# Comprehensive School Improvement Plan (CSIP)—LCHS 22-23 Implementation & Impact Report

## Rationale

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

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

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

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

## Requirements for Building an Improvement Plan

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

## Explanations/Directions

| Goal: Schools should determine long-term goals that are three to five-year targets for each required school level indicator. Long-term targets should be informed by The Needs Assessment for Schools. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal. | Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon [Kentucky’s six (6) Key Core Work Processes](https://education.ky.gov/school/stratclsgap/Pages/default.aspx) or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).* | Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy. | 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. | 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. | List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities. | |

## 1: State Assessment Results in Reading and Mathematics

| Goal 1: Increase the indicator for state assessment results for reading and math for students in grades 9-12 from 65.8 in 2022 to 76.5 by May 2027 as measured by state-required assessments. | | | | | | |
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| Objective | Strategy | Activities | Responsible Person(s) | Measure of Success | Funding | Progress Monitoring Date & Notes |
| Objective 1:  Increase the state assessment results indicator for reading and math for students in grades 9-12 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 school year and use summer PD time to incorporate these revisions as needed. Support will be provided in the alignment process to ensure a smooth transition for students transitioning to and from THE NEST during the school year. | Principal,  Teachers,  Instructional  Support Staff | Curriculum Maps, CA’s, plans; increase in student proficiency | $0 | I – Adjustments to curriculum maps and vertical alignment meetings were held to identify unfinished learning prior to the start of school. |
|  | 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. Walkthroughs will focus on teacher engagement, student engagement, cognitive engagement, management, lesson plans tied to KAS standards and student friendly learning targets/objectives, formative assessment, congruency between classroom activities and lesson plans, Optimal Learning Model, and Rutherford principles. Individual feedback will be shared with teachers. 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 – Walkthroughs and observations per CEP were conducted and feedback was shared in department meetings and personal meetings with individual staff. |
|  | 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. | ***ELA Supports Across the Curriculum***  Teachers in science, social studies, arts & humanities, and practical living/career studies will engage students regularly in ELA activities to support mastery of their own content as well as ELA standards. A streamlined rubric for technical writing has been shared across content areas to support common language. English teachers will be available to each department to serve as a support in sharing resources, information about state-required assessments and skills, to assess critical reading skills, and construct high-quality writing prompts using research-based practices. | Teachers | PLC notes; increase in student proficiency | $0 | PI – activities were present in all areas but rubric needs to be updated with new state released rubrics by genre. |
|  | KCWP 2: Design & deliver instruction to ensure cognitive engagement versus passive or active engagement with students’ cultural, social, and developmental needs in mind. | ***Student Engagement***  Student engagement will be enhanced through the use of research-based student engagement strategies including strategies for effective management/structural techniques to implement interventions/extensions/core instruction in the regular classroom. As a result, more students will be actively engaged in academic learning, increasing student opportunities to respond while simultaneously developing critical social skills. Ongoing training and supports will be provided during faculty meetings, early release, classroom observations, peer coaching, etc. Teachers will be released to observe each other as needed. Kagan refresher or first-time learning opportunity will be provided as needed. | District Kagan  Team,  Teachers,  Instructional  support staff,  Principals | Formative classroom observation reports, PLC notes, Coaching notes; increase in student proficiency | $0 | PI – Kagan training scheduled during upcoming summer. LTIP teachers observed each other as part of the LTIP process. |
|  | 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. | ***Extended Response***  Students will receive consistent practice with answering constructed response items. Strategies will be modeled for students and samples of proficient student work will be used as examples. In addition, quick writes and paragraph strategies will be used regularly to give students practice in explaining in their own words on a smaller scale than full Extended Response (bell ringers, exit slips, etc.). | Teachers,  Instructional  Support Staff | Formative classroom observation reports; increased student success in constructed response | $0 | PI – PEEL Method used across the board in SS and in 9th and 10th ELA.  11th and 12th ELA,  the focus shifts a bit  to more OD  practice. |
|  | 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. | ***Text Analysis—ELA***  All students will be engaged in deeper analysis of text using research-based strategies focusing on use of shorter but more rigorous text and paired passages. | Teachers,  Instructional  Support Staff | Formative classroom observation reports, PLC notes; increase in student proficiency | $0 | I – evident in ELA classes. |
|  | 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. | ***Math Teaching Practices***  Students will be regularly engaged in extended problem-solving activities in all math courses throughout the year. Math teachers will be engaged in professional learning and implementation of the math teaching practices. | Teachers,  Instructional  Support Staff | Formative classroom observation reports, PLC notes; increase in student proficiency | $0 | PI – Implemented by some but more professional learning is needed for Math staff to have better implementation. |
|  | 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. | ***Technology—Math***  Students in all math courses will be instructed in the use of graphing calculators and the *desmos* online calculators (graphing & scientific). | Teachers,  Instructional  Support Staff | Formative classroom observation reports, PLC notes; increase in student proficiency | $0 | PI – Desmos is used in all math classes but graphing calculators used in some math classes but not all. |
