

Phase III: Executive Summary for Schools LCHS

Phase III: Executive Summary for Schools

Logan County High School

Caycee Spears
2200 Bowling Green Road
Russellville, Kentucky, 42276
United States of America

Last Modified: 12/13/2018

Status: Locked

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Phase III: Executive Summary for Schools

Executive Summary

Description of the School

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

Logan County High School (LCHS) is located in one of the top agricultural communities in Russellville, Kentucky. When the five district schools consolidated, a tradition of academic excellence in education was established. LCHS mission is to "challenge students today to be responsible leaders tomorrow." In order to fulfill this mission, LCHS offers a broad range of academic opportunities, including Advanced Placement courses, dual-credit classes through a partnership with Western Kentucky University, and college preparatory and career/technical classes at Bowling Green Technical College. Approximately 30% of LCHS students take classes at the Russellville Area Technology Center provided by an articulation agreement with the Kentucky Community and Technical College System. Enrollment at LCHS is approximately 1100 students from the 5 local K-8 community schools of Adairville, Auburn, Chandlers, Lewisburg, and Olmstead. Due to the uniqueness of our 5 K-8 centers we began a Freshman Academy (Cougar Academy) in the Fall of 2002. The Cougar Academy operates on a team concept, with two teams of teachers, Blue Cats and White Cats, in each core subject area plus a practical living course. The Cougar Academy has its own assistant principals and guidance counselor. Students are divided equally based on numerous factors including ethnicity, free and reduced lunch numbers, special education numbers, discipline, and attendance from middle school. These two teams are as equally divided as possible so that all of our incoming freshmen are provided a strong foundation on which to build their high school education. LCHS is also proud to be part of the "Close the Deal" program sponsored by Lt. Governor Jerry Abramson. Close the Deal encourages all seniors to apply for post-secondary education opportunities by providing counseling with college admissions counselors, financial aid representatives and business and industry employers(<http://ltgovernor.ky.gov/closethedeal/Pages/default.aspx>). LCHS is also a part of the Green River Regional Educational Cooperatives Race to the Top District Grant. LCHS teachers in a school and its administrators continuously seek and share learning opportunities gained from professional development from GRREC and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals so that students benefit. LCHS now has a full time college and career counselor through this grant and several teachers have attended data analysis training to look at student achievement data deeper to make good instructional decisions.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

LCHS mission is to "challenge students today to be responsible leaders tomorrow." In order to fulfill this mission, LCHS offers a broad range of academic opportunities, including Advanced Placement courses, dual-credit classes through a partnership with Western Kentucky University, and college preparatory and career/technical classes at Bowling Green Technical College. Approximately 30% of LCHS students take classes at the Russellville Area Technology Center provided by an articulation agreement with the Kentucky Community and Technical College System

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Notable Achievements and Areas of Improvement

