

Comprehensive School Improvement Plan (CSIP)—LCHS 19-20

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.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

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

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

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

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

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

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

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

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

Goal 1: Increase the combined proficiency indicator for reading and math for students in grades 9-12 from 58.7 in 2019 to 68.1 by May 2024 as measured by state-required assessments.						
Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)		Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.		
<ul style="list-style-type: none"> 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 KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 		<ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 				
Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1: Increase the combined proficiency indicator for reading and math for students in grades 9-12 from 58.7 in 2019 to 60.6 by May 2020 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 KCAS will be the focus including updates for the revised ELA, math, social studies, and Health & PE standards as well as the anticipated release of the Career Studies standards. 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- Mapping for 20-21 will be done during work days in (19-20) or during the summer.
	KCWP 1: Design & deploy standards by having a	Monitoring of Curriculum	Principal, Instructional	Walkthrough data reports;	\$0	PI- long forms were not used. We only used short

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	<p>monitoring system in place to ensure the curriculum is taught at a high level of fidelity.</p>	<p>Principals, instructional support staff, and teachers as is appropriate will conduct walkthroughs in all classrooms to monitor the implementation of teacher-created curriculum maps focused on standards and research-based instruction and assessment strategies. Short form walkthroughs will focus on teacher engagement, student engagement, cognitive engagement, management, lesson plans tied to KCAS standards and student friendly learning targets (I CAN statements), formative assessment, congruency between classroom activities and lesson plans, and the Optimal Learning Model. Long form walkthroughs will be specific to English, science and "other" content areas and will include all of the above plus Kagan structures, teacher questioning, science practice, student interaction, modeling, connection, instructional activities, use of technology, Rutherford principles, and posting of student work with rubrics. Individual walkthroughs will be e-mailed to teachers via Google. School and/or departmental results will be communicated to teachers each nine weeks. The math long form will be converted into the new Implementation Science version aligned with the mathematics teaching practices. This form will be used for coaching and data mosaic only. It will not be e-mailed to staff.</p>	<p>Support Staff, Teachers</p>	<p>increase in student proficiency</p>		<p>forms. We are transitioning from ewalk to a google format.</p>
	<p>KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p><i>ELA Supports Across the Curriculum</i> 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. Teachers will participate in Adolescent Literacy Model training and a-streamlined rubric for technical writing will be used across content areas to support common language, with posters in every classroom. English teachers will be available to each department to serve as a support in sharing resources, information about the new 10th grade reading assessment, ACT and pre-ACT reading skills, samples, and instructional strategies including LDC, PBL, choosing appropriate texts based on rigor/lexile and relevancy to the content, conferencing techniques, constructing questions to assess critical reading skills, and constructing high-quality writing prompts. Additional emphasis will be placed on school-wide strategies to increase the performance of low readers.</p>	<p>Teachers</p>	<p>PLC notes; increase in student proficiency</p>	<p>\$0</p>	<p>I- ALM training was conducted and teachers used strategies. ELA teachers were available for support as needed.</p>

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	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 Kagan principles and structures, Adolescent Literacy Model strategies or other research-based engagement strategies. As a result more students will be actively engaged in academic learning while simultaneously developing critical social skills. Ongoing training and supports will be provided during faculty meetings, early release, classroom observations, peer coaching, etc. Materials will be purchased to support effective training and implementation, including materials to encourage a print-rich environment. Teachers will be released to observe each other as needed.	District Kagan Team, Teachers, Instructional support staff, Principals	Walkthrough reports, PLC notes, Coaching notes; increase in student proficiency	\$18,000 SRCL Grant	PI- Use of ALM and Kagan strategies was evidenced in walkthroughs, mini observations and formal observations. Feedback was given to teachers. Print rich materials were provided to students. Some release time was given to teachers prior to NTI days.
	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.	Constructed Response Students will receive consistent practice with answering constructed response items. Strategies for constructed response items may include RUN ABEE or other pre-writing strategies, free-writing, journalistic, and clustering. Strategies will be modeled for students and samples of proficient student work will be used as examples. In addition, quick writes will be used regularly to give students practice in explaining in their own words on a smaller scale than full Constructed Response (bellringers, exit slips, etc.).	Teachers, Instructional Support Staff	Walkthrough reports; increased student success in constructed response	\$0	I- Evidenced in lesson plans, walkthroughs and observations.
	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.	Adolescent Literacy Model Professional Learning All LCHS teachers will participate in Adolescent Literacy Model professional learning with 30% of teachers 18-19, 50% 19-20, and 20% 20-21. Training includes best-practice strategies for using literacy to teach all content areas. Professional learning will be provided in summer, during the year, and with on-going PLC support. Cohort 1 teachers will provide support for cohort 2 teacher professional learning.	Teachers, Instructional support staff, Principals	PD lists, PLC notes, Walkthrough reports; increase in student proficiency in all content	\$31,500 SRCL funds	I- Cohort 1 and 2 have been trained. Cohort 3 will be trained this summer.
	KCWP 2: Design & deliver instruction such that teachers determine the most	Text Analysis—ELA All students will be engaged in deeper analysis of text. Strategies will include but not be limited to intentional focus on the big six	Teachers, Instructional Support Staff	Walkthrough reports, PLC notes;	\$0	I- Evidenced in lesson plans,