|  | 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. | ***Practice Friday—Math***  Students will be exposed to ACT-like practice regularly. Fridays will rotate between timed practice and strategy intervention. Emphasis will also be placed on content and item styles that are consistent with the new 10th grade math assessment. | Teachers,  Instructional  Support Staff | Formative classroom observation reports, PLC notes; increase in student proficiency | $0 | PI – This was done regularly in some math classes but not all math classes. |
|  | 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***  New high-quality instructional resources were adopted for math summer 2022. On-going professional learning and support will be provided during the first year of implementation. | Teachers,  Instructional  Support Staff | PLC notes; increase in student proficiency | $0 | PI – New resources were adopted but teachers are still learning to use the new materials. |
|  | KCWP 3: Design & deliver assessment literacy to ensure congruency to the standards/targets, analyzing data to identify priorities and implement actionable steps that impact instruction/student learning. | ***Common Assessment***  As professional learning communities teachers will develop, implement, and analyze the results of common assessments aligned to standards in both content and rigor throughout the school year. Assessments and rubrics will be entered into Edulastic or other tools. Students will complete assessments online, other than writing. Constructed response items will be scored collaboratively by teachers with both the overall results and subgroup reports analyzed for next steps to meet student needs. Notes will be kept on adjustments needed and summer PD time will be used to revise common assessments accordingly. | Principal,  Teachers,  Instructional  Support Staff | PLC Notes, CAs; increase in student proficiency | $0 | I – English & Math consistently and most teachers within the departments participated consistently. |
|  | 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. | ***Formative Assessment***  Formative assessments will be used to adjust instruction, inform students of their progress towards meeting standards, and have students self-assess their own progress in meeting standards. Strategies may include but are not limited to live scoring, on-demand scoring sessions, bellringers/exit slips on the day's instruction or prior instruction targeted as a result of data analysis, overt response strategies during instruction, quick writes, journaling, quiz, etc. | Teachers,  Instructional  Support Staff | Formative classroom observation notes; increase in student proficiency | $0 | I – formative assessment was used to drive instruction. |
|  | KCWP 4: Review, analyze & apply data results to answer key questions about student needs, individually, as a whole, and by specified subgroups, ensuring appropriate academic interventions are taking place to meet the needs of all students. | ***Intervention***  Student performance on common assessments and ACT-like practice will be intentionally tracked using Edulastic and other tools. Teachers will analyze student performance to identify next steps for both classroom and targeted interventions. Students in need of targeted interventions will receive additional tutoring. Intervention will be focused on developing specific targeted skills rather than homework help or make-up work. | Teachers,  Instructional  Support Staff, Intervention Staff | PLC Notes; increase in student proficiency | $0 | I – Assessments were conducted and targets were performed. |
|  | KCWP 4: Review, analyze & apply data results to determine student needs including movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling, etc. | ***Response to Intervention***  The lowest performing students in reading and math will be identified for progress monitoring in accordance with the district's Response to Intervention plan. Identified students will receive targeted intervention on specific diagnostic skills and their progress will be tracked. | Teachers,  Instructional  Support Staff, Intervention Staff | PLC notes; Progress monitoring notes; increase in student proficiency | $0 | I – Completed in small group and individual settings. |
|  | KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs. | ***Transition Readiness Time***  Transition Readiness Time (TRT) will meet daily with Friday content devoted to state-requirements such as financial literacy and the development of the Individual Learning Plan (ILP) including career exploration and planning. The other 4 days are used for academic and/or behavioral intervention as well as enrichment activities. Student voice, choice and responsibility are key components of this structure. | Counselors,  Teachers,  Principals | Strategic scheduling of TRT activities; increase in student proficiency and student agency | $0 | I – 4 days each week on average were devoted to Intervention and student choice while Friday was devoted to ILP. |
|  | KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs. | ***Schedule Priorities***  The schedule will be set to minimize class sizes for co-taught classes and state-assessed courses with consideration also given to time of day. Emphasis will also be placed on reducing conflicts with one-time classes including advanced placement/dual credit and preserving career pathway completion for students. | Counselors,  principals | Strategic master schedule; increase in student proficiency | $0 | I – class sizes for co-taught classes were kept as small as possible. |
|  | KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs. | ***Daytime Reading and Math Tutor***  A part-time reading tutor and a part-time math tutor will be hired to give more one-on-one and targeted support with our students who need additional support to reach proficiency. They will work with targeted and disability students in English and Math classes and/or TRT. | Teachers,  Instructional  Support Staff | PLC notes; Progress monitoring notes; increase in student proficiency | $20,000  ESS  $23,500  District Relief Funds | I – These individuals were in place for the 2022-23 school year. |
|  | KCWP 6: Establish learning culture & environment to promote depth of educator capacity (will and skill) within the district. | ***Coaching***  Principals and instructional staff will conduct regular coaching sessions to increase teacher effectiveness using the KY Framework for Teaching and Rutherford Principles. Coaching strategies may include but are not limited to Rutherford strategies & coaching styles, modeling, team teaching, or observing other teachers together as well as more informal strategies such as sticky note feedback. Coaching will be individualized to specific teacher needs. | Principal,  Instructional  Support Staff,  Teachers | Feedback, coaching log, PLC notes; increase in student proficiency | $0 | I – CEP and other observations were conducted and teachers were given feedback, LTIP observations also occurred. |
|  | KCWP 6: Establish learning culture & environment to ensure all educators are successful. | ***Working Conditions Survey Analysis***  Principals and instructional support staff will collaboratively review the state-required working conditions survey results to identify strengths and areas for improvement leading towards new working conditions goals 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 – this year’s survey was just on the working conditions goal instead of the entire survey since it is only given every 2 years. |