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

LCHS likes to recognize our achievements as it serves as a tool for reinforcing the behaviors that drives our school to excellence. LCHS strives for excellence in the classrooms, community, and in the field of play . LCHS Marching Band: All-state band members: Angus Moore – Euphonium Lauren Batten – flute Jillian McLellan – Trumpet State Solo & Ensemble Students: Lauren Batten Jillian McLellan Kaylee McPherson Angus Moore Brayden Yates LCHS band also just finished 10th in the state in 4A competition DECA received the following awards: - 2nd for largest membership increase and 3rd for the largest chapter in the region. 1st - Jessica Holloway and Isiaha Price - Business Law and Ethics Team Event 1st - Cheyenne Nash - KY Finance 1st - Kristin Johnson - KY Marketing 1st - Dakota O'Dell - Quick Serve Restaurant Marketing 1st - CJ Raymer - Personal Finance 1st - Cara Stranger - Marketing Communications 2nd - Savanna Stratton - Food Marketing 2nd - Karrah Cron - Principles of Marketing 2nd - Alexis Chick - Apparel and Accessories Marketing 2nd - Sara Bills - KY Sports Marketing 2nd - Chloe Watkins - Personal Finance 2nd - Tanner Morrow - KY Entrepreneurship 2nd - Cami Wallace - KY Free Enterprise Business 3rd - Anjali Evans - KY Finance 3rd - Anthony Dancer - Sports Marketing 3rd - Jackson Steward - KY Sports Marketing 5th - Ana Nash - Principles of Business Administration 4th - Hannah Cron - KY Marketing 4th - Tristen Chesnut - Restaurant and Food Service Management 4th - Monica Hines - Human Resource Management 4th - Sara Beth Hale and Kate Malott - Marketing Management Team Decision Making 4th - Austin Edwards - Hotel and Lodging Management 5th - Braiden Baptiste - Food Marketing 5th - Brianna Loden - Principles of Marketing 5th - Kelsey Collings - Quick Serve Restaurant Marketing **All LCHS Students attending the regional conference, qualified on their own merit for state conference. DECA State Conference Results: 1st - Keyleigh Harlan - Financial Career Cluster 2nd - Cheyenne Nash - KY Finance 2nd - Dakota O'Dell - Food Marketing 2nd - Kelsey Collings - Quick Serve Restaurant Management 2nd - CJ Raymer - Personal Financial Literacy 3rd - Alexis Chick - Apparel and Accessories Marketing 3rd - Isiaha Price and Jessica Holloway - Business Law and Ethics 4th - Chloe Watkins - Personal Financial Literacy 4th - Kristin Johnson - KY Marketing 4th - Sara Bills - KY Sports Marketing 5th - Anjali Evans - KY Finance 5th - Brianna Loden - KY Marketing - Jessica Holloway also won an award for outstanding member. - Keyleigh, Jessica, Isiaha, Kelsey, Dakota, and Alexis were eligible to attend the International Career Development Conference, in Anaheim, CA. LCHS FBLA was recognized for Increased Membership Mrs. Lillard was recognized as a finalist for Outstanding Adviser Isiaha Price placed 2nd in Business Law Katie Fernandez placed 2nd in E-Business Lauren Barnes placed 2nd in E-Business Cody Watkins placed 2nd in Introduction to Financial Math Shelby Hardison placed 2nd in Job Interview Katie Brooks placed 3rd in Journalism Joey Diliha placed 3rd in Public Service Announcement Ben Meyer Placed 3rd in Website Design These students have qualified to go to the state conference in April. If you see them please congratulate them for their hard work. They did a great job and represented LCHS well. DECA Leadership Events - Students attended the Nashville Predators Leadership Event in Nashville, TN. Students learned about careers, occupations, interviews, work ethic, team work, etc. Beta Club John Mark Page is district Beta President. Tanner Morrow, Maria Wells, Jaclyn Batchelor, and Lydia Manley qualified for national Beta competition. FFA FFA serves 2000 meals at Tobacco Festival as FFA Alumni Scholarship Fundraiser -FFA works at First southern Bank customer service day and serves 1200 meals -FFA Works at Lewisburg bank customer service day and serves 500 meals - FFA cooks and serves meal at Annual Farm Bureau mtg. -Logan FFA holds New Ag Teacher Workshop for all new Ag Teachers in State of Ky. -Jay Campbell Advisor elected Logan County Farm Bureau President Logan County High School students also received numerous awards on the field of athletic competition: Women's Volleyball Thirteen consecutive district 13 championship Women's soccer Runner up 13th district championship Boys Soccer Runner up 13th district

championship Cross Country competed in state this year Men's baseball District Champions Softball District Champions Football 10-0 record this year and ranked 5th in state in 4A Men's and Women's basketball competed in Regions at Diddle Arena

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Additional Information

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

School Contact Information Logan County High School 2200 Bowling Green Rd Russellville, KY 42276 Phone 270.726.8454 Principal: Caycee Spears Assistant Principals: Alissa Todd, Mike Hoots, and Shane Humphrey Guidance Counselors: Amy Hallman, Amber McKinney, David Brooks Curriculum Specialist: Marisa Hopkins PLC Team Leaders: Julie Cox (English), Adam Webster (Social Studies), Tammi Jones (Mathematics), Carrie Kelley (Science), Abbi Lillard (PLVS) SBDM Council Members: David Dayton, Tammi Jones, Dedra Adler (Teachers), Jimmy Kent Wilson and Stephanie Coursey (parents)