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	appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	reading strategies, use of shorter but more rigorous text, FIVES text analysis, WWAM, Soapstone, mentor sentences g,u,m and vocabulary bell ringers.		increase in student proficiency			walkthroughs and evaluations.
	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 student-centered learning activities in all math courses throughout the year. Three math teachers will be engaged in professional learning and implementation of the math teaching practices with the GRREC Implementation Science project, KMIT.	Teachers, Instructional Support Staff	Walkthrough reports, PLC notes; increase in student proficiency	\$0	I-	Teachers attended training last summer and support was provided this school 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.	Technology—Math Students in all math courses will be instructed in the use of graphing calculators.	Teachers, Instructional Support Staff	Walkthrough reports, PLC notes; increase in student proficiency	\$0	I-	Evidenced in lesson plans, walkthroughs and/or observations.
	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 every Friday. Fridays will rotate between timed practice and strategy intervention. Practice will be tied to regular instruction with Algebra 1 and Geometry focused on content priorities, with results used to plan next steps for interventions. Emphasis will also be placed on content and item styles that are consistent with the new 10 th grade math assessment.	Teachers, Instructional Support Staff	Walkthrough reports, PLC notes; increase in student proficiency	\$0	I-	Evidenced in lesson plans, walkthroughs, and/or observations.
	KCWP 3: Design & deliver assessment literacy to ensure congruency to the standards/targets, analyzing	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	Principal, Teachers, Instructional Support Staff	PLC Notes, CAs; increase in	\$0	I-	Evidenced in PLC in Action forms.

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	data to identify priorities and implement actionable steps that impact instruction/student learning.	school year. Assessments will be entered into Grade Cam. 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 from grade cam 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.		student proficiency		
	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 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	Walkthrough notes; increase in student proficiency	\$0	I- Evidenced in lesson plans, walkthroughs, and/or observations.
	KCWP 3: Design & deliver assessment literacy to ensure students are provided feedback on their progression of learning.	ODW Feedback for Students English teachers will be joined by other content teachers to score student on-demand writing prompts on designated scoring days so students can receive feedback the next day. Non-English teachers will be trained in the use of the writing scoring guide and participate for grade levels of students that they teach as well.	Teachers, Instructional Support Staff	ODW feedback; increase in student proficiency	\$0	NI- a plan was not developed in the spring to do this due to NTI.
	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 Grade Cam. 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 in weekly Transition Readiness Time rotations. Transition Readiness Time will be used to target skill development for all students. Intervention will be focused on developing specific targeted skills rather than homework help or make-up work. TRT will also include Future Focus one day each week where student activities are relevant for planning for life after high school.	Teachers, Instructional Support Staff	PLC Notes; increase in student proficiency	\$0	I- Evidenced by master schedule and TRT lesson plans.
	KCWP 4: Review, analyze & apply data results to determine	Response to Intervention	Teachers, Instructional	PLC notes; Progress	\$0	I- Evidenced by the ESS daytime

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	student needs including movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling, etc.	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 skills and their progress will be tracked.	Support Staff	monitoring notes; increase in student proficiency			reading interventionist and rural schools math interventionist schedule.
	KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.	<i>Transition Readiness Time Scheduling</i> Home base groups for Transition Readiness Time will be strategically scheduled. Priority will be given to grouping students and to lowering numbers in certain areas such as seniors who have not met ACT benchmarks, targeted students in state-assessed classes, and special education groups. Students enrolled in Advanced Placement classes will be scheduled with their AP teachers whenever possible. Specialized groups such as band will be scheduled with their respective teacher whenever possible. Student placement decisions will be based both on student data and teacher recommendations. -An Ad Hoc committee will be established to investigate home base group assignment options and make a recommendation for 20-21.	Counselors, Teachers, Principals	Strategic scheduling of TRT groups; increase in student proficiency	\$0	I-	Evidenced by master schedule for 19-20. The ad ho committee did approve a new TRT schedule for 20-21
	KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.	<i>Schedule Priorities</i> The schedule will be set to minimize class sizes for co-taught classes and state-assessed courses with consideration also give 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-	Evidenced by the master schedule
	KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.	<i>Daytime Reading and Math Tutor</i> A daytime reading tutor and 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.	Teachers, Instructional Support Staff	PLC notes; Progress monitoring notes; increase in student proficiency	\$9,000 ESS \$11,100 Rural Schools	I-	- evidenced by ESS daytime reading interventionist and rural schools math interventionist schedule

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	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. Coaching strategies may include but are not limited to Rutherford strategies & coaching styles, modeling, team teaching, or observing other teachers together. Coaching will also take place with ALM and KMIT professional learning.-Teacher and administrator professional growth plans may be revised as needed to reflect coaching priorities. Coaching log/notes will be maintained and forwarded to Supt for documentation.	Principal, Instructional Support Staff, Teachers	Feedback, coaching log, PLC notes; increase in student proficiency	\$0	PI- coaching and feedback sessions were conducted for part of the year prior to NTI days.
	KCWP 6: Establish learning culture & environment to ensure all educators are successful.	Working Conditions Survey Analysis The new state-required working conditions survey will be administered this year. 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 20-21.	Principals, Instructional Support Staff	Increase in principal proficiency; Increase in student proficiency	\$0	I- Teachers completed the survey. The results will be available on June 1 st .

