentional supports and mentorship provided throughout the year. MSD PLC met during early release as needed. HES was established as a Kentucky Autism Center site in 22-23 and has applied again for 23-24 along with an LCMS classroom.
	KCWP 3: Design & deliver assessment literacy by ensuring congruency to the standards/targets, appropriate assessment design, and data analysis to identify priorities/ actionable steps that impact instruction/student learning.	Progress Monitoring Special education teachers and administrators will support each other during PLC time in writing IEP goals, objectives, strategies and structures for monitoring student progress, and using the goal monitoring tool in Infinite Campus and virtual progress monitoring resources from KDE to record and communicate about student progress.	Teachers, Principal, Instructional Support Staff, Director of Special Education	Progress monitoring data & increased student success	\$0	I; Progress Monitoring is fully online in Infinite Campus with the goal monitoring tool. All special education teachers were trained PreK-12 and supported in implementation this year. Deeper training will take place August 2023 with continued support throughout the year.
	KCWP 4: Review, analyze & apply data results to determine student needs including movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling, etc.	Equitable Distribution Teachers will be equitably distributed throughout the district to ensure continuous improvement for all students, ensuring that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.	Principals & Personnel Director	Equity	\$0	I; The LaRue County School District ensures that teachers are equitably distributed throughout the district. Poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. Professional learning supports are provided for all teachers.
	KCWP 4: Review, analyze & apply data results to ensure teachers are using data to determine students' needs.	Special Education Communication Special education teachers and regular education teachers will communicate as needed about student progress with respect to IEP SEL screener goals including but not limited to grades, common assessment results, data, credits, credit recovery opportunities and general classroom performance/behavior to ensure appropriate accommodations and modifications are followed. An	Regular Ed and Special Ed Teachers	Formative classroom observation data will show improved practice; increase in student success; decrease	\$0	I; In all schools SPED staff met with each other, with regular ed staff, with other support staff, and with school and/or district administrators to discuss student progress regularly including instructional plans, progress towards goals, accommodations, implementation of the IEP, and in RTI meetings to target appropriate students for

Goal 3: Increase the overall score for students who qualify for free or reduced lunches in elementary from 58.1 in 2022 to 71.2 by May 2027, middle from 54.5 in 2022 to 68.7 by May 2027, and high from 61.2 in 2022 to 73.3 by May 2027 as measured by the state accountability system.
 -Increase the overall score for students with disabilities in elementary from 49.3 in 2022 to 65.1 by May 2027 and middle from 29.6 in 2022 to 51.6 by May 2027, and high from 79.8 in 2022 to 86.1 in 2027 as measured by the state accountability system.

		example of support documents would be a one-page summary. Middle and high school Special Education teachers will meet together as needed to share information so teachers are up-to-date on progress notes for all students on their caseload. The Persistence to Graduation tool and KDE Early Warning tool will be used to identify high school students with risk factors. New Special Education teachers will be provided targeted support sessions.		in retention and drop-out rates		interventions and referrals. New special education teachers were provided individualized support.
	KCWP 5: Design, align & deliver support processes ensuring resources are aligned with and will effectively address needs.	Community Work Transition Program District staff and staff from Vocational Rehabilitation will work in partnership with parents to enroll eligible students in the Community Work Transition Program which provides pre-employment transition services and transition services which can include placement in potentially long-term employment. New staff will participate in training with on-going support.	Employment Coordinator, Special Education Teachers	Increased transition success for special ed students	\$21,500 Community Work Transition	I; The Community Work Transition Program is being successfully implemented as stated. The Office of Vocational Rehabilitation’s counselor provides regular support to the employment specialist. Student work opportunities and participation have increased. We had a new employment specialist in place this year who completed all required training and was fully supported in her first year of implementation. We have also started the Post-School Predictor Implementation Project (PISA) which will provide curriculum and hands-on materials to support successful transition for students.
	KCWP 6: Establish learning culture & environment to bridge student culture with school and classroom cultures.	Understanding the Culture of Poverty Teachers will participate in professional learning opportunities on understanding the culture of poverty and how to work with students and families to overcome this barrier.	Principals, Instructional Support Staff, Teachers	Increase achievement for students who qualify for free or reduced lunches	\$500 Title IV-A	I; 8 staff participated in Ruby Payne’s Emotional Poverty training session with GRREC Summer 2022. Additional resource materials were provided. Participating staff reflected on current practice in light of this new learning and adjusted as needed (i.e. celebration options and tier 2 groups). This was also a theme addressed in several Teacher Induction Program sessions.
	KCWP 6: Establish learning culture & environment to bridge student culture with school and classroom cultures.	Diversity Staff will be given the opportunity to participate in Implicit Bias training and offered updates in information, resource materials & training through district networking. Instructional resource materials will include consideration of diversity.	Principals, Instructional Support Staff, Teachers	Increase achievement for all students	\$0	I; Staff were invited to participate in Cultural Competence and Racial Bias online training for the 2022-23 school year. Diversity was considered as part of the overall review of instructional resource materials.

