

## 2023-2024 LaRue Phase One: Continuous Improvement Diagnostic for Districts

2023-2024 Phase One: Continuous Improvement Diagnostic for Districts

**LaRue County**  
**David Raleigh**  
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## **2023-2024 Phase One: Continuous Improvement Diagnostic for Districts**

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

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

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

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

- Continuous Improvement Diagnostic for Districts
- Executive Summary for Districts

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

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

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

- Comprehensive District Improvement Plan
- The Superintendent Gap Assurance

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

- Non-Traditional Instruction Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (Due May 1)
- Professional Development Plan for Districts (Due May 1)
- Progress Monitoring

***As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).***

Please enter your name and date below to certify.  
David Raleigh, 9-29-23



2023-2024 LARUE Phase Two: The Needs Assessment for  
Districts\_09302023\_20:53

2023-2024 Phase Two: The Needs Assessment for Districts

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## **2023-24 Phase Two: The Needs Assessment for Districts**

### **Understanding Continuous Improvement: The Needs Assessment for Districts**

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

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

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

#### Protocol

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

Data is continuously collected and reviewed by various stakeholders. The review and analysis process begins with the district's Instructional Leadership Team consisting of the district's superintendent, assistant superintendent, instructional supervisor, director of special education, director of student services, chief information officer, principals, assistant principals, and curriculum specialists. This group meets twice a month. In addition to this district group, there are grade span ILT groups at each level who meet about twice a month. These meetings dig deeper into school-specific needs. We review universal screener and classroom data,

considering the unique needs of the students, staff, and families at each grade span. These groups have reviewed the data released in the School Report Card including 2021-2022 state assessment results and other relevant data in the SRC. They have also reviewed social-emotional learning screener results and local assessment data including our universal screeners (iReady and CERT), diagnostics, and common assessment results. The following three questions are our focus in all of these groups: 1. What does the data tell us, 2. What doesn't the data tell us, and 3. What are we going to do about it. Data is further analyzed by staff at the school level in team or departmental groups, vertical teams, and whole group. Notes are captured in terms of strengths, needs, and actions. Interactive activities are used to look for common themes and build consensus. District instructional support staff work with principals to facilitate analysis sessions at each school. Cadre leaders are teacher leaders at each school in each core content area plus special education. Cadre leaders consider data results and next steps at their school and then share findings in vertical meetings K-12. They also consider key issues and provide input in monthly district network meetings. We also have instructional technology leaders, social-emotional learning leaders, and PBIS leaders who serve in a similar capacity to support school activities and share vertically K-12. These teacher leaders are full time teachers who are willing to take on this additional leadership activity to further support our students and staff. SBDM Councils and the local school board review key data throughout the year and provide input and approval on next steps. The district's Parent Advisory Council reviews the data and provides input on important issues for moving forward. Various pieces of data are analyzed throughout the year including state assessments, local common assessments, universal screeners, student survey data, behavior screener, Rtl progress, attendance, working conditions survey and anecdotal data. Data is analyzed for individual student strengths, weaknesses, growth, and next steps for continuous improvement.

### Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?

The 2022-2023 CDIP included goals and objectives aligned to the new accountability system. Specific actions were included to support unfinished learning with an understanding that recovery would take time and intentionality. We also recognized the need for increased social, emotional, and behavioral supports for both students and staff in addition to our focus on academics. As a district, our overall "Status" gained 3.9 from 2022 to 2023 indicating that the implementation of our improvement plan was successful. The greatest gains were seen in postsecondary readiness and the state assessment results for science/social studies/writing. In addition, we also improved performance of subgroups resulting in no school being identified for Targeted Support & Improvement. Schools within our district have analyzed results within their own school and through vertical teacher leader groups in content areas, special education, social & emotional wellness, and instructional technology. They have shared struggles and successes together which have informed development of the 2023-2024 CDIP. Activities have been updated to keep what is working (updating as needed) and to cut what is no longer needed.