2: Separate Academic Indicator

Goal 2: Increase the combined separate academic indicator for science, social studies and writing for students in grades 9-12 from 69.6 in 2019 to 76.5 by May 2024 as measured by state-required assessments.		
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> 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 KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities 	

Goal 2: Increase the combined separate academic indicator for science, social studies and writing for students in grades 9-12 from 69.6 in 2019 to 76.5 by May 2024 as measured by state-required assessments.

		<ul style="list-style-type: none"> KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 				
Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1: Increase the combined separate academic indicator for science and writing for students in grades 9-12 from 69.6 in 2019 to 71.0 by May 2020 as measured by state-required assessments.	KCWP 1: Design & deploy standards to assure a valid curriculum that is aligned to state/essential standards, includes components that support instruction & assessment, and is paced with accuracy.	<i>Social Studies Alignment</i> Curriculum maps, common assessments, units and lessons will be updated to reflect the revised KCAS social studies standards Standards include a greater emphasis on inquiry which will be embedded throughout.	Teachers, Principals, Instructional Support Staff	Curriculum maps, WT data	\$0	PI-Evidenced by maps. Additional work will be done summer 2020
	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	<i>Critical Thinking Strategies—Science</i> Teachers will embed skill building activities and experiences into classroom instruction and interventions. (I.E. Kaplan, Reading Science, Authentic reading, ACT passages, Flashback Fridays) to increase student ability to think critically about science and communicate their thinking to others.	Teachers, Instructional Support Staff	Walkthrough reports, PLC notes; increase in student proficiency	\$0	I- Evidenced by lesson plans, walkthroughs and/or observations.
	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	<i>Data Analysis—Science</i> 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	Walkthrough reports, PLC notes; increase in student proficiency	\$0	I- Evidenced by lesson plans, walkthroughs and/or observations
	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	<i>Science Reading</i> Science transition readiness time home base classes will read and interact with science articles and/or books regularly. Support will be provided to help teachers with simple strategies for students to both read and interact with the reading.	Teachers, Instructional Support Staff	Walkthrough reports, PLC notes; increase in student proficiency	\$0	I- Evidenced by lesson plans, walkthroughs and/or observations

Goal 2: Increase the combined separate academic indicator for science, social studies and writing for students in grades 9-12 from 69.6 in 2019 to 76.5 by May 2024 as measured by state-required assessments.							
	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	<i>Social Studies Reading</i> 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.	Teachers, Instructional Support Staff	Walkthrough reports, PLC notes; increase in student proficiency	\$0	I-	Evidenced by lesson plans, walkthroughs and/or observations
	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	<i>Writing Analysis—ELA</i> Students will participate in writing activities to push them to the analysis level of their work such as matrices, chunking, scaffolding, mini-lessons, TTT (touch-the-text), point-evidence-explain graphic organizer in addition to LDC activities.	Teachers, Instructional Support Staff	Walkthrough reports, PLC notes; increase in student proficiency	\$0	I-	Evidenced by lesson plans, walkthroughs and/or observations
	KCWP 3: Design & deliver assessment literacy to ensure a balanced assessment system, analyzing the data to identify priorities and implementing actionable steps that impact instruction/student learning.	<i>Through Course Tasks—Science</i> All students enrolled in science classes will participate in two Through Course Task (TCT) assessments from the KDE database. Teachers will follow KDE protocol to collaborate prior to and after the tasks, submitting student evidence and feedback as indicated to KDE. Training and support will be provided to help teachers and students understand the purpose of the TCT and to use the data generated to inform instruction. TCTs include more modeling, extrapolating from models, etc.	Teachers, Instructional Support Staff	TCT notes; increase in student proficiency	\$0	I-	Evidenced by lesson plans, walkthroughs and/or observations

3: Gap

Goal 3: Increase the combined proficiency indicator for reading and math for students who qualify for free or reduced lunches in grades 9-12 from 47.0 in 2019 to 59.0 by May 2024 as measured by state-required assessments. Increase the combined proficiency indicator for reading and math for students with disabilities in grades 9-12 from 22.3 in 2019 to 40.0 by May 2024 as measured by state-required assessments.		
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards 	<ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities 	

Goal 3: Increase the combined proficiency indicator for reading and math for students who qualify for free or reduced lunches in grades 9-12 from 47.0 in 2019 to 59.0 by May 2024 as measured by state-required assessments. Increase the combined proficiency indicator for reading and math for students with disabilities in grades 9-12 from 22.3 in 2019 to 40.0 by May 2024 as measured by state-required assessments.