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase One: 2018-19 Continuous Improvement Diagnostic LCHS

Phase One: Continuous Improvement Diagnostic

Logan County High School

Caycee Spears
2200 Bowling Green Road
Russellville, Kentucky, 42276
United States of America

Last Modified: 11/13/2018

Status: Locked

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

In response to the Kentucky TELL Survey taken by LCHS stakeholders Managing Student Conduct is an area of needs improvement. LCHS is implementing Positive Behavior Intervention and Supports (PBIS). PBIS improves social, emotional and academic outcomes for all students. Our goal with PBIS is to create an environment in which students are encouraged to be Productive, Responsible, Involved, Diligent, and Exceptional. In response to the Kentucky TELL Survey taken by LCHS stakeholders that we are looking to improve is Instructional Practices and Support. LCHS and teachers are working with implementing project based learning built into our curriculum. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project. Project Based Learning unleashes a contagious, creative energy among students and teachers.

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Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

Parent Surveys, Tell Survey Remind 101 SBDM LCHS administration provided PLC team leaders with CSIP goals as defined by the state assessment program. Administration also provided team leaders with objectives under these strategies and provided PLC team leaders with student data from various groups and individual student data. The development of the CSIP included faculty and staff members, administration, guidance counselors, curriculum specialist and central office staff. The faculty and staff met to go over student assessment data and provide input into strategies for addressing student needs. The CSIP is posted on school website and reviewed periodically with PLC leaders and leadership team to monitor effectiveness and make necessary adjustments

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase II: The Needs Assessment School Diagnostic LCHS

Phase II: The Needs Assessment School Diagnostic

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Caycee Spears
2200 Bowling Green Road
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Phase II: The Needs Assessment School Diagnostic

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. **As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.**

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Caycee Spears, Principal Mike Hoots, Assistant Principal Alissa Todd, Assistant Principal Shane Humphrey, Assistant Principal Amy Hallman, Guidance Counselor David Brooks, Guidance Counselor Amber McKinney, Guidance Counselor Marisa Hopkins, School Curriculum Coordinator Julie Cox, ENG PLC Adam Webster, SS PLC Carrie Kelley, Science PLC Tammi Jones, Math PLC Abbi Lillard, PLVS PLC

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Current State

Plainly state the current condition using **precise numbers and percentages as revealed by past, current and multiple sources of data**. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34%% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

22.6% of Special Needs students scored proficient on KPREP Combined Reading and Math.
38.4% of Free and Reduced students scored proficient on KPREP Combined Reading and Math.
From looking at our data on End of Course assessments, it appears that our students performed with their peers across the state in the areas assessed. As a school we still need to improve with the gap groups for special needs students and free and reduced lunch students. In addition, novice reduction in math and reading will be a focus areas for our PLC data analysis. We are meeting in PLC teams to discuss strategies to address the gap groups, novice reduction, and implementing

interventions and remediation for gap group students. We are working with juniors on the ACT prior to the exam in March. We have identified students to take the KOSSA assessments in February and are working in their career area to ensure career readiness for our CCR calculation. Cougar Academic Time (CATS) focuses on non proficient students in the areas of math and reading.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using **precise numbers and percentages** as revealed by the analysis of academic and non-academic data points.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

22.6% of Special Needs students scored proficient on KPREP Combined Reading and Math. 38.4% of Free and Reduced students scored proficient on KPREP Combined Reading and Math. We see need of improvement on the EOC portion of the KPREP assessment. Each subject has received scores from the previous years assessment to attempt to look for gaps in the curriculum. Each PLC has also received individual scores for students in their classes from previous EOC assessments and on students' as applicable. PLC's will focus and target GAP students during class and intervention time during our Cougar Academic Time (CATS). This will be in an effort to improve novice reduction. We plan to incorporate more individual assessment analysis for our students and identify students who are struggling early in the semester to assist them receive extra time in the subject areas of concern. We are also using STAR assessments to determine students academic needs. We are being intentional in how we group students for our academic time - so that our groups with similar needs are addressed together.