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

| Goal 2: Increase the state assessment results indicator for science, social studies and writing for students in grades 9-12 from 53.6 in 2022 to 68.1 by May 2027 as measured by state-required assessments. | | | | | | |
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| Objective | Strategy | Activities | Responsible Person(s) | Measure of Success | Funding | Progress Monitoring Date & Notes |
| ***All school-wide activities under “State Assessment Results for Reading & Math” also apply to this section as they apply to all content areas.*** | | | | | | |
| Objective 1:  Increase the state assessment results indicator for science, social studies, and writing for students in grades 9-12 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. | ***Social Studies Alignment***  Curriculum maps, common assessments, units and lessons will be further refined to reflect the revised KAS social studies standards. Standards include a greater emphasis on inquiry, document analysis, and using multiple sources which will be embedded throughout. New instructional resources are being implemented this year including Savvas and Open Stax. | Teachers,  Principals,  Instructional  Support Staff | Curriculum maps, Formative classroom observation data | $0 | I – was done before school started this 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. | ***Critical Thinking Strategies—Science***  Teachers will embed skill building activities and experiences into classroom instruction and interventions to increase student ability to think critically about science and communicate their thinking to others. | Teachers,  Instructional  Support Staff | Formative classroom observation reports, PLC notes; increase in student proficiency | $0 | I – evident in Science classrooms. |
|  | 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. | ***Data Analysis—Science***  Science students will interact with data almost daily. Interaction may include planning, gathering, and/or analyzing data in large scale or short activities, and will include a combination of quantitative and qualitative data. | Teachers,  Instructional  Support Staff | Formative classroom observation reports, PLC notes; increase in student proficiency | $0 | I – evident in Science classrooms. |
|  | 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 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 | District  Relief Funds | I – T. Wooden is checking into possible adoptions. |
|  | 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. | ***Social Studies Reading***  Students will read regularly from a variety of sources. This will include primary and secondary sources, as well as ACT-like passages in all social studies courses. Digital tools will be used to access text virtually. | Teachers,  Instructional  Support Staff | Formative classroom observation reports, PLC notes; increase in student proficiency | $0 | I - all Social Studies courses have incorporated the required primary/ secondary sources and added various other teacher-provided sources. This is a weekly requirement in each SS course. |
|  | 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 Analysis—ELA***  Students will participate in writing activities to push them to the analysis level of their work through the use of a variety of research-based practices. | Teachers,  Instructional  Support Staff | Formative classroom observation reports, PLC notes; increase in student proficiency | $0 | PI – evident in ELA classes but needs some tightening up. |
|  | 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 Literacy***  Students enrolled in science classes will complete extended problem-solving tasks including modeling, extrapolating from models, etc. using the claim-evidence reasoning format. | Teachers,  Instructional  Support Staff | Assessment notes; increase in student proficiency | $0 | I – evident in Science classrooms. |

## 3: Achievement Gap

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

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| Goal 3: Increase the overall score for students who qualify for free or reduced lunches in grades 9-12 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 grades 9-12 from 79.8 in 2022 to 86.7 in 2027 as measured by the state accountability system. | | | | | | |
| Objective | Strategy | Activities | Responsible Person(s) | Measure of Success | Funding | Progress Monitoring Date & Notes |
| ***All activities under Goal 1 & 2 also apply to Achievement Gap, as do several in QSCS, Graduation Rate and Postsecondary Readiness.*** | | | | | | |
| Objective 1:  Increase the overall score for students who qualify for free or reduced lunches in grades 9-12 from 61.2 in 2022 to 63.6 by May 2023 as measured by the state accountability system.  Objective 2:  Increase the overall score for students with disabilities in grades 9-12 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. | ***Co-Teaching/Master Schedule***  Regular Education and Special Education teachers will attend training as needed to develop their co-teaching skills. Expectations will be developed for effective attributes of co-teaching on model days and non-model days. LCHS teachers will observe each other in co-taught classes as needed to reflect upon and enhance current practices. Intentional supports will be provided for new teachers in co-taught classes. The master schedule will prioritize English and Math classes for co-teaching. | Principal,  Teachers,  Instructional  Support Staff,  Director of  Special  Education | Formative classroom observation data will show improved practice; increase in student success | $0 | I – This will need to continue with 2 Special ed teachers being replaced. |
| 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. | ***Planning/Strategies***  Co-teachers will work together during early release and/or common planning time to plan co-taught instruction and assessment to meet the needs of all students. Co-teachers will have common planning with at least one of their teaching partners and check in with others during early release. Emphasis will be placed on using high-leverage strategies. During transition readiness time, there will be an intentional focus in the selection of students who need help and the specific skills they need (standards-based approach). Focus will be on skills rather than just on grades. | Teachers | Formative classroom observation data will show improved practice; increase in student success | $0 | I – co-taught teachers worked with regular ed teachers to plan instruction. |
|  | KCWP 3: Design & deliver assessment literacy by ensuring congruency to the standards/targets, appropriate assessment design, and analyzing the data to identify priorities/actionable steps that impact instruction/student learning. | ***Special Education Progress Monitoring***  Special education teachers and administrators will participate in professional learning & support experiences as needed on writing IEP goals, strategies and structures for monitoring student progress, and communicating results of progress monitoring using KDE guidance and GRREC resources. Special education teachers will meet together on selected Fridays to support each other in entering data into Infinite Campus including quarterly data days. | Teachers,  Principal,  Instructional  Support Staff,  Director of  Special  Education | Progress monitoring data & increased student success | $0 | I – Special ed teachers participated in the professional learning. |
|  | 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 (including those who do not have a co-teacher) will meet regularly during Early Release time or on Fridays to discuss student progress including but not limited to grades, common assessment results, academic & social-emotional screener or diagnostic data, and general classroom performance/behavior to ensure appropriate accommodations and modifications are followed. Special Education teachers will meet together every Friday to share needed information so teachers are up-to-date on progress notes for all students on their caseload. Behavior monitoring will be communicated via Google Forms. | Teachers | Formative classroom observation data will show improved practice; increase in student success | $0 | I – Friday meetings were regularly held to discuss progress. |
|  | KCWP 4: Review, analyze & apply data results to ensure student data is collected, analyzed, and being used to drive classroom instruction. | ***Progress Monitoring***  Academic progress of gap students will be monitored using the student data google sheet, the KDE Persistence to Graduation tool, KDE Early Warning tool, and progress reports. Students will be referred for additional support as needed including but not limited to interventions, ESS, or conferencing. | Teachers,  Counselors, Principals, Instructional Support Staff | Conference notes; increase in student success | $0 | I – reports were run, PBIS meetings held regularly, conferences were held. |