4: English Learner Progress

Goal 4: The English Learner Progress indicator 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 student performance data for this goal)*

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1: The English Learner Progress indicator will be 60.0 each year, indicating students are gaining on average 0.5 towards English proficiency annually. <i>(Due to accountability suppression rules, our district does not have enough English Learners to publicly show student performance data for this goal)</i>	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.	Professional Learning—EL Staff will be trained in understanding and implementation of specific strategies and supports for academic success for English Language Learners. Training will include implementation of the Lau Plan, WIDA standards, types of modifications, the impact of culture, understanding the needs of newcomers, the district process for placement, assessment, and release, using ACCESS results to inform instruction or intentional instructional strategies for vocabulary development.	Instructional Support Staff, Teachers, Principals	WT data will show improved practice; increase in student success	\$300 Title III	I; Staff at all schools received an EL update training during faculty meetings and/or early release about strategies that are effective for teaching EL students. ACCESS scores, exiting criteria, and EL accommodations were explained to teachers in team meetings when creating the next year’s PSP.
	KCWP 5: Design, align & deliver support processes to ensure appropriate academic interventions are taking place to meet the needs of all students.	EL Instructional Supports Resources will be provided to support the instructional needs of English Learners such as Rosetta Stone, bilingual dictionaries, picture dictionaries, bilingual reading materials, and/or content specific materials. A full-time instructional assistant will provide additional targeted support for newcomers and English Learners with the greatest needs as determined by WIDA ACCESS and W-APT results in accordance with the Lau Plan.	Title III Coordinator, Principals, Teachers, EL Instructional Assistant	Increase in student success in both content and English proficiency	\$500 Title 3 for resources Position: \$15,000 Title I \$4500 Title 3	I; The EL-IA provided targeted support for newcomers and EL students daily with the schedule designed to support students with greatest need based on the ACCESS and W-APT results.
	KCWP 6: Establish learning culture & environment to communicate with parents in order to address barriers to learning.	EL Parent Communication & Engagement The district’s full-time instructional assistant for English learners will encourage communication and engagement with parents by personally contacting parents about school activities, inviting them to attend school events and attending these events to translate as needed (conferences, parent nights, etc.) K-12 teachers will work with the EL IA to communicate with families about student progress as needed. Communication is two-way as parents can also contact the EL IA directly. The EL IA’s schedule is flexible to account for parent support and communication needs outside of school hours. We will also explore options for home language one-call messages. The EL IA will keep a log of parent communication and engagement activities by student name and school.	Title III Coordinator, Principals, Teachers, EL Instructional Assistant	Log; Increase in student success in both content and English proficiency	\$0	I; The EL-IA worked with students and parent/guardians through in-person support and telephone calls to support them with their instruction and understanding. The EL-IA communicated with families about school events and provided translation for events such as ARC meetings, parent-teacher meetings, online registration, summer learning registration, etc.

5: Quality of School Climate & Safety

Goal 5: Increase the indicator for quality of school climate and safety in elementary from 75.9 in 2022 to 83.4 by May 2027, middle from 65.1 in 2022 to 76.0 by May 2027, and high from 58.6 in 2022 to 71.5 by May 2027 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1: Increase the indicator for quality of school climate and safety in elementary from 75.9 in 2022 to 77.4 by May 2023, middle from 65.1 in 2022 to 67.3 by May 2023, and high from 58.6 in 2022 to 61.2 by May 2023 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.	<i>Positive Behavior Intervention System</i> The district will continue to partner with GRREC to support all schools in implementation of PBIS, including a fidelity audit and next step analysis. In accordance with the district's behavior RTI plan, the social-emotional & behavior screener will be given 2 times this year. PBIS cadre leaders will support implementation including leading school-based PBIS meetings, submitting reports to GRREC for potential fidelity recognition, and guiding next steps.	Special Ed Director, Principals, Instructional Supervisor, PBIS Cadre Leaders, Teachers	Aligned supports for students w/ behavior needs; increased success for students	\$2000 Title IV-A	I; PBIS implementation continued this year with local support from district/school staff and PBIS cadre leaders. The SEL screener was given 2 times this year. The fidelity audit (Tiered Fidelity Inventory) was completed for most schools. Final reports are pending, however, the preliminary reports were positive for all 4 schools.
	KCWP 5: Design, align, deliver & support processes to ensure that resources are aligned with needs and will effectively address those needs.	<i>Social-Emotional Screening & Intervention</i> 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 recommended tiered supports and interventions based on the results. A report will be provided to the Board of Education noting screening results and next steps.	Emotional Support Specialist; Principals, Teachers, Instructional Support Staff	Increase in student social-emotional wellness	\$13,000 Title IV-A	I; The screener was given twice, the data was analyzed by principals during district data day and by teachers in team meetings. Counselors provided interventions based on the results of the screener. A report was given to the Board of Education after each administration of the screener. An individualized report was created for Tier 3 students that combined academic, social-emotional, and behavior data in one place in order to properly provide student interventions and get a better picture of the needs of the whole child.
	KCWP 6: Establish learning culture & environment to communicate with students and parents in order to address barriers to learning, and to address culture in	<i>Attendance</i> Schools will work with students and families to encourage good attendance overall and to limit chronic absenteeism (both excused and unexcused). Each school's attendance committee will meet monthly to consider overall strategies as well as strategies for individual students. Community partners will be invited to participate in celebrations. The district and schools will increase use of social media to educate parents about health services available at school and about the consequences and learning impact of chronic	DSS, Principals, Teachers, Instructional Support Staff, Attendance Clerks	Increase in overall student attendance and decrease in chronic absenteeism (missing more than 10%)	Rewards paid by PTO funds or other outside contributions	I; School personnel & administration worked with a large number of students and families to encourage good attendance as well as virtual participation. This was done through numerous ways of communication such as phone calls, home visits, letters, Google Meets, and face to face meetings. Attendance committees met regularly on a monthly basis. Each school conducted numerous celebratory events for students