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Trends

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

Academic - 22.6% of Special Needs students scored proficient on KPREP Combined Reading and Math. 38.4% of Free and Reduced students scored proficient on KPREP Combined Reading and Math. Cultural - Role teachers have at school in providing input to administration in regards to school operations. Reviewing Tell Survey results our teachers would like to have more input on school budget, selection of new hires, and planning school improvement. Behavioral- The communication between teacher and administration in regards to managing student conduct.

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:

[1- Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4- Review, Analyze and Apply Data Results](#)

[5- Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6- Establish a Learning Culture and Environment](#)

LCCHS is using a data analysis form to have a repeatable/uniform system for analyzing student data. The PLC's meet weekly to discuss common assessment data and incorporate more individual intervention for our students. Students who are struggling are identified early in the semester to assist them and receive extra time in the subject areas of concern.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.




Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Three of our areas of strength are in CCR, On-Demand Writing, and our graduation rate. We are individually tracking our seniors progress on ACT and KOSSA examinations - to try and ensure that each student leaves our school College or Career Ready. We are working with our local ATC to help with areas of certifications on KOSSA exams. We are also using our 30 minutes of academic time (CATS) to discuss college and career readiness and RTI in math and reading. We focused on reading strategies during our academic times with non proficient readers based on ACT practice test. We are also having academic time in smaller groups to lend itself to be more intentional. We plan to sustain this progress by continuous monitoring and continued data analysis. Our teachers and counselors monitor our students throughout high school to ensure students are being successful in their transition after high school.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 LCHS Dial Analysis coding	Coding for data analysis	
 LCHS Dial Analysis form	Dial Analysis for PLC and common assessment data	
 LCHS Dial Analysis minutes	PLC's use for minutes for meetings	

Phase Three: LCHS 2018-19 Closing the Achievement Gap Diagnostic

Phase Three: Closing the Achievement Gap Diagnostic

Logan County High School
Caycee Spears
2200 Bowling Green Road
Russellville, Kentucky, 42276
United States of America

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Based on analysis from our latest ACT results our largest GAP group are free and reduced students and they scored 28.3% novice and 53.5% apprentice. The results from our last KPREP scores LCHS has regressed in closing the gap with our free and reduced students as well as our non-duplicated gap in proficiency with combined reading and math. High School NonDuplicated Gap Group for Reading decreased from 50.9% in 2016 to 44.9% in 2017. High School Non-Duplicated Gap Group for Math reduced from 35.1% in 2016 to 34.4% in 2017. To address and improve LCHS students are identified from STAR data to receive interventions during our Cougar Academic time.

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II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Logan County High School (LCHS) is located in one of the top agricultural communities in Russellville, Kentucky. One of the more problematic areas of our rural community is that students come from homes that do not take post secondary education serious. LCHS is focusing on changing that trend by emphasizing the importance of college and career readiness. Our teachers, counselors, and staff consistently talk with our students about the importance of being college and career ready as well as meeting with families to develop their child's learning plan and individualized schedules to put the student on a course for academic success.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

High School mathematics P/D increased from 30.8% in 2014 to 39.2% in 2017. High School writing on-demand P/D is at 70.7%. High School Non-Duplicated Gap Group for Reading decreased from 50.9% in 2016 to 44.9% in 2017. High School Non-Duplicated Gap Group for Math reduced from 35.1% in 2016 to 34.4% in 2017. LCHS is taking the numbers from the last KPREP results and continuing working with our staff and students on continuous improvement. LCHS is focusing on ACT skills by grouping students in RTI based on STAR results.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Based on analysis LCHS has shown improvement in closing the gap with our disability students proficiency in combined reading and math. We are utilizing resource rooms for reading and math to continue our growth.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Based on analysis from our last KPREP scores LCHS has regressed in closing the gap with our free and reduced students as well as our non-duplicated gap in proficiency with combined reading and math. High School NonDuplicated Gap Group for Reading decreased from 50.9% in 2016 to 44.9% in 2017. High School Non-Duplicated Gap Group for Math reduced from 35.1% in 2016 to 34.4% in 2017. To address and improve LCHS students are identified from STAR data to receive interventions during our Cougar Academic time.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Special Education teachers attending training on Eligibility training and Regional Inter-agency Transition Training. These trainings helped to meet student's goals and objectives to bridge the achievement gap. We will continue our work with priority standards to finish creating assessments for Language Arts and also Math. LCHS continued resources classes in English and Math this year to pull students for a more individualized learning opportunities. Tier 3 math and reading intervention will be incorporated into the school master schedule and students will be placed in intervention based on academic goals and needs. Analyze STAR scores to identify students who would benefit from additional in or out of school interventions in reading and math.