## 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 data for this goal)* | | | | | | |
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| 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. | 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—Hispanic & EL***  Staff will be trained in understanding and implementation of specific strategies and supports for academic success for Hispanic students at various levels of English Language proficiency such as understanding WIDA standards, types of modifications, the impact of culture, understanding the needs of newcomers, the district process for placement, assessment, and release, using the ACCESS results to inform instruction, intentional instructional strategies for vocabulary development, and implementation of the district’s Lau Plan. Additional training is needed on strategies that can be used to support English Learners in the classroom. | Instructional  Support Staff,  Teachers,  Principals | Formative classroom observation data will show improved practice; increase in student success | $0 | PI – Professional learning will occur in the summer of 2023. Training will also be held when teachers get EL plans for students next year. |

## 5: Quality of School Climate & Safety

| Goal 5: Increase the indicator for quality of school climate and safety for students in grades 9-12 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 for students in grades 9-12 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. | ***Positive Behavior Intervention System***  Students who display good and appropriate behavior will be recognized in virtual and/or in-person ways. Criteria will be shared and displayed throughout the building. Recognition includes Hawk of the Month, Hawk of the Week, digital Hawk Bucks to use in the Hawk Store, and school-wide celebrations each semester. Check-ins will be provided for Tier 2 students as well as small groups with community involvement. LCHS will partner with GRREC for professional learning services to support Tier 2 and Tier 3 implementation of PBIS, with continued follow-up and support of Tier 1 practices. LCHS PBIS Cadre Leader provides support for implementation. | Special Ed Director,  Principals,  Instructional  Supervisor,  Teachers, Culture & Resources Committee | Aligned supports for students w/ behavior needs; increased success for students | $750 Instructional Funds | I – Positive behavior was rewarded and recognized through several ways including Hawks of the Week, |
|  | KCWP 5: Design, align, deliver & support processes to ensure that resources are aligned with needs and will effectively address those needs. | ***Social-Emotional Screener & Intervention***  Students will complete a social-emotional learning screener twice this year. Results will be analyzed as a whole and by disaggregated groups to determine baseline in the fall and progress in the spring. Students will be provided tiered supports and interventions based on the results. | Emotional Support Specialist; Principal,  Teachers,  Instructional  Support Staff, Culture & Resources Committee | Increase in student social-emotional wellness | $0  District Funded | PI – results were analyzed students in tier 3 were identified as well as overall areas of concern among the 9 PASS factors. More focus on tier 3 interventions needed. |
|  | KCWP 6:  Establish learning culture & environment that assists students in decision making in regard to behavioral needs/goals. | ***Promoting Mental Wellness***  LCHS will continue to expand the Sources of Strength Club, a mental health wellness program that utilizes the power of peer social networks to promote healthy norms and culture to prevent suicide, bullying, violence and substance abuse. Students will organize and lead schoolwide campaigns throughout the year that focus on the SoS areas to increase connectedness to adults and improve school climate and culture. An SoS club sponsor has been added this year. In addition to SoS activities, the Social-Emotional Learning committee will develop specific activities to promote positive relationships with all students with SEL lessons and whole school activities. Emphasis will also be placed on promoting equity. SEL Cadre Leaders support implementation and expansion of SEL services. | SoS Team, Culture & Resources Committee,  SEL Cadre Leaders | Improved student experience and motivation | $1000  Title IV-A  $500 ASAP Funds  Food donated by Communicare  $500  FRYSC | I – students led and organized school wide activities. |
|  | 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 Deputy who will provide support services to all schools in the district. | Superintendent, DPP, Local Government | Increased students & staff safety & security | District Funding | I – Officer Bennett provided services at LCHS this year. |
|  | 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,  SEL Coordinator,  School Safety Coordinator | Improved student experience; increased success for all students | $0 | I – results were analyzed and needs were identified. |
|  | 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. | ***Youth Service Center Student Ambassadors***  The YSC Student Ambassadors assist the Youth Service Center with programs and events, mentor younger students, complete volunteer service, promote and advocate for YSC services, demonstrate positive model behavior, and help identify student needs and brainstorm ways the YSC can assist. Students apply to be selected for 1-year terms and can re-apply for multiple terms. | Youth Service Center, Student Ambassadors | Improved student experience; increased success for all students | $0 | I – They met with ambassadors to plan programs/ get input. Also had ambassadors assist with elementary and preschool programs: Wee time, Preschool special events, HES Christmas and Field Day, ALES spring carnival, ALES FRYSC programs, Cool School. |
|  | 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 Government Association***  The Student Government Association (SGA) was established in 2021. It is made up of class officers elected at each grade level to act as the governing body that represents the entire student population. The SGA works to benefit the entire school by acting as a line of communication between the student body, teachers and administration allowing student voice to be considered when appropriate and developing student agency. | SGA Students, Sponsor, Administration | Improved student experience; increased success for all students | $0 | I – SGA continued to represent the student body by communicating with admin ideas of how to improve the school. |
|  | KCWP 6:  Establish learning culture & environment to communicate with students and parents in order to address barriers to learning, and to address culture in classrooms, schools, across the district. | ***Attendance***  Staff will work with students and families to encourage good attendance overall and to limit chronic absenteeism (both excused and unexcused). The attendance committee will meet monthly to review chronic absentee lists, make mentor assignments, name and claim students, and investigate reason for absences or needs. LCHS will use social media to educate parents about health services available at school and about the consequences and learning impact of chronic absenteeism (both excused and unexcused). For chronically absent students every effort will be made to make a personal connection with the student to encourage better attendance, unconditional positive regard, home visits, etc. Contracts and individual rewards can be used as well as assigning mentors. | DPP,  Principals,  Teachers,  Instructional  Support Staff, Attendance Clerk | Increase in overall student attendance and decrease in chronic absenteeism  (missing more than 10%) | Rewards paid from outside contributions | PI – attendance continues to be an area of concern as we look for ways to motivate those who are chronically absent. |

