

GOAL 2: LEARNING ENVIRONMENT & SUPPORTS

PROVIDE A SAFE, POSITIVE, INCLUSIVE, AND ENGAGING LEARNING ENVIRONMENT.

GOAL METRICS

DATA

ATTENDANCE/CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days, excused and unexcused, per school year.

Baseline: 28.1%
Target: 15%

STUDENT BEHAVIORS

Percentage of students with 0 or 1 non-attendance related behavior referrals per semester.

Baseline: 92.0%
Target: 94%

9TH GRADE ON TRACK

Percentage of Grade 9 students on track by earning at least five full-year course credits and no more than one semester "F" in a core course (English, math, science, or social science).

Baseline: 97.0%
Target: 98%

STUDENT PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Percentage of students in grades 9-12 participating in at least one co-curricular activity annually.

Baseline: 78.3%
Target: 83%

5ESSENTIALS CLIMATE SURVEY – SUPPORTIVE ENVIRONMENT

Score on University of Chicago's 5Essential Student Survey for Supportive Environment.

Baseline: 59%
Target: 62%

PANORAMA STUDENT SURVEY – SENSE OF BELONGING

Percent of students responding favorably to Sense of Belonging reported on Panorama Survey.

Baseline: 45%
Target: 50%

PANORAMA STUDENT SURVEY – DIVERSITY AND INCLUSION

Percent of students responding favorably to Diversity and Inclusion as reported on Panorama Survey.

Baseline: 68%
Target: 72%

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STRATEGY 4

STRATEGY 5

STRATEGY 6

Build confidence, self-sufficiency, and wellness in students by improving intervention systems and other supports for academic and social and emotional learning.

Engage all stakeholders in creating a positive school climate.

Explore opportunities to enhance the student day and year that results in increased participation in curricular electives and extracurricular activities.

- Describe and promote the importance and life-long impact of assisting students to build social and emotional skills.
- Assess the impact of our current evidence-based SEL program/curriculum (Yale RULER Approach) to inform expanded use of the curriculum.
- Examine, understand, and integrate ISBE Social and Emotional standards for early and late high school across academic areas.
- Examine, through an equity lens, academic & behavioral interventions and student outcomes
- Examine, through an equity lens, demographic disparities among academic and behavioral referrals, detentions, suspensions, and attendance/tardies.
- Assess the efficacy of current academic and behavioral interventions.
- Research additional evidence-based behavioral interventions for students.
- Monitor, report, and intervene with students demonstrating chronic absenteeism.

- Explore survey tools and data collection opportunities to determine baseline information regarding school climate from all stakeholder groups.
- Investigate the factors that contribute to a positive school climate (from all stakeholder perspectives).
- Develop an LT-specific definition of positive school climate.
- Utilize survey/focus group data to determine next steps.

- Engage students and staff in examining advantages and disadvantages of the current daily school schedule and year.
- Research and explore other high school daily schedules and year.
- Research and explore ways to integrate extracurricular opportunities within the school day.
- Encourage, monitor, and report student participation in extracurricular activities.
- Explore student interest in elective courses offered and not offered and align offerings to the Graduate Portrait.
- Align extracurricular activities with the Graduate Portrait.

Goal Metrics

Attendance/Chronic Absenteeism, Student Behaviors, Student Participation in Co-curricular Activities, 5Essentials Climate Survey - Supportive Environment, Panorama Student Survey - Sense of Belonging, Panorama Student Survey - Diversity and Inclusion, Student Voice (Focus Groups) Feedback, 9th Grade On-Track



DATA DASHBOARD

GOAL 2: LEARNING ENVIRONMENT & SUPPORTS

PROVIDE A SAFE, POSITIVE, INCLUSIVE, AND ENGAGING LEARNING ENVIRONMENT.

Goal Champion: Leslie Owens, Director of Student Services

Action Team Members:

Chris Bass, Jen Bigenwald, Virginia Condon, Adam Davis, Drew Eder, Peter Geddeis, Darrell Mathis, Tammy Miller, Erin Sharkey, Brooke Spencer, Dave Stormont, Liz Watkins, Jennifer Wegmann, Ben White, Nekeia Wilson, & Kate Wohlgemuth

Administrative Interns: Emily Brown & Emma Colangelo

Goal Statement:

Provide a safe, positive, inclusive, and engaging learning environment

Strategies

- Build confidence, self-sufficiency, and wellness in students by improving intervention systems and other supports for academic and social and emotional learning
- Engage all stakeholders in creating a positive school climate
- Explore opportunities to enhance the student day and year that results in increased participation in curricular electives and extracurricular activities

District Scorecard Goal Metrics

- Attendance/Chronic Absenteeism
- Student Behaviors
- Student Participation in Co-curricular Activities
- 5Essentials Climate Survey - Supportive Environment
- Panorama Student Survey - Sense of Belonging
- Panorama Student Survey - Diversity and Inclusion
- 9th Grade On-Track

GOAL 2: History/Rationale for Critical Improvement

LTHS has been a pillar in this community for over a century, and it begins with the partnerships we enjoy with our families, our associate schools, and our extended school community. The strategies aligned to this goal include expanding on those partnerships and enhancing our efforts in communication, collaboration, and transparency. This includes traditional methods of communication (website, social media, and electronic communication), as well as increasing parent/guardian voice through new channels.