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F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

In the past teachers use their own individual data to determine students' needs. LCHS is using the STAR diagnostic assessment to determine movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

LCHS leadership team and PLC's meet weekly to review state assessment data and district formative assessment data to determine areas of need. School administrators meet together in a weekly PLC meeting to discuss the data reviewed, have group discussions and compile the information to create areas of needs and goals to help students benefit. The teachers and PLC leaders use this information to determine intervention for students to promote success in the classroom. Caycee Spears, Principal Mike Hoots, Assistant Principal Alissa Todd, Assistant Principal Shane Humphrey, Assistant Principal Amy Hallman, Guidance Counselor David Brooks, Guidance Counselor Amber McKinney, Guidance Counselor Marisa Hopkins, School Curriculum Coordinator Julie Cox, ENG PLC Adam Webster, SS PLC Carrie Kelley, Science PLC Tammi Jones, Math PLC Abbi Lillard, PLVS PLC

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

High School mathematics P/D increased from 30.8% in 2014 to 39.2% in 2017. High School writing on-demand P/D is at 70.7%. High School Non-Duplicated Gap Group for Reading decreased from 50.9% in 2016 to 44.9% in 2017. High School Non-Duplicated Gap Group for Math reduced from 35.1% in 2016 to 34.4% in 2017. LCHS is taking the numbers from the last KPREP results and continuing working with our staff and students on continuous improvement. LCHS is focusing on ACT skills by grouping students in RTI based on STAR results. LCHS continued resources classes in English and Math this year to pull students for a more individualized learning opportunities. Tier 3 math and reading intervention will be incorporated into the school master schedule and students will be placed in intervention based on academic goals and needs. Analyze STAR scores to identify students who would benefit from additional in or out of school interventions in reading and math. Teachers are using common planning time with their PLC's to review data from common assessments to focus on strategies and activities tailored for closing the GAP.

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Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.


Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

LCHS has processes currently in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students. We are looking at our dial analysis and taking steps to improve our pedagogy skills by incorporating more meaningful lessons by using Next Generation Learner approaches from training's and create intentional opportunities for our students to grow by designing and delivering classroom activities more meaningful for our GAP students.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018-19 Gap Group Spreadsheet	2018-19 Gap Group Spreadsheet	III

Gap Group/Total number of students	Percentage of Total School Population
Free and Reduced students/508	46%
non-duplicated gap in proficiency with combined reading and math/ 121 of 258 tested	47%

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 Increase the average reading proficiency rate from 46.9% to 56.8% by 2020, as measured by state assessments.