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	classrooms, schools, across the district.	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 regard, home visits, etc.). Contracts and individual rewards can be used as well as assigning mentors. Friday School may be used to help chronically absent students get caught up. The truancy diversion program will resume in 2023.				who displayed good attendance. Social media use was increased to promote good attendance as well as virtual participation at both the district and school levels. Social media posts promoted good attendance/participation and informed students and their families of surveys, deadlines, health services, and other important dates. Home visits were carried out with fidelity this year by a large number of staff from the district to inform families of the importance of good attendance and/or participation. Home visits were conducted by FRYSC Coordinators, SRO, DSS, teachers and principals. Individual student contracts and rewards, along with Friday school were utilized for students to get caught up, mostly after we were back to full in-person instruction. The truancy diversion program was not used due to a large amount of turnover in our district court. The program will resume in the 2023-24 school year.
	KCWP 6: Establish learning culture & environment that assists students in decision making in regard to behavioral needs/goals.	Sources of Strength LCMS and LCHS will continue to refine implementation of the Sources of Strength Club (a strength-based, comprehensive wellness program that focuses on suicide prevention but impacts other issues such as substance abuse and violence). Students will organize and lead school-wide campaigns throughout the year that focus on the SoS areas to increase connectedness to adults and improve school climate and culture. We will explore possible elementary implementation.	Emotional Support Specialist, School Culture & Climate Committee, SoS Team	Improved student comprehensive wellness and motivation	\$500 Title IV-A	I; Sources of Strength was implemented for middle and high school this year with both schools meeting regularly and conducting school-wide campaigns. We looked into the elementary program but opted not to pursue it at this time.
	KCWP 6: Establish learning culture & environment that assists students in decision making in regard to behavioral needs/goals.	Social-Emotional Wellness Each school will provide experiences for students designed to promote and reinforce social-emotional wellness with a focus on developing the whole child. Social emotional training will be provided for certified staff (elementary, middle & high mental health first aid). Counselors will meet regularly in their own Professional Learning Community group. The District Crisis Response Team will	Principals, Instructional Support Staff, Counselors, Emotional Support Specialist	Increased support for social-emotional wellness; increased success for students	\$8000 Title IV-A	I; All schools implemented social-emotional wellness activities as indicated. Elementary staff participated in psychological first aid training and MS/HS staff participated in youth mental health first aid training. Resiliency training was provided for all staff and administrators. Counselors held quarterly PLC meetings, the district's Crisis

Goal 5: Increase the indicator for quality of school climate and safety in elementary from 75.9 in 2022 to 83.4 by May 2027, middle from 65.1 in 2022 to 76.0 by May 2027, and high from 58.6 in 2022 to 71.5 by May 2027 as measured by state-required assessments.

		continue with on-going training and update the district's Crisis Response Plan. The Emotional Support Specialist will be the point of contact for mental health providers, local law enforcement, and school administration to communicate about the needs of students. Lions Quest instructional support materials will be implemented PreK-5. The ACES screener plan will be implemented. In addition to student experiences, staff and family social-emotional wellness will be promoted and supported. SEL Cadre Leaders provide additional school-based support for implementation of SEL lessons and other strategies to support student and staff social-emotional wellness. Training will be provided on building resiliency for students and staff.				Response Plan was updated, the Emotional Support Specialist served as the point of contact as indicated, and Lions Quest was implemented K-5. An SEL screener was implemented with all students. Additional review of ACEs indicated it is more appropriate on a limited basis. SEL cadre leaders provided support for schools in implementing social-emotional wellness activities, lessons, and staff support. The Care Team and Emotional Learning Specialist checked-in with staff regularly and provided needed support.
	KCWP 6: Establish learning culture & environment where everyone feels safe and wants to learn.	School Resource Officer The district will partner with local law enforcement to fund a full-time School Resource Officer who will provide support services to all schools in the district.	Superintendent, DSS, Local Government	Increased safety & security for students and staff	\$20,000 Title IV-A \$20,000 Safe Schools	I; A full-time School Resource Deputy has provided on-going support services to all schools.
	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.	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.	Principals, Counselors, Emotional Support Specialist, School Safety Coordinator	Improved student experience; increased success for all students	\$0	I; Results were reviewed by district and school staff and led to goal-setting and next steps at each school. Schools compared to prior data for reference and trends were identified across schools.
	KCWP 6: Establish learning culture & environment that promotes a safe and healthy learning environment.	Student Safety All schools have had perforated window coverings placed on all outside entrances. Every school has had a second layer of security placed in the office vestibules by installing a bank teller style window which enables office staff to communicate and transfer documents to visitors without the visitor entering the office.	School Safety Coordinator	Improved safety experience based on survey data	\$30,000 School Safety & Security Funds	I; All items have been implemented as indicated.

Goal 5: Increase the indicator for quality of school climate and safety in elementary from 75.9 in 2022 to 83.4 by May 2027, middle from 65.1 in 2022 to 76.0 by May 2027, and high from 58.6 in 2022 to 71.5 by May 2027 as measured by state-required assessments.

	<p>KCWP 6: Establish learning culture & environment that ensures equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful.</p>	<p><i>Individual Student Report</i> The district will explore the possibility of developing an individual student report that will bring together academic, social-emotional, attendance, and behavioral data into a single report to be utilized by students, parents, and staff.</p>	<p>Instructional Leadership Team, CIO</p>	<p>Increase in student readiness at each transition point</p>	<p>\$0</p>	<p>I; Using data from the PASS screener, an individualized report was created for students noted with the greatest needs. The individual report combined academic, social-emotional, attendance, and behavior data in one report. It was used with administration, counselors, and teachers to assist in providing interventions that meet the needs of the whole child.</p>
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6: Postsecondary Readiness