## Trends

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

### Example of Trends

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

Most of our data is stronger when comparing 2021 to 2023. There have been a few drops at the high school level:

- READING: Elem 55.8 to 72.3; Middle 59.7 to 70.0 ; High 54.5 to 65.5
- MATH: Elem 51.1 to 64.9 ; Middle 46.3 to 54.4 ; High 51.6 to 55.3
- SCIENCE: Elem 58.6 to 62.1 ; Middle 45.2 to 49.2 ; High 47.9 to 33.2
- SOCIAL STUDIES (not tested in 2021) 2022: Elem 70.6 to 72.1 ; Middle 68.2 to 71.5 ; High 59.4 to 56.4
- WRITING: Elem 72.1 to 82.3 ; Middle 78.9 to 82.8 ; High 83.5 to 68.9
- QUALITY OF SCHOOL CLIMATE & SAFETY SURVEY 2022: Elem 75.9 to 74.7 ; Middle 65.1 to 66.0 ; High 58.6 to 58.2
- POSTSECONDARY READINESS was not calculated in 2021, but has increased from 84.2 in 2022 to 89.8 in 2023
- GRADUATION RATE has maintained around 98%.

Based on our data trends, schools are concerned about the continued impact of the pandemic and attendance with bridging gaps among students in both academic and social-emotional development. For specific subgroups, they are concerned about the performance of students with disabilities and students who qualify for free or reduced lunches.

## Current State

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

### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.

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- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Of the district's 4 schools, 2023 accountability data classifies one school as BLUE, one school as GREEN and two schools as YELLOW. ALES scored higher than the state STATUS in reading, math, science, social studies and writing; HES scored higher than the state STATUS in reading, math, social studies and writing; LCMS scored higher than the state STATUS in reading, math, science, social studies, writing and the QSCS survey; and LCHS scored higher than the state STATUS in reading, math, science, social studies and writing as well as postsecondary readiness and graduation rate. 51% of students scored at least proficient in reading with 21% scoring novice. In math, the %PD drops to 40% and %N increases to 26%. In science, 24% of students scored at least proficient with 28% novice. In social studies, 49% scored at least proficient with 26% novice. In writing, 60% scored at least proficient and 12% scored novice. Looking at 2022 to 2023, reading, math, and writing have shown improvement but science and social studies are about the same.

The percentage of students scoring at the novice level is too high. We also feel gaps in our data are larger than we would like to see for students with disabilities and students who qualify for free or reduced price meals; however, none of our schools were identified for TSI.

### Priorities/Concerns

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

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

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

An area of need across the district is increasing the percentage of students scoring at the Distinguished level and decreasing the percentage of students scoring at the

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Novice level. These are needs across all content areas and levels. 2023 state accountability results show 23% of student scores novice compared to 15% of student scores distinguished, with 45% of student scores at least proficient. This is an improvement over 2022 results, however, this is still a significant need. The pandemic has impacted student progress at all levels, and in all content areas. Our goal is to help all students grow. Improvements in growth will result in increased achievement, closure of gaps, and increased postsecondary readiness. The new accountability system does not have a measure for individual student growth, however, we are monitoring student growth using our local universal screeners so we are aware of who is growing, who is not, and where adjustments may be needed. In terms of gap groups, all schools in the district are concerned about the performance of students with disabilities and students who qualify for free or reduced lunches. The social and emotional learning of all students and staff is also an area of priority for the district.

### Strengths/Leverages

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

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

In terms of academic data, all content areas are outperforming the state at all grade spans. Our highest STATUS score as a district is in Combined Writing (78) followed by reading (69) and social studies (67). Graduation Rate STATUS is BLUE (very high). STATUS Indicators that are rated GREEN (high) include elementary and middle school science/social studies/combined writing and postsecondary readiness. When we consider the indicator ratings that reflect STATUS and CHANGE, Graduation rate is BLUE. GREEN indicators include elementary and middle school reading & math, elementary and middle school science/social studies/combined writing, and postsecondary readiness. Improvements have been implemented for student exposure and preparation for future career options at all grade levels which takes time to show up in senior exit data. Those results are beginning to show up as this rate is significantly higher than prior years. The high school postsecondary readiness rate was 63.1 in 2019 which was below state average. It is now 89.8 with several pathways added and more intentional career planning tasks in place.

### Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data Results
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establish Learning Environment and Culture

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.