## 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 college readiness standards. Teachers will use a variety of instructional strategies to embed college placement exam preparation into regular instruction including but not limited to bell-ringers, modeling, practice, and test-taking strategies. Students will take full scale practice ACT exams twice each year in grades 9-11. Results will be used to inform classroom practice. | Teachers,  Instructional  Support Staff | Curriculum maps and assessments; Formative classroom observation results; ACT data;  PLC notes | $0 | I – ACT exams were taken multiple times this year. |
|  | 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 8th-12th 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 Transition Readiness google sheet, making it easy for school staff to know student interest during student planning meetings, initial scheduling, and schedule change discussions. Pathway selection will be noted beginning in 9th grade. 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 | Increase in students completing CTE pathways | $0 | I – Students were tracked on data tracker for progress on CTE pathways. |
|  | 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 8th 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 | Increase in students completing CTE pathways | $300  Title IV-A  $500 FRYSC  $500 Perkins | I – 8th grade rotations as well as parent night rotations were conducted and tours of ECTC and Nelson Co ATC for those that were interested. |
|  | 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 – Students were able to earn credits in Health and PE and other subjects online as needed to allow students more opportunities. |
|  | KCWP 1: Design & deploy standards such that the curriculum is aligned with state/essential standards, supports instruction & assessment, and is paced with accuracy. | ***Dual Credit Expansion***  Opportunities for dual credit will be increased in both academic and CTE programs through collaboration with local university partners, new university partners, Nelson County Area Technology Center, other school districts, and consultation with KDE CTE representatives. Expansion includes on-site and off-site in-person learning as well as virtual options, including exploration of an associate degree program upon graduation. | Teachers,  Instructional  Support Staff, Principal | Increased dual credit enrollment | $0 | I – We continue to have a lot of dual credit partners to allow our students the best opportunities. |
|  | 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. 11th graders will use CERT. 12th graders may access CERT as needed to prepare for optional fall college & career assessments. All grades can access ACT Academy provided by ACT. Students will take full scale, timed practice ACT-like exams throughout grades 9-11. Student progress will be tracked and reviewed by teachers with results used to inform classroom instruction and interventions/enrichment. | Teachers,  Instructional  Support Staff | Improvement in EPAS practice results | District Funds | I – Students took CERT twice a year in grades 9 – 11 and teachers had access to results. CERT data is also included on the data tracking link in the LC. |
|  | KCWP 3: Design & deliver assessment literacy to monitor & evaluate achievement as related to the learning target & standards. | ***CTE Assessments***  Beginning in 10th grade, students who have completed 2 credits in a pathway will take the CTE-EoP Skill Standard Assessment. Additional students may be added if there is a student benefit such as endorsement or college credit. Underclassmen who do not pass will test again the next year. Industry certification assessments will be taken when each student is ready including students enrolled in alternative programs. For all assessments, students will receive information about the importance of the assessment to their future, benefits to their future for achieving certification/a passing score on each assessment. | CTE  Teachers,  CTE  Coordinator,  Counselors | Increase in students passing CTE-EoP exams or industry certifications | $2000  Perkins | I – We had 75 students pass 84 tests. Juniors who failed an exam this year will be eligible to take the exam again next year. |
|  | 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 exams and practice ACT exams will be tracked using a google sheet posted on the living calendar for teacher access. Teachers will reflect on student performance/next steps after each assessment. The google sheet will note demographic information about students as well as their performance. Students enrolled in their 2nd CTE course in a career pathway will be noted on the google sheet beginning in 10th grade. | Instructional  Support Staff,  Principal,  Teachers | Data updates and actions after updates | $0 | I – Trackers are linked on the LC. |
|  | 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. Teachers will help students understand the meaning of the numbers in relation to progress and future career options. | Counselors,  Instructional  Support Staff,  Teachers | Completed digital portfolio | $0 | PI - We took that  specific page off  the digital  portfolio when we  started having  issues with TCA.  CERT now has a  place for students  to track their data.  I think we should  create DATA  CHATS for  students to  complete but it  does not  necessarily need  to be on the  Digital Portfolio. |
|  | 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 ACT, ACT-practice assessments, and college placement assessments to identify strengths and weaknesses in both aggregate and individual student performance. Results of data analysis will be used to drive classroom instructional decisions. In addition, intervention groups and targeted instruction to meet individual student needs will be developed using the district RTI process. Interventions will be delivered in class as well as during Transition Readiness Time with tier 2 and 3 progress monitoring data reviewed for effectiveness of the intervention. | Teachers,  Instructional  Support Staff | Intervention plans; PLC notes | $0 | I – Results are analyzed but additional CERT training will be offered during summer PD. |