Goal 6: Increase the percentage of students who are postsecondary ready from 84.2% in 2022 to 89.1% by 2027 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 percentage of students who are postsecondary ready from 84.2% in 2022 to 85.2% by 2023 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 KY Academic Standards while providing for scaffolding and differentiation to address the impact of the pandemic on learning. Teachers will use a variety of instructional strategies to embed ACT-like practice into regular instruction including but not limited to bell-ringers, modeling, practice, and test-taking strategies considering the transition to online state-required assessments.	Teachers, Instructional Support Staff	Curriculum maps and assessments; walkthrough results; ACT-like practice data; PLC notes	\$0	I; Core classes in all grade levels have been aligned to KCAS. Middle and high school maps have been aligned with college readiness standards. EPAS-style assessments and practice were administered and used to inform classroom practice and develop strategies for improvement. Curriculum was reviewed and updated Summer 2022 based on continued impacts from the pandemic. Curriculum was reviewed continuously during the year and reviewed again vertically Summer 2023 to meet students where they are and continue to move all students forward.
	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.	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. A CTE transcript listing will be provided to CTE teachers annually to show each student's CTE coursework completion and enrollment. This list will also be used to advise students and families about future coursework within their chosen pathway.	Counselors, CTE Teachers, CTE Coordinator	Increase in students completing CTE pathways	\$0	I; Teachers and counselors advised students with an interest in career & technical career pathways to schedule courses working towards program completion. The Course Plan tool was used in IC to bring together student transcripts and future course plans. Each student's transcript was reviewed to identify logical course selections for 23-24, although students were allowed to request classes outside of these pathways if their interests had changed. Prior to course selection, students and families were provided in-person and digital opportunities to explore options.
	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.	CTE Exploration All 8 th graders will participate in an exploratory day to learn about high school pathway options. Students in grades 8, 9, and 11 will tour ECTC and interested students in grades 8-10 will tour the Nelson County ATC to explore options.	Counselors, CTE Teachers, CTE Coordinator	Increase in students completing CTE pathways	\$300 Title IV-A \$500 FRYSC \$500 Perkins	I; 8 th graders participated in exploratory day in February including LCHS, EHS, and Nelson Co. ATC programs. Gr 9-11 students explored various programs during TRT. Parents and guardians of grade 8-11 students were invited to an evening CTE Showcase to explore CTE pathways. Students toured ECTC as indicated and students interested in NC-ATC were provided a tour as well.

Goal 6: Increase the percentage of students who are postsecondary ready from 84.2% in 2022 to 89.1% by 2027 as defined by state postsecondary readiness guidelines.						
	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 8th 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	I; Some 8 th graders completed high school courses such as Algebra 1, Arts & Humanities, Health & PE, and JROTC 1. Some high school students also opted to take extra classes online to free up space in their schedule for other classes or to take a specialized class not offered in-person at LCHS.
	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, partnerships with other school districts, and consultation with KDE CTE representatives. Expansion includes on-site and off-site in-person learning as well as virtual options.	Teachers, Instructional Support Staff, Principal	Increased dual credit enrollment	\$0	I; Dual credit expansion this year included 3 rd year engineering classes at Elizabethtown High School, Health Science dual credit, expansion of independent study dual credit classes to meet targeted interests such as criminal justice or aviation, and an increased number of students taking in-person CTE and Academic courses on campus at ECTC.
	KCWP 3: Design & deliver assessment literacy to ensure formative and summative information is used to increase student achievement.	Online Practice Students in grades 9-11 will use Transition Readiness Time to practice transition readiness standards. 11 th graders will use CERT. 12 th 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.	Teachers, Instructional Support Staff	Increase in students meeting transition readiness	Funding included in goal 1	I; Students in grades 9-11 (12 as needed) participated in EPAS practice with CERT and teacher-generated materials. Full scale practice ACT assessments were completed in September (9 th -11 th), January (11 th) and March (9 th -10 th). This was our first year of CERT implementation. Students showed exceptional growth and it was a good predictor of success for 11 th grade ACT.
	KCWP 3: Design & deliver assessment literacy to monitor & evaluate achievement as related to the learning target & standards.	CTE Assessments Beginning in 10 th 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	CTE Teachers, CTE Coordinator, Counselors	Increase in students passing End of Program exams or industry certifications	\$2000 Perkins	I; CTE-EoP and industry certification assessments were administered as indicated. Student results were entered on each grade level's post-secondary readiness google sheet.

Goal 6: Increase the percentage of students who are postsecondary ready from 84.2% in 2022 to 89.1% by 2027 as defined by state postsecondary readiness guidelines.						
		achieving certification/a passing score on each assessment.				
	KCWP 4: Review, analyze & apply data results to ensure teachers use data to determine students' needs (movement through tiers of intervention, grouping/regrouping, teacher placement, scheduling).	Data Tracking Individual student performance on ACT & ACT-like exams, iReady and KSA exams will be tracked using digital spreadsheets. Teachers will meet to update and reflect on student performance/next steps after each assessment. Digital spreadsheets will note demographic information about students as well as their assessment data.	Instructional Support Staff, Principal, Teachers	Data tracking updates and actions after updates	\$0	I; Student data was tracked this year as indicated using data spreadsheets. Teachers analyzed results collaboratively and planned next steps accordingly based on the data and teacher feedback.
	KCWP 4: Review, analyze & apply data results to ensure students know where they are in their own progression of learning.	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. For K-8, students will track their iReady and state assessment results. Students will participate in self-assessment and goal-setting activities developing student agency with student-led conferencing. In grades 6-8, discussion of progress will be included in parent conferences. Teachers will help students understand the meaning of the numbers in relation to progress and future career options.	Counselors, Instructional Support Staff, Teachers	Completed ILP assessment tracking and data folders or binders	\$0	I; Students throughout the district participated in activities to analyze their own progress and goal-setting using protocols available with iReady data chats, CERT, and/or other resources.
	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.	Data Analysis/Intervention Teachers will analyze the results of iReady, KSA, 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 intervention block (K-5), seminar (6-8), and transition readiness time (9-12) with tier 2 and 3 progress monitoring data reviewed for effectiveness of the intervention.	Teachers, Instructional Support Staff	Intervention plans; PLC notes	\$0	I; Teachers used data to identify both strengths and weaknesses with aggregate groups and individual students with respect to college readiness standards. Interventions were provided in small groups or one-on-one during seminar/TRT/intervention block, or with ESS. All schools tracked student intervention progress.
	KCWP 4: Review, analyze & apply data	K Screen Communication & Support	Principals, K Staff, Early	Improved K Screen results	\$0	I; The district engaged in early childhood professional learning and other activities