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

### **ATTACHMENTS**

#### **Attachment Name**



LaRue County Schools Key Element Template 2023-2024

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

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

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


There is room for improvement or refinement in all six school improvement strategies listed. Refinement and re-focus of current practice is ongoing for KCWP 2. In 2019-2020 we committed to refresh and refocus our Professional Learning Communities on the four key questions for PLC while protecting teacher time for this important collaborative work. That work was in progress as the pandemic began to unfold and has become more important than ever before to ensure we are working together collaboratively to make the best decisions we can as continue to recover from the impacts of the pandemic. KCWP 2 monitoring and evidence collection processes were revised in 2021-2022 and again summer 2023. Response has been positive. KCWP 3 will be impacted this year by assessments related to new curriculum resources and implementation of Senate Bill 9 requirements in primary literacy. We also have an opportunity for growth across the district in items 5 and 6, to further focus academic intervention and enrichment as well as providing behavioral and social/ emotional supports for the whole child. Extending the learning culture and equity from the classroom to the hallways and to our community are opportunities for growth. We have launched our LaRue County Schools Learner Profile this year which will address KCWP 6 both within our schools and across our community. We will work this year on building background knowledge then an assessment pilot next year.

LaRue County

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LaRue County

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 LaRue County Schools Key Element Template 2023-2024		• 7

Key Elements of the Teaching and Learning Environment – LaRue County Schools 2023-2024

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the district will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive District Improvement Plan (CDIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p><b>KCWP 1: Design and Deploy Standards</b> Does our district continually assess, review, and revise curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?</p>	<p>YES</p>	<ul style="list-style-type: none"> <li>-Curriculum/KAS alignment with maps, pacing guides/targets, and standards review with district support and teacher teams.</li> <li>-Department PLCs and Grade level content PLCs meet to review assessment data, alignment, pacing guides, and lesson planning regularly</li> <li>-Vertical Team Meetings and Cross-School Team Meetings allow for analysis and planning across grade levels and schools.</li> <li>-Monitor implementation using Edulastic and other data tools, PLC and data analysis notes</li> <li>-First year of Learner Profile implementation.</li> </ul>
<p><b>KCWP 2: Design and Deliver Instruction</b> Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?</p>	<p>YES</p>	<ul style="list-style-type: none"> <li>-Our walkthrough process was revised in 2021-2022 and refined summer 2023 to reflect common district instructional process expectations. Walkthroughs are conducted to check for lesson plans, learning targets, standard alignment, student engagement, rigor, instructional practices, PBIS, and Rutherford Learning Principles.</li> <li>-Processes used to select materials and programs to fit the rigor and instruction expected (HQIR).</li> <li>-Teachers post and communicate learning objectives/targets in the classroom.</li> <li>-Students and teachers work together to set goals.</li> <li>-Training on differentiation and use of differentiation strategies in instruction</li> </ul>

Key Elements of the Teaching and Learning Environment – LaRue County Schools 2023-2024

		<ul style="list-style-type: none"> <li>-PBIS/SEL</li> <li>-PLC minutes/agendas</li> <li>-RTI Committee meetings</li> <li>-Quarterly data review with leadership team</li> <li>-Instructional feedback and coaching</li> <li>-Master schedule with RTI built in</li> <li>-PLC Work, Team Meeting, Professional Development, Club and extra-curricular enrichment opportunities</li> <li>-Gifted &amp; talented opportunities</li> <li>-Teacher Induction Program Rutherford sessions every year for new teachers</li> <li>-LETRS training in primary grades</li> <li>-Incorporation of instructional technology</li> </ul>
<p><b>KCWP 3: Design and Deliver Assessment Literacy</b> Does our district have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?</p>	<p>YES</p>	<ul style="list-style-type: none"> <li>-Regular PLC analysis with teachers applying assessment literacy using assessment results (Edulastic, iReady, CERT, KSA, and classroom assessments)</li> <li>-Formative Assessments</li> <li>-Student-Friendly Lesson Objectives</li> <li>-Lessons plans show alignment with standards &amp; lesson objectives</li> <li>-Review assessment data with students</li> <li>-Data is used from multiple forms of assessments (KSA, iReady, formative assessments, etc.)</li> <li>-Edulastic for both common assessments and classroom assessments</li> <li>-Formative assessments included in lesson plans (intentional)</li> <li>-Teacher Induction Program Assessment Literacy every year for new teachers</li> <li>-Students and teachers work together to set goals</li> <li>-Implementation of senate bill 9 requirements for primary literacy assessment and intervention</li> </ul>
<p><b>KCWP 4: Review, Analyze and Apply Data</b> Does our district communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit,</p>	<p>YES</p>	<ul style="list-style-type: none"> <li>-Scheduled time for PLC</li> <li>-PLC minutes/agendas</li> <li>-Teacher data analysis meetings</li> <li>-RTI Committee meetings</li> </ul>