<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	
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Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
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All activities under Proficiency will also apply to Gap, as do several under Graduation Rate and Transition.

<p>Objective 1: Increase the combined proficiency indicator for reading and math for students who qualify for free or reduced lunches in grades 9-12 from 47.0 in 2019 to 49.4 by May 2020 as measured by state-required assessments.</p> <p>Objective 2: Increase the combined proficiency indicator for reading and math for students with disabilities in grades 9-12 from 22.3 in 2019 to 25.8 by May 2020 as measured by state-required assessments.</p>	<p>KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p><i>Co-Teaching</i> Regular Education and Special Education teachers will attend training as needed to develop their co-teaching skills as needed. LCHS teachers will observe each other in co-taught classes to reflect upon and enhance current practices. Intentional supports will be provided for new teachers in co-taught classes.</p>	<p>Principal, Teachers, Instructional Support Staff, Director of Special Education</p>	<p>WT data will show improved practice; increase in student success</p>	<p>\$0</p>	<p>I- New teachers were trained summer 19. Release time was done throughout the year to observe other co-teachers. Feedback and coaching was done.</p>
	<p>KCWP 2: Design & deliver instruction such that teachers determine the most</p>	<p><i>Planning/Strategies</i> Co-teachers will work together during early release and/or common planning time to plan co-taught instruction and assessment to meet</p>	<p>Teachers</p>	<p>WT data will show improved</p>	<p>\$0</p>	<p>I- Co teachers met with departments during PLC. We</p>

Goal 3: Increase the combined proficiency indicator for reading and math for students who qualify for free or reduced lunches in grades 9-12 from 47.0 in 2019 to 59.0 by May 2024 as measured by state-required assessments. Increase the combined proficiency indicator for reading and math for students with disabilities in grades 9-12 from 22.3 in 2019 to 40.0 by May 2024 as measured by state-required assessments.

	appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	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 research-based co-teaching models, embedding reading strategies in all content areas, providing in-class interventions such as small groups, differentiation, intentional vocabulary development for high-frequency/critical terms & concepts, understanding and responding to visuals such as graphs, images, etc. 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). Rather than only focusing on the lowest students, we will add focus to slightly stronger students so they do not fall through the cracks.		practice; increase in student success		have made some adjustments with the master schedule next year to ensure common planning among various departments/co-teachers.
	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 and intentional instructional strategies for vocabulary development.	Instructional Support Staff, Teachers, Principals	WT data will show improved practice; increase in student success	\$0	I- Training occurred in Dec 2019.
	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 training on writing IEP goals, writing IEP objectives, strategies and structures for monitoring student progress, and communicating results of progress monitoring using KDE guidance and GRREC resources.	Teachers, Principal, Instructional Support Staff, Director of Special Education	Progress monitoring data & increased student success	District Funding	I- Evidenced by meetings with Dr. Simpson and support provided to special education teachers.

Goal 3: Increase the combined proficiency indicator for reading and math for students who qualify for free or reduced lunches in grades 9-12 from 47.0 in 2019 to 59.0 by May 2024 as measured by state-required assessments. Increase the combined proficiency indicator for reading and math for students with disabilities in grades 9-12 from 22.3 in 2019 to 40.0 by May 2024 as measured by state-required assessments.

	<p>KCWP 4: Review, analyze & apply data results to ensure teachers are using data to determine students' needs.</p>	<p>Special Education Communication Special education teachers and regular education teachers will meet regularly during Early Release time or on Thursdays to discuss student progress including but not limited to grades, common assessment results, EPAS data, and general classroom performance/behavior to ensure appropriate accommodations and modifications are followed. Special Education teachers will meet together every Thursday 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. Transition will be made to FRIDAYS instead of THURSDAYS as of 1-6-20.</p>	<p>Teachers</p>	<p>WT data will show improved practice; increase in student success</p>	<p>\$0</p>	<p>I- Evidenced by ARC meetings, special education teachers's schedule on Thursday/Fridays and progress monitoring of IEPs.</p>
	<p>KCWP 4: Review, analyze & apply data results to ensure student data is collected, analyzed, and being used to drive classroom instruction.</p>	<p>Progress Monitoring Academic progress of gap students will be monitored using the student data wall, the KDE Persistence to Graduation tool, and progress reports. Students will be referred for additional support as needed including but not limited to interventions, ESS, or conferencing.</p>	<p>Teachers, Counselors, Principals, Instructional Support Staff</p>	<p>Conference notes; increase in student success</p>	<p>\$0</p>	<p>I- Evidenced by data wall, conversations during PLC and TRT intervention week schedules.</p>
	<p>KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.</p>	<p>Elective Supports Special education certified and classified staff will provide support for special education students in elective classes by assisting with providing services consistent with the IEP. Priority is given to elective classes with the greatest student needs.</p>	<p>Teachers</p>	<p>Increase in student success in elective classes</p>	<p>\$0</p>	<p>PI- adjustments were made in the winter. Certified and classified staff assisted with support during NTI days but the focus was not just on elective classes.</p>
	<p>KCWP 6: Establish learning culture & environment that assists students in decision making in regard to behavioral needs/goals.</p>	<p>PASS program The LCHS PASS program will be updated to include an assistant and training for the assistant.</p>	<p>Director of Special Education, PASS teacher</p>	<p>PASS teacher schedule; increase in student success</p>	<p>District Funding</p>	<p>I- Adjustments were made mid year and training was provided in January.</p>