Goal 6: Increase the percentage of students who are postsecondary ready from 84.2% in 2022 to 89.1% by 2027 as defined by state postsecondary readiness guidelines.						
	results to ensure student data is collected, analyzed, and being used to drive classroom instruction.	Results from the state-approved readiness screener will be used to inform communications between elementary schools and prior setting facilities in order to increase student readiness for school. The district will facilitate conversations with local child care centers and other early learning facilities to plan essential support activities for professional learning and family engagement.	Childhood Facility Reps			with local providers and parents. K screen was administered, but other than Pre-School on College St. results were not shared with local centers as the state no longer publishes center-specific results. The Heartland Early Childhood Council reconvened this year with many local partners.
	KCWP 4: Review, analyze & apply data results to ensure students know where they are in their own progression of learning.	Postsecondary Readiness Tracking Grade level transition readiness google sheets will be used to track individual student progress towards meeting post-secondary readiness requirements throughout their high school career.	Instructional support staff, principal, teachers, college coach	Increase in students meeting transition readiness	\$0	I; High school post-secondary readiness google sheets were updated throughout the year.
	KCWP 4: Review, analyze & apply data results to ensure students know where they are in their own progression of learning.	Honor Cord & Work Ethic Seal Students who graduate having met state postsecondary readiness requirements will wear an honor cord for graduation. 12 th graders who successfully complete the Work Ethic Certification requirements will have a special seal added to their diploma.	Principal, Senior Sponsors, College Coach	Increase in students meeting transition readiness	\$1000 District Funding	I; 18 seniors achieved the work ethic certification seal which was applied to their diploma and honor cords were provided to students who met postsecondary readiness criteria.
	KCWP 5: Design, align & deliver support processes ensuring resources are aligned with and will effectively address needs.	Master Schedule Review The master schedule at each school will be reviewed with respect to opportunity and access for all students. Adjustments will be made as needed to ensure students have adequate opportunity and access to high quality instruction and services as indicated in Kentucky regulations.	Counselors, Principals, Teachers, Instructional Support Staff	Strategic master schedule; increase in student proficiency	\$0	I; Master schedules were reviewed and adjusted at all schools going into the year with opportunity and access in mind. Additional adjustments have been made in planning for 23-24 master schedule at all schools to better meet student needs.
	KCWP 5: Design, align, deliver & support processes to ensure that resources are aligned with needs and will effectively address those needs.	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 used 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 our current programs. LAVEC funds will be used to purchase	Principal, Teachers, Instructional Support Staff	Increase in students completing career pathways	\$20,000 General Fund \$225,000 LAVEC Funds	I; Additional Health Science classes and teacher were added for 22-23. Opportunities with ECTC continue to be explored as well as partnership pathways and courses with Elizabethtown High School and the Nelson Co. ATC. LAVEC funding was used to purchase new equipment in Agriculture, Teaching & Learning, Health Science, Information Technology, and Business. Additionally, funds were used to provide learning experiences to students in all areas including registration and travel to national

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		materials and provide for additional learning experiences for students enrolled in applicable pathways.				conferences. The asset mapping protocol was not needed this year, however, as regional needs continue to evolve asset mapping will help with considerations for other enhancements/expansion.
	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.	Alignment/Intervention 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 implement English 4, math concepts, and technical math connections with CTE concepts. CTE pathway students will be given the opportunity to opt into these experiences.	CTE Teachers, Content Teachers, Instructional Support Staff	Increase in students passing CTE Assessments	\$0	I; CTE courses are aligned with CTE-EoP standards. Transition Readiness Time was used for intervention/enrichment for CTE courses. The CTE-focused English 4 and math concepts classes were refined for 22-23 and will continue next year.
	KCWP 5: Design, align, deliver & support processes to ensure that resources are aligned with needs and will effectively address those needs.	Strategic Plan Update Stakeholder groups will be convened to review and update the district's strategic plan to reflect the district's current state and vision for the future. The values, vision and purpose will be reviewed. Components of the plan will be reviewed including the organization of the plan, goals, objectives, and strategies to reflect the needs of all learners. (The plan was last approved December 2019.)	Superintendent, Assistant Superintendent, various stakeholders	Increase in student transition readiness at each level; alignment of resources	\$0	PI; An implementation & impact report on the 2019 strategic plan was completed spring 2023 as a first step towards revising the strategic plan. With our district's acceptance into the Local Laboratories of Learning, the Deeper Learning grant, and development of the LaRue County Learner Profile this year, convening the strategic planning committee and subgroups has been delayed so their work can be informed by the priorities that come from the L3 and Learner Profile work groups.
	KCWP 5: Design, align & deliver support processes so stakeholders are involved in planning and measuring of progress towards attaining goals, and determining which best practices will	Parent Advisory Council The LaRue County Parent Advisory Council (LCPAC) will meet at least two times each school year. In the fall, state assessment results and other student progress data will be shared and input will be gathered regarding priorities for the district's comprehensive improvement plan. The LCPAC will also review the parent involvement evaluation. The spring meeting will be to review the data from the evaluation(s), review the parent compact, and to set objectives for the following school year.	Title I Coordinator	PAC meeting signature sheet and notes	\$150 Title I	I; The fall PAC meeting was combined with the LaRue Co. Learner Profile sessions allowing multiple opportunities for parents to take part. The spring meeting was held to May 8. Input was gathered to improve the instructional program for students at all schools, parent evaluation results were reviewed as well as the parent engagement policy.