|  | KCWP 4: Review, analyze & apply data results to answer key questions about student needs, individually, as a whole, and by specified subgroups, ensuring appropriate academic interventions are taking place to meet the needs of all students. | ***CTE Intervention***  Student performance on CTE-EoP Skill Standard practice will be intentionally tracked using Edulastic or other tools. Teachers will analyze student performance to identify next steps for both classroom and targeted interventions. Students in need of targeted CTE interventions will receive additional tutoring in Transition Readiness Time. | Teachers,  Instructional  Support Staff | PLC Notes; increase in student proficiency | $0 | I – teachers provided interventions prior to the test. |
|  | KCWP 4: Review, analyze & apply data results to ensure students know where they are in their own progression of learning. | ***Post-Secondary 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. Google sheets are posted to the LCHS living calendar (secure access). | Instructional  support staff,  principal,  teachers,  college coach | Increase in students meeting transition readiness | $0 | I – trackers are linked on LC and updated regularly. |
|  | 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 transition readiness requirements will wear an honor cord for graduation. 12th graders who successfully complete the Work Ethic Certification requirements will have a special seal added to their diploma. | Principal,  Senior  Sponsors,  College  Coach | Increase in students meeting transition readiness | $1000 District Funding | I – Students are recognized for these accomplishments. |
|  | KCWP 4: Review, analyze & apply data results to ensure students know where they are in their own progression of learning. | ***Senior Decision Recognition***  Seniors will be recognized for commitments they have made for next steps after high school such as choosing a certain post-secondary institution, deciding to join the military, signing on to work at a certain career location, etc. Community partners associated with these decisions/locations will be invited to participate. | Principal, Counselor, College Coach, FRYSC | Increase in students meeting transition readiness | $0 | I – A day was devoted to recognizing seniors for their decision. |
|  | KCWP 5: Design, align & deliver support processes involving multiple stakeholders in planning and measuring of progress toward attaining the goals. | ***School Literacy Plan***  LCHS will use the PERKS document to update strengths and next steps for literacy development within the school literacy plan. The LCHS Curriculum, Instruction, and Technology Committee will evaluate progress of the literacy plan, recommending adjustments as needed. | Principals, Teachers, Instructional Support Staff; Curriculum, Instruction & Technology Committee | Literacy plans, literacy team agendas & notes; increase in school-wide literacy which will result in more students ready to transition to the next level | $0 | I -The writing plan  needs to be  reviewed. The plan  itself we are  following, but there  is some outdated  language and  outdated items in  the current plan. |
|  | 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 completed to analyze existing programs and consider next steps as needed. Partnerships with other school districts and universities will continue to be developed and expanded to meet student needs while also supporting development of existing programs. LAVEC funds will be used to purchase materials and provide for additional learning experiences for students enrolled in applicable pathways. | Principal,  Teachers,  Instructional  Support Staff | Increase in students completing career pathways | $0  District Funded | I – also Aerospace Engineering (EHS) is being added for next year along with E-Commerce. Still looking for ways to find Advanced Manufacturing to allow student access to an Advanced Manufacturing Pathway. |
|  | 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. | ***CTE Alignment*** CTE curriculum, instruction, and assessment will be aligned to CTE-EoP Skill Standards as well as state standards in applicable content areas (KAS). CTE and content teachers will collaborate to develop English 4,math concepts, and technical math connections with CTE concepts. CTE pathway students will be given the opportunity to opt into these experiences. | CTE  Teachers, Content Teachers,  Instructional  Support Staff | Increase in students passing CTE Assessments | $0 | I – CTE completed mapping and assessment. |
|  | KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs. | ***Transition Readiness Time***  Transition Readiness Time (TRT) will meet daily with Friday content devoted to state-requirements such as financial literacy and the development of the Individual Learning Plan (ILP) including career exploration and planning. The other 4 days are used for academic and/or behavioral intervention as well as enrichment activities. Student voice, choice and responsibility are key components of this structure. | Counselors,  Teachers,  Principals | Strategic scheduling of TRTactivities; increase in student proficiency and student agency | $0 | I – TRT did meet daily with Friday devoted to ILP. |
|  | KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs. | ***Early Release Priorities***  Time allocated during Early Release Fridays will be prioritized to ensure alignment towards identified needs such as data analysis, RTI processing, committee meetings, and to protect departmental Professional Learning Community time as much as possible. | Principals, Teachers | Strategic scheduling of Early Releaseactivities | $0 | I – Early Release Fridays were devoted mostly to PLC time. |
|  | KCWP 5: Design, align & deliver support processes using our internal and external partners. | ***Transition Readiness Month***  Transition Readiness Month will be held in the fall of each year. The counseling office will partner with FRYSC and community volunteers to provide various senior support activities such as FAFSA help (parent night), a graduate panel discussion, completing the ASVAB, ECTC college visits for both academic and technical areas) | Counselors,  FRYSC | Increase in college application and admission | $0 | I – There was a partnership between FRYSC and the College Coach. They had a parent night. |