Key Elements of the Teaching and Learning Environment – LaRue County Schools 2023-2024

<p>interpret, and act on meaningful evidence of student learning?</p>		<ul style="list-style-type: none"> <li>-RTI parent letters</li> <li>-Senate Bill 9 Reading Improvement Plans and parent communication</li> <li>-Quarterly data review with leadership team</li> <li>-Team meetings</li> <li>-District data day, data mining and on-going analysis sessions</li> <li>-Student conferences and goal setting</li> </ul>
<p><b>KCWP 5: Design, Align and Deliver Support</b> Has our district established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>	<p>YES</p>	<ul style="list-style-type: none"> <li>-RTI process is aligned and implemented with fidelity</li> <li>-RTI Schedule (seminar, advisory readiness time, etc.) with multiple support staff available, Data is used from multiple forms of assessments (KSA, IReady, diagnostics, formative assessments, Brigance, etc.)</li> <li>-PLC Work, Team Meeting</li> <li>-Professional Development</li> <li>-Differentiation</li> <li>-Teacher Checklists, Data Binders with Anecdotal notes, Goal Setting Conferences with students</li> <li>-SEL screener and interventions</li> <li>-Mental Health Providers</li> </ul>
<p><b>KCWP 6: Establishing Learning Culture and Environment</b> Has our district intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>	<p>YES</p>	<ul style="list-style-type: none"> <li>-SEL Committee, Attendance committee</li> <li>-Implementation of PBIS and tiered intervention program</li> <li>-PLC, Common Planning,</li> <li>-PASS Survey Results</li> <li>-Gifted &amp; talented opportunities</li> <li>-Multiple opportunities for success at every school (examples vary depending on age)</li> <li>-Culture and Climate Committee, Shout-Outs, School and Classroom Rewards and Certificates</li> <li>-Sources of Strength program that supports the emotional well-being of gr 6-12 students</li> <li>-Club and extra-curricular enrichment opportunities</li> <li>-Student voice fostered and encouraged in school opportunities as well as district (advisory, student government, Rotary feature, etc.)</li> <li>-Work ethic certification</li> </ul>

Key Elements of the Teaching and Learning Environment – LaRue County Schools 2023-2024

		<ul style="list-style-type: none"><li>-Work-based learning</li><li>-Digital portfolio including the Individual Learning Plan (grades 6-12)</li><li>-Preschool expansion</li><li>-Parent &amp; family engagement opportunities and supports</li><li>-FRYSC</li><li>-Local Laboratories of Learning, cohort 3</li><li>-LaRue County School Learner Profile: co-created with community last year, roll-out and building background knowledge this year, pilot assessment of competencies next year</li></ul>
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2023-2024 LaRue Phase One: Executive Summary for  
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2023-2024 Phase One: Executive Summary for Districts

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## 2023-2024 Phase One: Executive Summary for Districts

### Description of the District

Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

LaRue County School District has six schools serving approximately 2300 students: Pre-School on College Street (P only), Abraham Lincoln Elementary (K-5), Hodgenville Elementary (K-5), LaRue County Middle School (6-8), LaRue County High School (9-12), and The Life Connection (5-12). LaRue County is located in central Kentucky and is the birthplace of President Abraham Lincoln. The school system is one of the largest employers in the county. LaRue County Schools partner with the whole community in providing all of our students with learning experiences, knowledge, and life skills to succeed in a most diverse society. In the last 3 years, our community has experienced the impact of COVID. The community has also been impacted by regional industry expansion and it's potential future impacts.