Which **Strategy** will the 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 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 Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, 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 to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Collaborate to increase the average reading proficiency rate from 46.9% to 51.6% by 05/ 2019, as measured by state assessments.	KCWP 4: Teachers and leaders collaborate in PLC's to share and improve instructional practices and student engagement.	Using data analysis teachers analyze data weekly and identify next steps for specific students to improve their performance in the classroom.	PLC minutes identifying Student next steps - Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		Language Arts teachers will review revised language arts standards and use priority standards to continue creating and revising common assessments.	PLC minutes noting revisions/creation of assessments - Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		Administration and PLC leaders meet bi-weekly to discuss instructional strategies and cross curricular ideas to improve student engagement and performance.	PLC minutes - Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
	KCWP 2: Provide additional training, support and technology to Language Arts department to increase the number of students reaching proficiency	Provide common planning time for Language Arts PLC to meet weekly to determine instructional improvements based on student level evidence from common assessments.	Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>LCHS teachers will participate in Artisan Teacher training that is designed to develop the craft of teaching by enabling teachers to identify and hone their most productive skills—and, to add new, complementary, skills to their repertoire.</p>	<p>Training sign in sheet/ Walkthrough documentation of strategies used - Principals, Curriculum Specialist, PLC team Leaders.</p>	<p>May 2019 August 2019 November 2019</p>	<p>\$0</p>
		<p>LCHS teachers are implementing google classrooms to communicate more efficiently between teacher and students. This will also allow teachers to set up google docs for students to submit work for immediate feedback.</p>	<p>Walkthrough documentation - Principals, Curriculum Specialist, PLC team Leaders.</p>	<p>May 2019 August 2019 November 2019</p>	<p>\$0</p>
		<p>Vertical meetings within the PLC's will help teachers align the curriculum. This will maximize communication and collaboration among teachers, helping them understand how their instructional decisions contribute to students' overall learning.</p>	<p>PLC minutes – Principals, Curriculum Specialist, PLC team Leaders.</p>	<p>May 2019 August 2019 November 2019</p>	<p>\$0</p>
		<p>Staff members will attend UK's Next Generation Leadership Academy to learn new ideas and approaches that incorporates innovative, student-driven, and personalized teaching initiatives.</p>	<p>Next Gen attendance certificate, plan of action for incorporating learning at LCHS - Principals, Curriculum Specialist, PLC team Leaders.</p>	<p>May 2019 August 2019 November 2019</p>	<p>\$0</p>
		<p>Selected teachers will receive training on PBL and PLCs will implement project based learning activities that will promote student engagement across the board.</p>	<p>Lessons showing incorporation of PBL/ Walkthroughs - Principals, Curriculum Specialist, PLC team Leaders.</p>	<p>May 2019 August 2019 November 2019</p>	<p>\$0</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		PLCs will utilize a tuning protocol to receive feedback on project based learning activity for revision.	PLC minutes/ Tuning Protocols - Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0

2: Separate Academic Indicator

Goal 2 Increase the average math proficiency rate from 39.8% to 48.0% by 2020, as measured by state assessments.		
<p>Which Strategy will the 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 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 Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, 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 to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Collaborate to increase the average reading proficiency rate from 39.8% to 43.7% by 05/ 2019, as measured by state assessments.	KCWP 4: Teachers and leaders collaborate in PLC's to share and improve instructional practices and student engagement.	Using dial analysis teachers analyze data weekly and identify next steps for specific students to improve their performance in the classroom.	PLC minutes identifying Student next steps - Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		Math teachers will review revised mathematics standards and use priority standards to continue creating and revising common assessments.	PLC minutes - Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		Administration and PLC leaders meet bi-weekly to discuss instructional strategies and cross curricular ideas to	PLC minutes - Principals, Curriculum Specialist, PLC team	May 2019 August 2019 November 2019	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		improve student engagement and performance.	Leaders.		
Objective 2	KCWP 2: Provide additional training, support and technology to Math department to increase the number of students reaching proficiency	Provide common planning time for Math PLC to meet weekly to determine instructional improvements based on student level evidence from common assessments.	PLC minutes noting revisions/creation of assessments - Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		LCHS teachers are implementing google classrooms to communicate more efficiently between teacher and students. This will also allow teachers to set up google docs for students to submit work for immediate feedback.	Google Classrooms/examples of Google Docs - Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		Vertical meetings within the PLC's will help teachers align the curriculum. This will maximize communication and collaboration among teachers, helping them understand how their instructional decisions contribute to students' overall learning.	PLC minutes - Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		LCHS administration and teachers are participating in Artisan Leaders and teacher training that is designed to develop the craft of teaching by enabling teachers to identify and hone their most productive skills—and, to add new, complementary, skills to their repertoire.	Walkthroughs documenting use of Artisan Teacher themes - Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		Teachers will receive PBL training and PLCs will implement project based learning activities that will promote student engagement across the board.	PBL lessons/PLC minutes noting discussion of PBL opportunities/ Classroom	May 2019 August 2019 November 2019	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			Observations - Principals, Curriculum Specialist, PLC team Leaders.		
		PLCs will utilize a tuning protocol to receive feedback on project based learning activity for revision.	PLC minutes documenting use of protocol – Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0

3: Gap

Goal 3 (*State your Gap goal*): Increase the average combined reading and math proficiency rating from 34.4% to 41.6% for all students in the consolidated student group by 2020 as measured by state assessments.