Goal 6: Increase the percentage of students who are postsecondary ready from 84.2% in 2022 to 89.1% by 2027 as defined by state postsecondary readiness guidelines.						
	meet identified needs of students.					
	KCWP 6: Establish learning culture & environment such that processes are in place to communicate with students in order to address barriers to learning.	<p>Conferencing Administrators and/or teachers will conference with recommended students after ACT-like, iReady, and KSA assessments regarding developing an understanding of “benchmark”, progress towards meeting benchmarks, future career options in relation to performance, and potential barriers in the way of student progress (i.e. behavior, effort, attendance, etc.) Parents will be included in conferences as needed. Teachers will recommend students in need of conferencing during data analysis sessions and RTI meetings.</p>	Principals, Teachers, Instructional Support Staff	Conference notes	\$0	I; Administrators and teachers at all schools conferenced with students and families. Student attendance and participation were discussed as well as student growth and academic performance. Teachers completed at least 6 hours of parent/teacher conferences.
	KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals.	<p>Career Launch Students in grades 8+ will participate in Career Launch activities with their parents/guardians. Career Launch is a transition readiness mentorship program where students lead individual appointments with a mentor and parent/guardian to review their data and interests in the context of selecting career pathways and determining a draft 4-year plan of coursework. Students will practice leading their conference during TRT/advisory. (Due to the extensive opportunities available to students as they plan for 12th grade, 11th graders will participate in a similar experience with a specialized mentor group at another time.) <i>*Details associated with 22-23 Career Launch are currently under review and may result in changes to this item later.</i></p>	Instructional support staff, Principal, Counselor, Teachers, FRYSC	Goal-setting & career planning w/students	\$0	I; Students in 8th grade went through a series of activities in Advisory in developing their digital portfolio to be ready to share with peers, families, and school staff on their data and interests as they developed their four-year plan. A website was developed to assist families in exploring the options available to students at LCHS. In addition, 8th grade families were invited to a parent night where they were given a draft copy of their student’s four-year plan and they could explore their child’s choices and see the opportunities available to them with regards to program areas, CTSOs, etc. Counselors were available to speak to parents about any changes that needed to be made to the draft four-year plan. In grades 9-11, counselors met with students individually to make any needed adjustments to four-year plans. Students in Grade 10 used ILP activities in TRT to prepare for the Sophomore Showcase. Students were scheduled to lead a parent-teacher conference with a teacher familiar with their program area sharing ILP information as well as reflecting on the first two years of high school while planning for the final two years. Attendance was

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						stronger at 8th grade parent night at 54%. Individualized 12th grade conferences will take place in Aug/Sept 2023.
	KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals and communicating with parents to address barriers to learning.	Communication All schools will incorporate student, staff and parent communication activities regarding graduation requirements, work ethic certification, post-secondary readiness standards and career awareness/planning (i.e. parent nights on post-secondary readiness including information on local job market projections, educational requirements to qualify for these jobs, essential workplace skill development at all levels, financial supports available, analysis of student ACT-like reports, understanding of "benchmark", interest inventories, impact on potential careers of interest for each student, goal setting, career day & career fair activities, shadowing opportunities, etc.). Information about work-based learning, university partnerships, and partnerships with other school districts will be shared.	Principals, Counselors, Instructional Support Staff, FRYSC, Teachers, Transition Readiness Coordinator	Increase in students meeting transition readiness	\$0	I; Several student, staff, and parent communication activities took place this year including career awareness/planning, parent/student information sessions on a variety of topics, and family literacy activities. Social media was used to both share information with weekly school-based updates and to solicit feedback from stakeholders.
	KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals.	Work-Based Learning We 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.	Principal, Transition Readiness Coordinator, Teachers	Improved student experience and motivation	\$0	I; Work-based learning opportunities were expanded this year to include more co-op placements and non-pathway work experiences. The Work-Based Learning manual was implemented. Site visits and supervisor evaluations were completed.
	KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals.	Work Ethic Certification Students in grades K-11 who meet the Work Ethic Certification criteria for attendance, behavior, grades, and "giving back, getting involved" will be awarded the Work Ethic Certification certificate. 12 th graders will receive a seal on their diploma. Students at all grade levels will participate in lessons and activities to build essential workplace skills including but not limited to adaptability, diligence, initiative, knowledge, reliability, remaining drug free, and working well with others. Community partnerships will be developed to increase engagement in these experiences.	Principal, Transition Readiness Coordinator, TRT teachers	Improved essential skill development	\$0	I; 252 students were awarded work ethic certification. Lessons and activities were implemented. MS and HS built lessons into their flex and TRT lessons while elementary integrated work ethic instruction with other learning experiences.
	KCWP 6: Establish learning culture & environment to communicate with	Parent Involvement Schools will implement strategies focused on increasing parent involvement at school/school events and increasing parent involvement with students at home. School	Principals, Teachers, Instructional Support Staff	Increase in parent participation in school activities; increase in parent	\$7100 School Title I \$500	I; Each school implemented parent involvement activities including parent and student sessions at transition points such as entering pre-school, entering K, entering 6 th ,