4: Graduation rate

Goal 4: Increase the four-year cohort graduation rate from 94.8% in 2019 to 98.0% in 2024 as measured by the school report card.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- [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](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- [KCWP1: Design and Deploy Standards - Continuous Improvement Activities](#)
- [KCWP2: Design and Deliver Instruction - Continuous Improvement Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities](#)
- [KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities](#)
- [KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities](#)
- [KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities](#)

Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1: Increase the four-year cohort graduation rate from 94.8% in 2019 to 95.4% in 2020 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.	Senior Project Seniors will complete a Senior Project in conjunction with their English 4 coursework. Senior Project includes a variety of tasks to prepare them for college/career after graduation such as career preparation, soft skill development, writing exit activity, reflective technology exit presentation, mock interviews, and job shadowing. Beginning in 19-20, the Senior Project will move to google sites to be combined with the Individual Learning Plan and Work Ethic Certification. Teachers will be involved in developing plans for implementation.	Senior Teachers including Academic Time teachers, Principal, Instructional Support Staff	Goal-setting & career planning w/ students	\$0	I- Evidenced by lessons in TRT and the March ACT day.
	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	Counselors, Teachers, FRYSC	Goal-setting and career planning	District funding	I- Evidenced by TRT lessons and

Goal 4: Increase the four-year cohort graduation rate from 94.8% in 2019 to 98.0% in 2024 as measured by the school report card.						
		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. Training and resources will be provided as needed to support staff in understanding how to help students using the new Google Sites platform, new TRT lessons, and resources. A timeline will be developed for dividing the ILP process out over the year with check points throughout. Student ILP data will be used to pull specific groups for specific purposes. For 19-20 all grade levels are completing the same lessons, but plan will be developed for lessons to be differentiated by grade level for 20-21.		with students		student google sites.
	KCWP 4: Review, analyze & apply data results to ensure data is used to determine student needs.	ASVAB Analysis Students who take the ASVAB assessment will have a group 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- Counselors completed this task.
	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. Progress reports will be run 2 times per quarter for 9th graders. 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- Counselors completed this task.
	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, second chance, or placement in the alternative education program (the NEST).	Counselor, alternative center principal	Decrease in retention and drop-out rates	\$0	I- Evidenced by counselors, alternative school staff and number of students enrolled in PLATO and PLATO course completion rates.
	KCWP 5: Design, align & deliver support processes to ensure appropriate academic interventions are taking place	Intervention Students at risk for failure may use Transition Readiness Time, Friday school, or early morning time to receive extra help as needed. Students are referred by teachers.	Teachers	Decrease in retention and drop-out rates	\$0	I- Evidenced by TRT lessons, Friday school

Goal 4: Increase the four-year cohort graduation rate from 94.8% in 2019 to 98.0% in 2024 as measured by the school report card.						
	to meet the needs of all students.					documentations and ESS records.
	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 2nd Chance as a means to catch up after school during the school year or during a 3 wk summer school session. Students may also attend credit recovery for 1 period during the school day. Students will use a variety of online programs to complete appropriate coursework such as PLATO or e-School. Staff will be on site to help students in need of assistance.	2nd Chance coordinator, teachers	Decrease in retention and drop-out rates	\$900 Second Chance; \$15,000 ESS	I- Evidenced by Plato reports. Summer school was from May 11 th - May 22 nd due to Covid 19 guidelines.
	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 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- Evidence by reports run by Mr. Gay and discussions with NEST staff.
	KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals.	New Graduation Requirements LCHS will use various platforms to communicate with students, parents, staff, and the greater community about the new state minimum graduation requirements, what these changes mean for students, and the importance of planning ahead for success in meeting both the qualifiers and the pre-requisites for graduation beginning with the class of 2023.	Principal, Instructional Support Staff, Teachers	Increase in student preparation for future success	\$0	I- Evidence by Freshman Parent Nights, Career Launch and discussions with freshman during TRT.