We aim to enhance existing business and partnerships within our community and evolve the career-related exposure students can access while at LTHS. We also wish to enhance the articulation efforts with our associate schools, promote high school readiness among all students, and provide support/guidance in this effort.

Making progress within our family/community partnerships and the aligned strategies in Goal Four is critical because we know we must maximize our available community resources to help all students graduate prepared for life, college, and career success.

Strategy	Why this Issue Became a Critical Strategy
Build confidence and engagement with families and the communities through improved communication, collaboration, and transparency.	Research suggests confidence in public schools is on the decline, and the COVID-19 pandemic had a negative impact on relationships with many families. This has resulted in a decrease in overall satisfaction and increasing numbers of families feeling like they have little voice and engagement in decision-making within schools, including at LTHS. This includes a perception that the COVID-19 pandemic compromised our district's reputation, and there appears to be inaccurate perceptions, lack of access to trusted information, misunderstanding about equity and belonging efforts, as well as concerns regarding communication, collaboration, and transparency. The political challenges and civic and social unrest seen nationally have impacted our district, as well.
Partner with the community to offer learning opportunities to expose students to potential career pathways and community services.	Data indicates learning opportunities that provide a clear pathway for college, career, and life readiness are an area of growth for our district. Currently, we have limited formal business and career community partners to support this effort, and there is opportunity for improvement. The COVID-19 pandemic also impacted engagement with partners, and there is a need to increase service-learning opportunities for students. The newly identified LTHS Portrait of a Graduate recognizes the need for ensuring the curriculum is relevant, rigorous, and accessible to all students.
Promote high school readiness by fostering communication, collaboration, and connection with our associate school districts.	The State of Illinois has identified PK-12 readiness indicators, as well as measures for college, career and life success, and there is room for improvement in ensuring that our students, families, and associate schools understand these indicators. This includes high school readiness indicators that are measured by the Illinois School Report Card. The COVID-19 pandemic impacted articulation and collaboration efforts with our associate schools, and there is an opportunity for improvement as it relates to the transition from 8th to 9th grade. There is an opportunity to support our associate school districts in their effort to ensure that all students complete Algebra prior to high school, and in ensuring that all students are on track during their 9th grade year.

GOAL 2: Strategy and Related Success Measures

By June 2023

- Administer 5Essentials and Panorama Student and Staff Surveys.
- Partner with SEL Hub to support systemic SEL implementation.
- Implement restorative practices for conflict resolution, classroom community, discipline, school climate.
- Utilize 5-Star to track co-curricular participation (as well as events, e.g., homecoming).
- Detail and improve Section 504 referral, eligibility, and review process to ensure compliance, transparency, and efficacy
- Detail and improve transfer.
- Student registration process to ensure efficiency and equity and enhance communication.
- Implement & evaluate updated attendance practices.
- Implement exclusionary discipline improvement plan and evaluate outcomes.
- Complete comprehensive student handbook revision.
- Implement and communicate gender support plan.
- Investigate, select, and implement updated postsecondary platform that aligns with district goals and graduate portrait.
- Provide professional learning and support for Student Services to implement data-driven practice.
- Implement co-teaching (English 9 & World History) and prepare for expansion in 23-24.
- Evaluate current EL programming and determine needs.

By June 2024

- Research block scheduling/modified block scheduling options.
 - Create committee to identify local sites for visits/collaboration (by June 2023).
 - Prepare comprehensive review of all programs visited as well as existing research (by December 2023).
- Align Elective Offerings to Graduate Portrait.
- Align Extracurricular Activities with Graduate Portrait.
- Implement system for efficiently assessing the efficacy of LT interventions (academic + behavioral).
- Determine interventions to keep, discard, or amend.
- Determine any gaps in interventions available.
- Research interventions to add.
- Expand integration of SEL Standards with course standards.
- Identifying where Graduate Portrait skills are taught/assessed.
- Create and distribute SEL rationale to staff, students, families.
- Develop plan for utilizing Lunch Study Hall time for interventions and supports for students.
 - Executive Functioning
 - Skill-Building/Wellness Groups
 - Test Prep

By June 2025

- Investigate community partnerships (particularly in the realm of mental health, substance abuse/prevention, etc.).
- Develop MTSS structure/teams.
- Create flexible time/space within the school day for providing interventions that vary in type, length, etc.
- Integration of SEL Standards/experiences across all 4 years.