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	parents in order to address barriers to learning.	committees will develop and implement strategies throughout the year. Early childhood activities will be implemented at POCS to promote early learning and enrollment, promoting parent involvement with early learners. Prichard Committee family-friendly schools resources will be consulted.		involvement at home with students	Title IV-A	and entering 9 th took place. POCS and elementary schools held family activity nights and activities with open library time in elementary. PTSO activities took place in three schools. Social media was used to share school happenings with weekly school-based updates.
	KCWP 6: Establish learning culture & environment to communicate with parents in order to address barriers to learning.	Parent Supports The district will support and help facilitate various parent involvement activities that occur throughout the school year as part of Family Resource/Youth Service Centers, Preschool, Community Education, and other district programs.	DSS, FRYSC, Community Education Coordinator	Increased parent involvement	\$0	I; District supported several parent involvement activities associated with the groups listed, thus supporting opportunities for parent involvement and education.
	KCWP 6: Establish learning culture & environment communicating with parents to address barriers to learning.	Growing the Pre-School Program The Pre-School on College Street is a full-day program. Three Pre-School Partnership grants have been awarded allowing for additional expansion. Pre-school enrollment will be promoted within the district's pre-school program and local early childhood centers including analysis of pre-school curriculum, assessment practices, recruitment practices (coordinating with head start, sharing the pre-school handbook, registration day in the spring, flyer distribution, publicity on social media including promotion and weekly updates), and pre-school parent involvement events. Family literacy and recruitment events will be hosted at POCS with community partners such as the public library, extension office, FRYSC, etc.	POCS Principal, Director of Special Education, Pre-school staff	Increased participation in pre-school and increased effectiveness leading to improved K readiness	\$450,000 Pre-School Partnership Grants \$15,000 Heartland Regional Early Childhood Council	I; The Pre-School on College Street has completed its third year of operation as a consolidated pre-school program in its new location, and its second year as a full day program. Activities were completed as indicated including enrollment promotion, parent engagement and communication, and family literacy activities. Three pre-school partnership grants have been awarded, bridging services with POCS and other local centers.
	KCWP 6: Establish learning culture & environment that ensures equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful.	UK Next Generation Leadership Academy The district will resume participation in the UK Next Generation Leadership Academy in 23-24. The goal of the Academy is to assist in the development of new learning systems designed to improve & deepen learning for all students and increase the number of graduates ready for college & career. The nine guiding principles of this work include graduate competencies; deeper learning pedagogies; student agency, empowerment, and voice; performance assessment structures; professional teaching culture; culturally relevant and authentic curriculum; access & inclusivity to high-quality learning for all students; positive, restorative, non-exclusionary, and	Next Generation Leadership Academy teams	Deeper learning for all students; increased readiness for all students	\$5000 Title 2	Not Applicable: Implementation will resume 23-24.

Goal 6: Increase the percentage of students who are postsecondary ready from 84.2% in 2022 to 89.1% by 2027 as defined by state postsecondary readiness guidelines.						
		equitable school discipline; and student guidance, advisory, mentoring, and college access structural supports.				
	KCWP 6: Establish learning culture & environment that ensures equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful.	<p><i>LaRue County Learner Profile</i></p> <p>The district will begin the collaborative process of developing a Profile of a LaRue County Learner, noting competencies our community wants to develop among all students as they transition from one grade span group to the next, and eventually upon graduation.</p>	Superintendent, Assistant Superintendent, various stakeholders	Increase in student readiness at each transition point	\$0	I; Multiple stakeholder sessions were completed winter 2023 to gather community feedback and a draft Learner Profile has been developed. We anticipate final approval of the Profile in August with 23-24 focused on developing grade-span rubrics. We participated in a 3-part GRREC professional learning series to aid in planning and implementing this process.
	KCWP 6: Establish learning culture & environment that ensures equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful.	<p><i>Deeper Learning</i></p> <p>The district will participate in the three-year statewide Deeper Learning grant program implemented through GRREC. The Deeper Learning Team will include 9 teachers and 4 administrators that are also participants in the Local Laboratory of Learning program.</p>	Assistant Superintendent, Deeper Learning Team	Increase in student readiness at each transition point	\$45,000 Deeper Learning Grant Funds	I; We have completed year 1. Our deeper learning team participated in several professional learning activities with GRREC including on-site group coaching, whole group in-person and virtual learning, and a visit to another district. We were awarded an additional \$10,000 to help with professional learning costs and increased participation. 13 teachers participated in Project-Based Learning training summer 2023 with participants from all schools.
	KCWP 6: Establish learning culture & environment that ensures equitable access to meaningful learning outcomes for all students that reflect the whole child.	<p><i>Local Laboratory of Learning</i></p> <p>The district will participate as a local laboratory of learning cohort 3 group to prototype strategies to inform shifts in local assessments and potentially shifts in state accountability. Community partnership is a key element and goal of the L3 program.</p>	Superintendent, Assistant Superintendent, Deeper Learning Team	Increase in student readiness at each transition point	\$20,000 Local Laboratory of Learning implementation support after prototype	I; We have completed year 1 implementation. A stakeholder group met throughout the year, gathered feedback from the community, studied assessment & accountability, brainstormed ideas, and developed a prototype to be implemented in year 2 with pilot teachers. Funding has just recently been granted and will be used to further develop the prototype. This work ties directly to our Learner Profile and Deeper Learning work.