5: Transition readiness

Goal 4: Increase the percentage of students who are transition ready from 63.1% in 2019 to 80.0% by 2023 as defined by state transition readiness guidelines.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
<p>Objective 1: Increase the percentage of students who are transition ready from 63.1% in 2019 to 67.3% by 2020 as defined by state transition readiness guidelines.</p>	<p>KCWP 1: Design & deploy standards such that the curriculum is aligned with state/essential standards, supports instruction & assessment, and is paced with accuracy.</p>	<p>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 bellringers, modeling, practice, and test-taking strategies. Students will take full scale practice ACT exams at least once each year in grades 9-11. Results will be used to inform classroom practice.</p>	<p>Teachers, Instructional Support Staff</p>	<p>Curriculum maps and assessments; walkthrough results; EPAS data; PLC notes</p>	<p>\$0</p>	<p>I, evidenced by lesson plans, walkthroughs and/or observations.</p>
	<p>KCWP 1: Design & deploy standards such that the curriculum is aligned with</p>	<p>CTE Scheduling Counselors and CTE teachers will work with 8th-12th graders interested in CTE careers to select courses in a sequence of study towards successful</p>	<p>Counselors, CTE Teachers</p>	<p>Increase in students completing</p>	<p>\$300 Title IV-A</p>	<p>I-evidenced by counselors going into classes to</p>

Goal 4: Increase the percentage of students who are transition ready from 63.1% in 2019 to 80.0% by 2023 as defined by state transition readiness guidelines.						
	state/essential standards, and students are enrolled in a sequence of study to complete the aligned curriculum.	completion of one or more career pathways. Career pathways are marked in the TEDS tab in Infinite Campus, making it easy for school staff to know student interest during student planning meetings, initial scheduling, and schedule change discussions. All 8 th graders will participate in an exploratory day to learn about high school pathway options. Students will tour ECTC and ATCs to explore options. A CTE transcript listing will be run each year 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. Additional attention will be given to ensuring gap students are counseled to complete their chosen pathways.		CTE pathways		discuss scheduling with students, exploratory day was held in November. Students toured ECTC and the Nelson Co ATC.
	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, Launch Point Academy enrollment, and consultation with KDE CTE representatives.	Teachers, Instructional Support Staff, Principal	Increased dual credit enrollment	\$0 District Funding for LPA expenses	I-evidenced by the master schedule and students' schedules.
	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. 10th and 11th graders will use TCA Prep. 12th graders may access TCA as needed to prepare for optional fall college & career assessments. All grades can access ACT Academy provided by ACT. Other resources may include but are not limited to KyVL resources. Students will take full scale, timed practice ACT-like exams throughout grades 8-11. Student progress will be tracked and reviewed by teachers with results being used to inform classroom instruction and interventions/enrichment.	Teachers, Instructional Support Staff	Improvement in EPAS practice results	\$1300 Section 7	I-evidenced by lesson plans, walkthroughs and/or observations.
	KCWP 3: Design & deliver assessment literacy to monitor & evaluate achievement as related to the learning target & standards.	CTE Assessments All 11th and 12th graders in at least their 3rd credit will take the CTE-EoP Skill Standard Assessment. Industry certification assessments will be piloted this year. Additional students not yet in their 3 rd credit may be added if there is a student benefit such as endorsement or college credit. 11th graders who do not pass will test again as 12th graders. 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 KOSSA or industry certifications	\$1000 Section 7	NI-No EOPs given this year due to Covid 19.

Goal 4: Increase the percentage of students who are transition ready from 63.1% in 2019 to 80.0% by 2023 as defined by state transition readiness guidelines.						
	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 Wall Individual student performance on ACT exams and practice ACT exams will be tracked using subject-specific data cards on the ACT Data Wall. Teachers will meet to move cards and reflect on student performance/next steps after each assessment. Cards 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 cards beginning in 10th grade. All departments will take part in updating information on the data wall.	Instructional Support Staff, Principal, Teachers	Data wall updates and actions after updates	\$50 General Fund	I-evidenced by moving of cards throughout the year. No cards have been moved since the March assessments.
	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 use the LCHS Roadmap to Success file to graph their performance on ACT assessments and practice ACT assessments over time, from 8th grade practice Explore to 11th grade ACT. Benchmark scores are noted on the tracker 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. The student tracker will be housed within each student's Google Site along with their ILP and Senior Project materials.	Counselors, Instructional Support Staff, Teachers	Completed Roadmap to Success Files	\$0	I-evidenced by TRT lesson plans.
	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 3 progress monitoring data reviewed for effectiveness of the intervention.	Teachers, Instructional Support Staff	Intervention plans; PLC notes	\$0	I-evidenced by PLC notes during NTI days.
	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 CTE-EoP Skill Standard practice will be intentionally tracked using Grade Cam. 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 in Transition Readiness Time rotations. Transition Readiness intervention will be focused on developing specific targeted skills rather than homework help or make-up work. TRT will also include Future Focus one day each week where student activities are relevant for	Teachers, Instructional Support Staff	PLC Notes; increase in student proficiency	\$0	PI-evidenced by CA data. Due to NTI days associated with Covid 19, no intervention time was scheduled during TRT and no EoPs were given for 19-20.