By June 2026

- Implement program assessments to review and determine effectiveness and gaps in the variety of new / updating programming offered.

GOAL 2: Strategy Actions for 2022-2023 (Build Confidence...)

Strategy 4

Investigating	Developing	Implementing
	<ul style="list-style-type: none"> (SEL Hub) Begin work with assessment and then determine district/practice goal. 	<ul style="list-style-type: none"> (SEL Hub) Determine District SEL Hub Team (Student Services, Admin, PE) and provide to Dr. Herrera.
<ul style="list-style-type: none"> (Restorative Practices) Investigate and Develop Plan for Scaling Out. 		<ul style="list-style-type: none"> (Restorative Practices) Provide training to APs. (Restorative Practices) Begin to implement Restorative Practices (on limited basis) through AP Office.
	<ul style="list-style-type: none"> (504's) Develop sustainable plan, with shared ownership, for compliance (Annual Reviews, Triennial Reviews, Initial Evals, Check-In's, Documentation) and define roles for all stakeholders (504 Coordinator, Administration, School Counselors, Teachers, Related Services, Students, & Families). (504's) Detail the Section 504 Legal Information, Process, and Contact information to be utilized on LTHS website and Student Handbook. (504's) Educate families on rights/Section 504. 	<ul style="list-style-type: none"> (504's) Engage Student Services Leadership in PD regarding best practice and legal obligations for 504 Plans. (504's) Triage immediate changes and long-term 'to-do's' . Create and communicate (to SST, staff, families) interim process for 504 referrals (differentiate for parent/guardian and school-based referrals).

GOAL 2: Strategy Actions for 2022-2023 (Build Confidence...)

Strategy 4

Investigating	Developing	Implementing
<ul style="list-style-type: none"> • (Transfers) Assemble stakeholder group to assess current transfer student process (students who transfer to LT throughout the school year and at start of the school year for any freshman who enrolls from any school other than our Associate Districts). • Investigate reasons for difficulties (academic and otherwise) once students begin at LT. • Investigate the supports that may be needed. 	<ul style="list-style-type: none"> • (Transfers) Develop communication standards for sharing info with classroom teachers (and any other relevant staff). 	<ul style="list-style-type: none"> • (Transfers) Detail process and define roles/responsibilities and timelines that will be communicated to staff and to families (will post on website as well). • (Transfers) Ensure that students with IEP's, 504's, EL eligibility, Fee-Waiver, and McKinney-Vento are connected with supports and appropriate scheduling immediately.
	<ul style="list-style-type: none"> • (Attendance) Collect and monitor quarterly attendance and tardy data (compare with previous years). • (Attendance) Develop automated process for staff to mark attendance and tardies that is connected with electronic communication to families to build awareness and home/school partnership (in an effort to improve attendance and reduce tardies). 	<ul style="list-style-type: none"> • (Attendance) AP's will engage in supportive attendance conversations/meetings with families/students with attendance concerns. • (Attendance) AP's will provide attendance information to 504 and IEP teams and attend meetings to discuss, where appropriate. • (Attendance) AP's will work with students to monitor and understand attendance patterns, provide/link support where needed and set goals for improving attendance • (Attendance) Process will be communicated to staff and to families/students via internal communications, LTHS website, and in Student Handbook.

Investigating	Developing	Implementing
	<ul style="list-style-type: none">• (EDI) Develop and expand restorative practices, student supports for substance use/abuse, and social/emotional supports to specifically address behavior (particularly patterns of behavior) concerns.• (EDI) Communicate data/results (increase transparency) and changes to any process to staff, students, and families via internal communications, LTHS website, and in Student Handbook, where appropriate.• (EDI) Provide education to staff/families regarding Senate Bill 100.	<ul style="list-style-type: none">• (EDI) Continue to comply with ISBE monitoring of LTHS Exclusionary Discipline• (EDI) Provide quarterly updates and reports to ISBE and post on website
		<ul style="list-style-type: none">• (Handbook) Create multidisciplinary team (staff and families) to complete a comprehensive/complete re-write of Student Handbook-(Handbook) Team will meet 6 times by March 2023 and will provide final draft for BOE approval at March BOE meeting.• (Handbook)Team will utilize process for Student Handbook review from AASA (The School Superintendents Association) in conjunction with feedback and guidance from LT attorneys, school code, and Board policy.