7: Graduation rate

Goal 7: Maintain the 4-year cohort graduation rate at 98.0% through 2027 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 4-year cohort graduation rate at 98.0% in 2023 as measured by the school report card. (2022 rate was 98.2%)	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 Beginning in 6 th grade, 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 exploration, interest inventories, essential employability and social skills, writing portfolio, career interviews, job shadowing, 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 developing plans for implementation which will include progress checks on completion.	Principal, Instructional Support Staff, Teachers, SEL Cadre Leaders	Goal-setting & career planning w/ students	\$0	I; Students in grades 6-12 completed the digital portfolio and lessons as indicated. A schedule of checkpoints for the year was implemented through advisory (MS) and TRT (HS). Student completion was tracked by TRT and Advisory teachers at LCMS and LCHS.
	KCWP 4: Review, analyze & apply data results to ensure data is used to determine student needs.	Individual Learning Plans Students in all grades 6-12 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 developed for dividing the ILP process out over the year with regularly scheduled checkpoints. Students will lead presentations of their ILPs in TRT class. Student ILP data will be used to pull specific groups for specific purposes.	Counselors, Teachers, SEL Cadre Leaders	Goal-setting and career planning with students	\$0	I; Students in grades 6-12 completed the ILP as indicated through the digital portfolio. Teachers were supported in implementation of lessons as indicated. Parents were engaged with the digital portfolio during 8 th and 10 th grade conferences and in ILP activities in more informal ways. Community was involved in career fair, mock interviews and as guest speakers.
	KCWP 5: Design, align & deliver support processes to ensure appropriate academic interventions are taking place to meet the needs of all students.	Intervention/Extended School Services Students below grade level or at risk for failure will receive extra help as needed. Targeted students will attend intervention during the day (intervention block, seminar, transition readiness time), Friday school, and/or before or after school sessions for extra help as needed. Summer learning opportunities will be provided for credit recovery and kick-start for entering K students with the greatest needs.-	Principals, Teachers, ESS Coordinator, Instructional Support Staff	Decrease in retention and drop-out rates; increase in proficiency	\$7500 District ESS \$11,900 School ESS \$5000 District Title I *Daytime Funding included in goal 1	I; Interventions have been provided as indicated at all levels. Students received the targeted intervention they needed. Student improvement has been tracked at all levels using the forms/procedures within the district KSI plan. Additional intervention staff have been provided as indicated. Student progress has been monitored closely with student placements changing as indicated by their individual needs. Summer learning was provided for credit recovery

Goal 7: Maintain the 4-year cohort graduation rate at 98.0% through 2027 as measured by the school report card.						
						and kick-start for entering K will take place late July with transportation provided.
	KCWP 5: Design, align & deliver support processes to ensure appropriate academic interventions are taking place to meet the needs of all students.	<i>Credit Recovery</i> Students who are behind as well as high school students 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. Credit recovery opportunities will be communicated to both students and parents.	Credit Recovery Teacher	Decrease in retention and drop-out rates; increase in proficiency	\$5000 ESS for programs	I; Plato was used to help students make up credits and stay on course for graduation during the school day, after school and during summer school. Staff was on site to support students in their coursework. Many students who started the year behind were able to get back on track through this opportunity.
	KCWP 5: Design, align & deliver support processes to ensure appropriate academic and/or behavioral interventions are taking place to meet the needs of all students.	<i>Alternative Education</i> The NEST will provide learning activities that support innovative pathways and are aligned to college and career outcomes for all students; a curriculum that is aligned with the Kentucky Academic Standards and the learning goals in each student's Individual Learning Plan (ILP); successful student transition to the regular school assignment, when possible, or to post-secondary status; a meaningful alternative to suspension and/or expulsion of a student.	DSS, Principal of Alternative Programs, Principals, Teachers, Instructional Support Staff	Decrease in retention and drop-out rates; increase in proficiency	\$4178 Safe Schools	I; The NEST is providing differentiated supports for students as noted.
	KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals.	<i>Persistence to Graduation</i> 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.	Principal, Instructional Support Staff	Decrease in retention and drop-out rates	\$0	I; These tools were used by principals, director of student services, counselors, etc. to identify at-risk students and provide needed supports.

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.

Response:

Under the 2022 school accountability system, LaRue County Middle School was identified as TSI for the Disability subgroup. The LaRue County School District will monitor and support LCMS in implementation of their school improvement plan which includes targeted supports for the Disability subgroup. The LCMS instructional leadership team meets weekly including the interim principal, assistant principal, counselor, and district staff which includes curriculum specialist, instructional supervisor, and assistant superintendent for student achievement. The Director of Special Education meets with this group monthly. We regularly checked in on development of the plan in the fall and are now checking in on progress and will continue to do so. It is a standing agenda item for our meetings. This group held a planning session in the fall specifically about the Disability subgroup looking at what was already in place to support students and staff, what we already knew needed to be put in place or adjusted, and where we needed to dig deeper into the data or discussion with teachers to find out more. We developed a checklist of actions and who would complete each action.

As of early December, the district has supported in collaboration with the principal the analysis of data patterns for students with IEPs, a review of IEPs and fidelity check, interviews with special education teachers, facilitation of co-teaching training with the local coop with an intentional plan for follow-up including both special education on general education teachers, and implementation of the LLI Reading Intervention program. Our instructional leadership team completes formative classroom observations together including data analysis, goal setting, and individual feedback to teachers. We have some new LCMS teachers, both special education and general education, and we have a support plan in place for them including mentorship and peer observation. Relief funds have been used to purchase and provide training for implementation of new high-quality instructional resources in language arts and social studies. LCMS will be adopting new math materials this school year with the review and selection process facilitated by our district's instructional supervisor. We have facilitated discussion with other districts and schools in our region to explore additional strategies. The principal is currently participating in the Transformational Change professional learning series along with other principals and central office administrators from our district.

The LCMS instructional leadership team has a strong partnership and spirit of collaboration. We will continue to meet regularly with the support plan for the Disability subgroup as a standing agenda item to ensure we are implementing the plan with fidelity, gathering feedback throughout, adjusting as needed and with district staff collaborating to support the LCMS principal as the instructional leader of the school.

The LaRue County Board of Education reviewed the LCMS CSIP during the December working session on 12/13/22. The principal was present for any questions or clarifications needed. We anticipate approval of the plan at the regular meeting on 12/19/22.