### District Stakeholders

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

Stakeholder groups include students, staff, parents, local and regional business/industry partners, local government, and the community at large. The district's improvement planning process includes various opportunities for stakeholder engagement. With only four A1 schools in the district, we are small enough to enable a high level of interaction between school and district in CDIP and CSIP development. We work together through regular school and district analysis and planning sessions so CDIPs and CSIPs are aligned. Students are engaged in needs assessment at the school level through various advisory groups and surveys. Site-Based Decision Making Councils include parents and school staff, and as part of the school-based development process schools gather feedback from parents and the greater community about needs and ways we can work together to meet those needs. This includes PTOs, FRYSC advisory, CTE advisories, and surveys just to name a few. All of this feedback is communicated to the district level where there are additional groups such as our Local Laboratory of Learning, Learner Profile development team, Parent Advisory Council, and feedback sessions that expand to include business, industry, and government representatives. The CDIP draft is posted to the district website for review and comment prior to approval by the local Board of Education. Once approved it is still available for public comment and feedback at any time. Key questions in all groups include, "What's working? What's not? and What are we going to do about it?"

### District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the district embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

The purpose of LaRue County Schools is to inspire all students to achieve success by empowering staff to provide innovative learning experiences where every individual achieves his/her postsecondary goals in a partnership with family, school, and community. Our vision is to create a future-driven school system focused on the whole child, where no learner is ever marginalized. We believe all students can learn and succeed. We believe student success is the shared responsibility of the home, school, and community. We believe students thrive in a positive learning environment that ensures safety, stimulates personal growth, and challenges their abilities. We believe academic, social, and emotional learning are all critical. We believe in developing leaders and good stewards of the community through life-long learning. We believe decisions must be made in the best interest of students. We believe exemplary role models build relationships and provide a positive culture and learning environment for students. We believe in preparing students for success in a diverse society. The school system offers a wide variety of experiences to enrich the lives of our students, from academics to extra-curricular to social and emotional support at each school. The district is responsive to student needs and provides additional time and support for learning as well as opportunities for enrichment. We support students in the expectation to take ownership and pride in their progress and their future success.

The district's purpose, mission, vision, values and/or beliefs were developed through strategic planning with broad community engagement in 2019, with revision a year later. In 2022-2023, the district developed the LaRue County Learner Profile also with broad community engagement through open community feedback sessions, surveys, and meeting with various community groups such as Rotary, Chamber of Commerce, etc.

### Notable Achievements and Areas of Improvement

Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

In 2022, phase 1 of a new state assessment and accountability system was launched with a 5-color rating system ranging from red (very low) to blue (very high). Three of the district's four schools were rated green (high) and one school was rated yellow (medium). This rating included data from state-required Kentucky Summative Assessments in reading, math, science, social studies, and writing as well as indicators for School Climate & Safety, Postsecondary Readiness, and Graduation Rate. In 2023, phase 2 was implemented which brought in an additional factor to recognize change. Other aspects of the system remained the same. One school was rated blue (very high), one school was rated green (high) and two schools were

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rated yellow (medium) based on a combination of each school's status and change ratings. None of our schools were identified for TSI or CSI. Significant gains have been noted in postsecondary readiness which was 63.1 in 2019 and is now 89.8 having added several pathways, partnerships with other districts, greater emphasis on work-based learning, and intentional career planning activities with students.

We attend to student voice represented in the state's School Climate & Safety Survey as well as other resources with an emphasis on educating the whole child. School safety is a high priority. Many upgrades and enhancements have been put in place recently to increase safety and security for students. In 2019, strategic plan priorities were set around academics, social-emotional wellness, early childhood education, safety, and providing additional opportunities in career & technical education. In 2022-2023, the district worked with citizens representing various stakeholder groups to create the LaRue County Schools Learner Profile. This year our focus in building background knowledge with students, staff, and the community about the five competencies in our Learner Profile, and to solidify performance indicators for grades K-2, 3-5, 6-8, and 9-12. The district also participated in the Local Laboratory of Learning Cohort 3 in 2022-2023, working with community stakeholders and the state to envision new possibilities for local accountability structures. Through that process, we identified the need for a greater level of meaningful engagement between our schools and our community, and more meaningful engagement with students including learner experiences that are more authentic to their future career paths. This work is still in progress and will connect directly with the LaRue County Schools Learner Profile. The district will continue to strive to decrease achievement gaps, increase rigor, promote equity, promote community engagement, and prepare students for the future.