Which **Strategy** will the 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 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 Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, 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 to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Collaborate to increase the average combined reading and math proficiency rating from 34.4% to 37.8% for students in the consolidated student group by May 2019 as measured by state assessment.	KCWP 2: Professional Development – Teachers will participate in Professional Development to learn about effective instructional strategies and best practices for collaboration.	Special Education teachers attending training on LBD Summer Institute to help with learning strategies for students in GAP. These trainings will help to meet student’s goals and objectives to bridge the achievement gap.	Training sign in sheets/use of strategies during classroom observations – Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		The ARC Chairperson training allows for completion of due process paperwork and designing Individualized Education Plans to meet students’ needs and goals in the classroom.	Training sign in sheets Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		Staff members are attending Next Generation Learners training to learn new ideas and approaches that incorporates innovative, student-driven, and personalized teaching initiatives.	Next Gen attendance - Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
	Response to Intervention (RTI) - In response to novice	LCHS teachers training on district RTI plan to help decrease the GAP.	RTI training - Principals, Curriculum	February 2019	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	reduction students will be placed in RTI groups in math and reading based on individual needs.		Specialist, PLC team Leaders.		
		Math and reading intervention will be incorporated into the school master schedule and students will be placed in intervention based on academic goals and needs	Master Schedule - Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		Using the ACT practice data students will be placed in intervention for the 4 areas testing on ACT.	Intervention lists/student improved ACT data - Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		Teachers use STAR data to identify skills needed in content areas and determine instructional intervention strategies to utilize.	STAR reports/PLC minutes noting discussion of data and strategies - Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		Teachers and administrators will analyze ACT scores to identify students who would benefit from additional in or out of school interventions in reading and math.	Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0

4: Graduation rate

Goal 4 Collaborate to improve our state cohort graduation rate from 90.8 to 98% by 2022.

<p>Which Strategy will the 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 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 Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, 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>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Collaborate to improve our state cohort graduation rate from 90.8 to 93.0% by May 2019.	KCWP 5: Learning Sessions provide targeted interventions for all students, including at-risk students and students in the non-duplicated gap group, who need specific help meeting the College and Career standards.	Freshman teachers will monitor and support the Freshman Intervention plan to ensure students are being successful in their transition to high school.	PLC minutes, examples of intervention plans - Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		LCHS teachers will monitor and support students that are on the Early Warning Report and place students on a Connect Intervention plan to ensure students are being successful.	Early Warning Report/Documentation of intervention plans - Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		Students who are at-risk, below required benchmarks, and/or who are in the non-duplicated gap group are targeted for intervention sessions.	Intervention lists - Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		LCHS teachers are incorporating PBIS into the school culture.	Walkthroughs, PLC minutes, PBIS	May 2019 August 2019 November 2019	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			committee minutes - Principals, Curriculum Specialist, PLC team Leaders.		
	KCWP 5: Ensure that all students are using appropriate resources to achieve career readiness upon graduation.	LCHS freshman students are beginning a Graduate Profile that will help those master 6 areas that a learner should know before they graduate high school. These areas include content, information technology literacy, flexibility/adaptability, personal responsibility, communication, community.	Examples of student work around graduate profile – Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		LCHS Seniors are completing a Senior portfolio incorporating the profile of a graduate areas of content, information technology literacy, flexibility/adaptability, personal responsibility, communication, community. They will be able to use this portfolio to help them with a successful transition after high school.	Examples of senior portfolios – Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		Provide an annual "College and Career Fair" for seniors to gain valuable information from various colleges, technology schools, and local businesses on the variety of opportunities available after high school graduation.	College Career Fair date/schedule – Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		Collaborate with local universities and financial aid representatives as local businesses to give students an idea of what they can achieve after high school.	School and student communication with representatives - Principals, Curriculum Specialist, PLC team	May 2019 August 2019 November 2019	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			Leaders.		