Goal 4: Increase the percentage of students who are transition ready from 63.1% in 2019 to 80.0% by 2023 as defined by state transition readiness guidelines.						
		planning for life after high school. Interventions will include protected time for help for CTE students.				
	KCWP 4: Review, analyze & apply data results to ensure students know where they are in their own progression of learning.	Transition Readiness Display Schoolwide progress for Transition Readiness will be displayed for student and community access and updated during the year. The 12th grade science data wall section (secure location) will be adapted to track individual student progress towards meeting transition readiness requirements throughout the year.	Instructional support staff, principal, teachers, college coach	Increase in students meeting transition readiness	\$100 Section 6	NI-no display was created. 12 th grade science wall will not include EoP data from 19-20
	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. 12 th graders who successfully complete the Work Ethic Certification requirements will have a special seal added to their diploma.	Principal, Senior Sponsors, College Coach	Increase in students meeting transition readiness	\$1000 District Funding	I-evidenced by students receiving cords at graduation.
	KCWP 4: Review, analyze & apply data results to ensure students know where they are in their own progression of learning.	Decision Day, May 1 On May 1, 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 celebrate with students who have made the same choice in a reception to follow.	Principal, Counselor, College Coach	Increase in students meeting transition readiness	\$250 Section 7	NI- we were not in school on May 1 st due to Covid 19.
	KCWP 4: Review, analyze & apply data results to ensure students know where they are in their own progression of learning.	Showcase Student Products Student products will be displayed throughout LCHS in the display case areas and walls including "Be Blue" posters. In addition, students will be showcased through school social media (Facebook, twitter, etc.) with photos, videos, etc. to highlight the development of the whole student inside and outside of the classroom. This activity is designed to promote our students skills and their products to the school and community.	Arts and Humanities & CTE Teachers	Increase in student proficiency	\$0	I-evidenced by Be Blue posters and social media shout outs.
	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 as part of the Striving Readers Comprehensive Literacy grant program. The LCHS literacy team that will meet regularly to evaluate progress of the literacy plan, recommending adjustments as needed. The literacy team will include various stakeholders.	Principals, Teachers, Instructional Support Staff, Early Childhood Center Staff, SRCL Grant Partners	Literacy plans, literacy team agendas & notes; increase in school-wide comprehensive literacy	\$19,000 SRCL funds	I-evidenced by literacy meetings throughout the year.

Goal 4: Increase the percentage of students who are transition ready from 63.1% in 2019 to 80.0% by 2023 as defined by state transition readiness guidelines.						
				which will result in more students ready to transition to the next level		
	KCWP 5: Design, align & deliver support processes using our internal and external partners.	Literacy Applications LCHS will implement intentional strategies to showcase the use of and importance of literacy in life. For example, vlog spots featuring non-educators telling how they use literacy in their jobs (community, relatives, etc.). Emphasis will be places on all aspects of literacy including reading, writing, speaking, and listening.	Teachers, Instructional Support Staff, Principals, District IT staff	Increase in student proficiency	\$0	PI- evidenced by guest speakers, student created google sites, job shadowing experiences etc..
	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 with each CTE program to analyze existing programs and consider next steps. The New Skills for Youth planning grant will help us explore options for expanding student access to additional pathways both on-site and with surrounding facilities—with site visits, connections to industry and post-secondary partners, and public relations materials.	Principal, Teachers, Instructional Support Staff	Increase in students completing career pathways	\$600 Section 7 \$30,000 NSFY (Nelson Co. is the fiscal agent)	I-evidenced by meetings with Mr. Gay and Mrs. Reed using the KDE protocol.
	KCWP 5: Design, align & deliver support processes to ensure appropriate academic interventions are taking place to meet the needs of all students.	Alignment/Intervention CTE curriculum, instruction, and assessment will be aligned to CTE-EoP Skill Standards as well as state standards in applicable content areas (KCAS). Some students will be assigned to CTE teachers as their Transition Readiness Time group for additional instruction/enrichment. Students in need of extra help may be pulled for intervention during Transition Readiness Time. Teachers will administer CTE-EoP Skill Standard-like assessments and analyze both aggregate and individual student performance for next steps.	CTE Teachers, Instructional Support Staff	Increase in students passing CTE Assessments	\$0	PI-evidence by master schedule and TRT groups. No EoPs were given.

Goal 4: Increase the percentage of students who are transition ready from 63.1% in 2019 to 80.0% by 2023 as defined by state transition readiness guidelines.						
	KCWP 5: Design, align & deliver support processes to ensure resources are aligned to meet identified needs.	<i>Transition Readiness Time Scheduling</i> Home base groups for Transition Readiness Time will be strategically scheduled. Priority will be given to grouping students and to lowering numbers in certain areas such as seniors who have not met ACT benchmarks, targeted students in state-assessed classes, and special education groups. Specialized groups such as CTE-EoP Skill Standard enrolled students will be scheduled with their respective teacher whenever possible. Student placement decisions will be based both on student data and teacher recommendations. -An Ad Hoc committee will be established to investigate home base group assignment options and make a recommendation for 20-21.	Counselors, Teachers, Principals	Strategic scheduling of AT groups; increase in student proficiency	\$0	I-evidenced by master schedule. Ad Hoc committee has developed a different TRT plan for 20-21
	KCWP 5: Design, align & deliver support processes using our internal and external partners.	<i>Transition Readiness Week</i> Transition Readiness Week 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-evidenced by plans in September.
	KCWP 5: Design, align & deliver support processes such that behavioral interventions are taking place and monitored to meet the needs of all students.	<i>Building Positive Relationships</i> LCHS will continue to expand the Sources of Strength Club, a mental health wellness program that utilizes the power of peer social networks to change unhealthy norms and culture to prevent suicide, bullying, violence and substance abuse. Additional peer and adult leaders will be selected and trained in the 8 SOS areas that focus on hope, help and strength. 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. In addition, the school culture & climate committee will develop specific activities to promote positive relationships with all students.	Culture & Climate Committee, SoS Team	Improved student experience and motivation	\$700 Title IV-A \$500 ASAP Funds Food donated by Communic are	I-evidenced by SOS meetings, trainings, campaigns and Light up the Night activities.
	KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals.	<i>Career Launch</i> Students in grades 8-11 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 make initial course selections prior to	Instructional support staff, Principal, Counselor, FRYSC	Goal-setting & career planning w/students	\$300 Title IV-A \$250 School Council Funds	I – students signed up for classes in January and Career Launch was held in February.