#### Additional Information

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

All personnel of LaRue County Schools are committed to adhering to state and federal laws and regulations concerning equity, both in academics and in extracurricular activities. By monitoring student achievement in several subpopulations on nationally normed assessments, state assessments, and social-emotional data our district and schools look for data that indicate groups of students who may be underserved. Through comprehensive planning, strategies are developed to address the needs of all students of LaRue County. Teachers are trained in research-based instructional practices that allow for differentiation to address the various competency levels and learning styles of our students. Professional learning initiatives have focused on teaching in a way that increases student engagement and ownership in their learning, teaching both academics and social-emotional wellness. In addition, we continue to focus on catching students up from gaps in learning during COVID while providing enrichment for students who are ready to move forward--meeting each student where they are.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 LARUE Phase Two: District Assurances\_09302023\_20:49

2023-2024 Phase Two: District Assurances

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## 2023-24 Phase Two: District Assurances

### Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225) and must contain a signed declaration by the superintendent that all schools in the district are in compliance with the necessary federal and state requirements for school improvement, including:

- KRS 158.649 (achievement gaps),
- 158.6455 (school accountability system),
- 158.782 (monitoring and review of turnaround plan),
- 160.346 (targeted and comprehensive improvement)
- 703 KAR 5:280 (school improvement procedures).
- Elementary and Secondary Education Act (ESSA)
- 20 U.S.C. 6301 et seq. (fair, equitable, and high-quality education, and close educational achievement gaps),
- 2 C.F.R. Part 200 (uniform administrative requirements) and
- 34 C.F.R. Part 200 (Title I).

Please read the assurance and indicate whether your district complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

#### District Assurances\_UAT

The district hereby ensures that the FY 2023-2024 District General and Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

- Yes
- No

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o N/A

**COMMENTS**

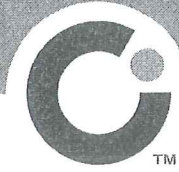
09/30/2023

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 LARUE Phase Three: The Superintendent Gap  
Assurance\_09302023\_20:57

2023-2024 Phase Three: The Superintendent Gap Assurance

**LaRue County**  
**David Raleigh**  
208 College St  
Hodgenville, Kentucky, 42748  
United States of America

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## 2023-2024 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

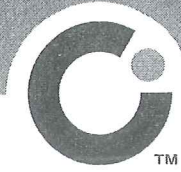
### Gap Target Assurance

As superintendent of the district, I hereby certify either:

o No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.

● **Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.**





2023-2024 LARUE Phase Two: District Safety  
Report\_09302023\_20:52

2023-2024 Phase Two: District Safety Report

**LaRue County**  
**David Raleigh**  
208 College St  
Hodgenville, Kentucky, 42748  
United States of America

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## 2023-24 Phase Two: District Safety Report\_UAT

### District Safety Report

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

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

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

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

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

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

*Please reference the appropriate board policy number(s) and/or title(s) in the comment box.*

Yes: Board Policy 05.4 "Safety"

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and*

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*locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.*

Yes; The Life Connection is a residential facility and as a whole has an approved EMP. School classrooms are part of the overall facility plan. TLC facility EMP policy has been adopted. There is no SBDM Council. TLC is an A6 school.

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

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

yes

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

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

yes

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

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

yes

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

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

yes

7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling

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the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

yes

8. Was each school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained on file for review?

*Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

ALES July/Aug 2023; HES 7/17/23; LCMS 7/24/2023; LCHS 7/24/2023; TLC5/30/2023

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

*Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes; ALES, HES, LCMS, and LCHS completed this on staff opening day 8/7/23; TLC completed this on 7/27/23

10. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the current drill log?

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

yes

11. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the appropriate drill log and maintained on file?

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

yes

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

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

yes

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
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