5: Growth

Goal 5 (State your Growth goal):

Which **Strategy** will the 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 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 Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, 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 to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

6: Transition Readiness

Goal 6 Increase the percentage of students who are college and career ready from 77.4% to 97.4% by 2020, as measured by state assessments

Which **Strategy** will the 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 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 Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, 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 to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students who are college and career ready from 77.4% to 82.4% by May 2019.	KCWP 6: Provide opportunities for students to explore various college and career pathways.	Work with Western Kentucky University, Southern Kentucky Community and Technical College and the Career Tech Center (CTC) to increase the number of dual credit course offerings for students both during the school day and after school.	Listing of students receiving dual credit courses – Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		LCHS and LCCTC staff work together to update and explore opportunities for students in career pathways.	Students/career pathway listings – Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
		LCHS Counselors meet individually with all students and parents/guardians to align student schedules based on their college/career pathways.	Meeting dates/times/schedules - Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0
	KCWP 6:	Provide opportunities for students to enroll in more Advance Placement	AP student enrollment listings –	May 2019 August 2019	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Provide opportunities for students to enroll in more Advance Placement and dual credit coursework in English, Science, and Math through a partnership with WKU and SKYTEC.	and dual credit coursework in English, Science, and Math through a partnership with WKU and SKYTEC.	Principals, Curriculum Specialist, PLC team Leaders.	November 2019	
		Supporting students with practice AP exams and exam analysis. Students take AP exams in the spring and the teachers will examine score reports to determine program improvements.	PLC minutes showing analysis discussion – Principals, Curriculum Specialist, PLC team Leaders.	May 2019 August 2019 November 2019	\$0

School Assurances LCHS

 School Assurances

Logan County High School
Caycee Spears
2200 Bowling Green Road
Russellville, Kentucky, 42276
United States of America

Last Modified: 12/13/2018
Status: Locked

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School Assurances

A. Institution Assurances

1. AdvancED Policies and Procedures

a. The institution has read, understands, and complies with the [AdvancED Policies and Procedures](#).

- Yes
- No

1a. Comments

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Substantive Changes

a. The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the [AdvancED Standards and Policies](#). Such changes include, but are not limited to:

- * Restructuring (merging, opening or closing) of the institution or institution(s) within its jurisdiction
- * Mission and purpose of the institution
- * Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership
- * Grade levels served by the institution
- * Staffing, including administrative and other non-teaching professional personnel
- * Available facilities, including upkeep and maintenance
- * Level of funding
- * School day or school year
- * Establishment of an additional location geographically apart from the main campus
- * Student population that causes program or staffing modification(s)
- * Available programs, including fine arts, practical arts and student activities

- Yes
- No

2a. Comments

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Security and Crisis Management Plan

a. The institution implements a written security and crisis management plan that includes emergency evacuation procedures and appropriate training for stakeholders. Attach the Security and Crisis Management Plan. (optional)

- Yes
- No

3a. Comments

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Financial Transactions

a. The institution monitors all financial transactions through a recognized, regularly audited accounting system.

- Yes
- No

4a. Comments

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Improvement Plan

a. The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's eProve system.

- Yes
- No

5a. Comments

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Postsecondary Assurances LCHS

 Postsecondary Assurances

Logan County High School
Caycee Spears
2200 Bowling Green Road
Russellville, Kentucky, 42276
United States of America

Last Modified: 12/13/2018
Status: Locked

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Postsecondary Assurances

A. Postsecondary Assurances

1. AdvancED Policies and Procedures

a. The institution has read, understands, and complies with the [AdvancED Policies and Procedures](#).

- Yes
- No

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Substantive Changes

a. The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED Standards and Policies. Such changes include, but are not limited to:

- * Restructuring (merging, opening or closing) of the institution or institution(s) within its jurisdiction
- * Mission and purpose of the institution
- * Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership
- * Grade levels served by the institution
- * Staffing, including administrative and other non-teaching professional personnel
- * Available facilities, including upkeep and maintenance
- * Level of funding
- * School day or school year
- * Establishment of an additional location geographically apart from the main campus
- * Student population that causes program or staffing modification(s)
- * Available programs, including fine arts, practical arts and student activities

- Yes
- No

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Security and Crisis Management Plan

a. The institution implements a written security and crisis management plan that includes emergency evacuation procedures and appropriate training for stakeholders. Attach the Security and Crisis Management Plan. (optional)

- Yes
- No

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Financial Transactions

a. The institution monitors all financial transactions through a recognized, regularly audited accounting system.

- Yes
- No

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Improvement Plan

a. The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's eProve system.

- Yes
- No

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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