Goal 4: Increase the percentage of students who are transition ready from 63.1% in 2019 to 80.0% by 2023 as defined by state transition readiness guidelines.						
		Career Launch to be used as a draft for discussion. Students and parents will participate in goal-setting and awareness activities on high need, high wage fields so they are mindful of the future they want to achieve and aware of what it will take to get there. Initial course selections may be changed by school staff after Career Launch feedback based on student interests, future plans, graduation requirements, and transition readiness.				
	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 state Work-Based Learning Manual will be used as a guide for implementation. Students will be supported in pursuing the exceptional work experience option for transition readiness.	Principal, Transition Readiness Coordinator, Teachers	Improved student experience and motivation	\$200 Title IV-A	I-some work based learning opportunities were provided in 19-20.
	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. 12 th graders will receive a seal on their diploma. Students will participate in lessons and activities during Transition Readiness Time to build essential workplace skills.	Principal, Transition Readiness Coordinator, TRT teachers	Improved essential skill development	\$0	I-evidenced by certificates presented at the end of the year and seals on diplomas.
	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 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 wall sessions.	Administrators, Teachers	Conference notes	\$0	PI- conferences were held in the fall and winter but not after the March assessments due to Covid 19.
	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 College Coach will work with students during transition readiness time with future focus tasks. The program is fully funded by Americorps.	Principal, counselors	College Coach activities; success with students	\$0	I-Ms. Dickerson is our current college coach and works with students on various aspects of post secondary needs.
	KCWP 6: Establish learning culture & environment to	Attendance	DPP, Principals,	Increase in overall	Rewards paid	I-evidenced by attendance

Goal 4: Increase the percentage of students who are transition ready from 63.1% in 2019 to 80.0% by 2023 as defined by state transition readiness guidelines.						
	communicate with students and parents in order to address barriers to learning, and to address culture in classrooms, schools, across the district.	Staff will work with students and families to encourage good attendance overall and to limit chronic absenteeism (both excused and unexcused). Strategies may include but are not limited to recognizing good attendance, following up with students in submitting doctor's notes, showing students they are valued when they are not at school by teachers making contact with students who miss 3 or more days, making connections with students, etc. The school 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 increase use of 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. Contracts and individual rewards can be used as well as assigning mentors. The culture and climate committee will continue to review strategies to improve student attendance, looking at school-wide strategies as well as individual students.	Teachers, Instructional Support Staff, HCC, Attendance Clerk; School Attendance committee	student attendance and decrease in chronic absenteeism (missing more than 10%)	outside contributions	committee meetings, rewards each nine weeks and prize drawings.
	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. Strategies may include but are not limited to 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, etc. The culture and climate/PBIS committee will continue to develop and implement strategies throughout the year.	Principals, Teachers, Instructional Support Staff, HCC	Increase in parent participation in school activities; increase in parent involvement at home with students	\$2100 SRCL funds	I-evidenced by parent nights, fall literacy nights, Light up the Night and information shared on social media.
	KCWP 6: Establish learning culture & environment that assists students in decision	Positive Behavior Intervention System Students who display good and appropriate behavior will be recognized with Hawk Tickets. Criteria will be shared and displayed throughout the building. Recognition includes Hawk of the Month, positive post-cards	Special Ed Director, Principals, Instructional	Aligned supports for students w/ behavior	\$200 Section 7; District Funding for	I-evidenced by Hawk Tickets, Hawk of the month, positive

Goal 4: Increase the percentage of students who are transition ready from 63.1% in 2019 to 80.0% by 2023 as defined by state transition readiness guidelines.						
	making in regard to behavioral needs/goals.	sent home monthly, drawings, and school-wide celebrations each semester. Positive pop-ups occur school-wide. 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.	Supervisor, Teachers	needs; increased success for students	GRREC training	pop ups, positive post cards. Etc.. PBIS committee met monthly.
	KCWP 6: Establish learning culture & environment where everyone feels safe and wants to learn.	<i>School Resource Deputy</i> 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 safety & security for students and staff	District Funding	I-evidenced by Officer Boone's schedule. He is housed at LCHS.

6: Other (optional)

Goal 6:						
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>		
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					