|  | KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals. | ***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.)  *\*Details associated with 22-23 Career Launch are currently under review and may result in changes to this item later.* | Instructional  support staff,  Principal,  Counselor,  Teachers,  FRYSC | Goal-setting & career planning w/students | $0 | I – 8th grade parent night, CTE Showcase, and Sophomore Showcase that took the place of Career Launch but completed the same activities. |
|  | KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals. | ***Senior Conferences***  12th graders will participate in senior conferences in the fall. Conferences will be individual or small group and focus on goal setting and next steps for success in 12th grade and after high school. | Instructional  support staff,  Principal,  Counselor,  FRYSC | Goal-setting & career planning w/students | $0 | I – Conferences did occur either in small group or individually with Thomas |
|  | KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals. | ***Work-Based Learning***  LCHS will work with community partners to increase work-based learning opportunities for students including job shadowing, internship, co-op, and non-pathway work experiences. The LCHS Work-Based Learning Manual will be used to guide implementation and the revised state work-based learning manual will be considered once it is released. | Principal, Transition Readiness Coordinator, Teachers | Improved student experience and motivation | $0 | I – Work-based learning was implemented and expanded. |
|  | KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals. | ***Work Ethic Certification***  Students who met the Work Ethic Certification criteria for attendance, behavior, grades, and “giving back, getting involved” will be awarded the Work Ethic Certification certificate. 12th graders will receive a seal on their diploma. Students will participate in lessons and activities during Transition Readiness Time to build essential workplace skills. LCHS will actively promote Work Ethic Certification throughout the year and consider school-based incentives and/or integration of Work Ethic Certification into other school activities, promoting volunteer service opportunities to encourage a higher level of student participation. | Principal, Transition Readiness Coordinator, TRT teachers | Improved essential skill development | $0 | I – This was offered during TRT and students who completed the application and met the criteria received a certificate or a seal on their diploma. |
|  | KCWP 6: Establish learning culture & environment such that processes are in place to communicate with students in order to address barriers to learning. | ***Conferencing***  Administrators and/or teachers will conference with recommended students after PSAT, ACT & ACT-like assessments regarding progress towards meeting benchmarks, future career options in relation to performance, and potential barriers in the way of student progress (i.e. behavior, effort, attendance). Conferencing will take place in either transition readiness time or a content class to impact all students. Teachers will recommend students in need of office conferencing during data analysis sessions. | Administrators, Teachers | Conference notes | $0 | I – students were targeted and conferenced with teachers during TRT and during class time. |
|  | KCWP 6: Establish learning culture & environment such that processes are in place to communicate with students in order to address barriers to learning. | ***College Coach***  LCHS will partner with Americorps Kentucky to place a College Coach at LCHS. The College Coach will help students graduate from high school and navigate the process toward a postsecondary experience. The program is fully funded by Americorps. | Principal,  counselors | College Coach activities; success with students | $0 | I –The College Coach was active with the Job Fair and Decision Day activities. |
|  | KCWP 6: Establish learning culture & environment to communicate with parents in order to address barriers to learning. | ***Parent Involvement***  Strategies will be implemented focused on increasing parent involvement at school/school events and increasing parent involvement with students at home. Some possible strategies include increased advertising for parent nights, more teacher ownership of parent nights, restructure of parent nights with rotations and multiple presentations, using social media for parent information on ways they or we can help their children, Facebook posts of activities in action, showcase academic & technical programs and opportunities at ballgames, invitational activities, Open House, themed activities, Back-to-School Bash, freshmen orientation, etc. keeping in mind that parent involvement also includes activities that are specific to certain programs or groups. The Culture & Resources committee will continue to develop and implement strategies throughout the year. | Principals,  Teachers,  Instructional Support Staff,Culture & Resources committee | Increase in parent participation in school activities; increase in parent involvement at home with students | $200  Title IV-A | I – All of these activities were completed this year to increase parent involvement. |
|  | KCWP 6:  Establish learning culture & environment that ensures equitable access to meaningful learning outcomes for all students that reflect the whole child. | ***Local Laboratory of Learning Student Team***  The district is participating as a local laboratory of learning (L3) cohort 3 group to prototype strategies to inform shifts in local assessments and potentially shifts in state accountability. LCHS has a student team participating in L3 that is representative of the student population. | Assistant Superintendent,  Student L3 Team | Increase in student readiness at each transition point | $0 | I – The group met monthly during TRT with Mrs. Reed, Mr. Raleigh, and Mrs. Wooden. |

## 7: Graduation Rate

| Goal 7: Maintain the four-year cohort graduation rate at 98.0% through 2027 as measured by the school report card. | | | | | | |
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| Objective | Strategy | Activities | Responsible Person(s) | Measure of Success | Funding | Progress Monitoring Date & Notes |
| Objective 1:  Maintain the four-year cohort graduation rate at 98.0% through 2023 as measured by the school report card. | KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target. | ***Digital Portfolio***  Students will complete a Digital Portfolio in conjunction with their coursework. The Digital Portfolio includes a variety of tasks to prepare them for college/career after graduation such as career preparation, essential employability skills, writing portfolio, career interviews (virtual or in-person), job shadowing (virtual or in-person), 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. | Senior  Teachers  including  Academic  Time  teachers,  Principal,  Instructional  Support Staff | Goal-setting & career planning w/ students; application of KAS for technology | $0 | I – Students worked on and completed this during TRT and Mr. Phelps is working on linking it in IC and Parent Portal. |
|  | KCWP 4: Review, analyze & apply data results to ensure data is used to determine student needs. | ***Individual Learning Plans***  Students in all grades will review and further develop their Individual  Learning Plans annually including goal setting, career exploration, essential skill lessons, financial literacy, identification of career pathways and corresponding coursework. Teachers will be directly involved in ILP work with students. Parents and community partners will also be included. A timeline will be developed for dividing the ILP process out over the year with check points throughout. Students will lead presentations of their ILPs in TRT class. Student ILP data will be used to pull specific groups for specific purposes. We will explore the possibility of including the ILP link in Infinite Campus for parent access. | Counselors,  Teachers,  FRYSC | Goal-setting and career planning with students | $0 | I – timeline created based on state rubric and completed during TRT time. |
|  | KCWP 4: Review, analyze & apply data results to ensure data is used to determine student needs. | ***ASVAB Information & Analysis***  Students will be provided with background information about the ASVAB assessment. Students who take the ASVAB assessment will have a counseling session to analyze their results in terms of future career options and corresponding coursework or other means of preparation. | Counselors | Goal-setting & career planning w/students | $0 | I – counseling class and JROTC instructor |
|  | KCWP 4: Review, analyze & apply data results to ensure data is used to determine student needs. | ***Freshman Monitoring***  Academic performance of 9th graders will be monitored closely and frequently. Counselors and/or teachers will conference with students and families as needed to keep 9th graders from falling behind. | Counselors,  Teachers | Meeting log; Decrease in retention and drop-out rates | $0 | I - Ninth grade data is plugged into the transition spreadsheet. It monitors transition readiness benchmarks, pathways and requirements for LCHS. |
|  | KCWP 4: Review, analyze & apply data results to ensure data is used to determine student needs. | ***Senior Monitoring***  Academic performance of seniors will be monitored closely. Failure lists will be reviewed resulting in student, parent, and teacher conferences for intervention options including improved behavior and effort to get grades up, credit recovery, placement in the alternative education program (the NEST), or consideration for the Aspire program. | Counselor,  alternative  center  principal | Decrease in retention and drop-out rates | $0 | I – Mrs. Bernard kept track of senior progress. |
|  | KCWP 5: Design, align & deliver support processes to ensure appropriate academic interventions are taking place to meet the needs of all students. | ***Remediation***  Students at risk for failure may use Transition Readiness Time to receive extra help as needed. Students are referred by teachers, but anyone is welcome to attend. | Teachers | Decrease in retention and drop-out rates | $0 | I – interventions occurred for the most time during TRT time. |
|  | KCWP 5: Design, align & deliver support processes to ensure appropriate academic interventions are taking place to meet the needs of all students. | ***Credit Recovery***  Students who are behind in credits will use credit recovery as a means to catch up during school or during summer school. Students will use a variety of online programs to complete appropriate coursework such as PLATO. Staff will be on site to help students in need of assistance. | Credit Recovery Teacher | Decrease in retention and drop-out rates | $5000 ESS for programs | I – Robbie Leathers and Jennifer Bernard worked closely to help make this a success. |
|  | KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals. | ***Persistence to Graduation***  The KDE Persistence to Graduation Report and Early Warning Tool in Infinite Campus will be used to identify students at risk of not graduating due to various risk factors weighted by KDE. The PtGToolkit will be used to identify specific actions to get students back on track for graduation. | Principal,  Instructional  Support Staff | Decrease in retention and drop-out rates | $0 | I – DW Cruse uses this to check on the status of seniors frequently. |

## 8: Other (optional)

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