Investigating	Developing	Implementing
	<p>(DCR) School Safety:</p> <ul style="list-style-type: none">• Assessment from National Expert.• Updates to camera system.• Updates to safety protocols based on recommendations from assessment.• Multi-year safety update plan developed. <p>Threat Assessment:</p> <ul style="list-style-type: none">• Create District and School-Based Threat Assessment Teams.• Begin to hold regular (quarterly meetings) to review threat assessment process and procedures (aligned with the Comprehensive School Threat Assessment Guidelines by Dr. Cornell (UVA)).• Schedule CSTAG training for June 2023 with TA Team, administration, and prepare to provide appropriate version of training for staff during 2023/24. <p>Crisis Response:</p> <ul style="list-style-type: none">• Create standard team.• Define roles/responsibilities.• Develop/delineate crisis response plan• Follow-up (check list).• Communication standards/protocols. <p>VCI:</p> <ul style="list-style-type: none">• Develop training plan for new staff and new students (e.g. 9th graders).	

GOAL 2: Strategy Actions for 2022-2023 (Build Confidence...)

Strategy 4

Investigating	Developing	Implementing
	<ul style="list-style-type: none"> • (Gender Support) Develop comprehensive website resources and transparency document to provide information to students/families regarding any limitations of gender support plans and who has access to the information • (Gender Support) Expand all-gender bathrooms/facilities. • (Gender Support) Remove gender markers in district platforms, facilities, etc., wherever possible. 	<ul style="list-style-type: none"> • (Gender Support) Communicate plans and process for obtaining Gender Support Plan to staff, students, and families via internal communications and LT website.
<ul style="list-style-type: none"> • (Postsecondary) Engage other platforms for information regarding costs, applications, and timelines and review with team. • (Postsecondary) Demo final platforms (Naviance + Schoolinks) with team to make final recommendation. 	<ul style="list-style-type: none"> • (Postsecondary) Submit final recommendation for budget approval. • (Postsecondary) Develop implementation, communication, and professional learning plan. 	<ul style="list-style-type: none"> • (Postsecondary) Invite Student Services/IT team to review of current postsecondary platform (Naviance) and SWOT/Needs Assessment.

Investigating	Developing	Implementing
<ul style="list-style-type: none">• (Student Services Data-Driven Px) Investigate/ Developing Partnership between Student Services + PE for SEL instruction.	<ul style="list-style-type: none">• (Student Services Data-Driven Px) Develop goal and data collection and analysis plan for the school year• (Student Services Data-Driven Px) Assess current Group Guidance scope/ sequence/ content and adjust as necessary based on data, graduate portrait, post-secondary needs of students/families, etc.• (Student Services Data-Driven Px) Assess use of/ effectiveness of Re-Entry, Tapestry, Alt Ed - determine any recommendations for the future.	<ul style="list-style-type: none">• (Student Services Data-Driven Px) Continue consultation with Dr. Beth Gilfillan for professional learning and coaching of SST's on creating data-drive practice goals (after analysis of academic/ behavior/ attendance/ SEL data for corresponding class).

GOAL 2: Strategy Actions for 2022-2023 (Build Confidence...)

Strategy 4

Investigating	Developing	Implementing
	<ul style="list-style-type: none"> • (Co-Teaching) Monitor efficacy of push-in Instructional Coach model for providing increased reading/literacy support for students identified as 'at risk' (non-Special Education). 	<ul style="list-style-type: none"> • (Co-Teaching) Contract with consultant Dr. Tammy Barron to begin co-teaching implementation within 9th grade English I and World History courses. • (Co-Teaching) Meet bi-weekly with teams to develop and monitor success criteria, celebrate success, and troubleshoot. • (Co-Teaching) Implement observation protocols developed by Dr. Barron to provide specific feedback to co-teaching pairs • (Co-Teaching) Collaborate with DC's (Special Ed, English, Global Studies, PE, and Math/Science) to plan for required professional learning, scheduling/sectioning/ staffing, and instructional planning in order to scale out to additional courses (English II, Civics, Algebra I, Biology, Driver's Ed, and Health) for the 2023/24 SY.
	<ul style="list-style-type: none"> • (EL) Develop and expand BPAC under direction of Bilingual Coordinator. • (EL) Complete Needs Assessment/Gap Analysis for Translation Services and make necessary recommendations for additional services. 	<ul style="list-style-type: none"> • (EL) Comply with ISBE monitoring of LTHS EL Programs. • (EL) Engage in Needs Assessment/Gap Analysis for current course offerings and supports. • (EL) Prepare recommendation for BOE (by March 2023) for any increase in supports and/or staffing to address needs.
<ul style="list-style-type: none"> • (Panorama survey) Investigate data options for determining effectiveness of current SEL curriculum within PE. 	<ul style="list-style-type: none"> • (Panorama survey) Facilitate group to analyze results and subsequent action steps. 	<ul style="list-style-type: none"> • (Panorama survey) Question Selection for Panorama Student/ Staff Surveys. • (Panorama survey) Notification (and opt-out) provided to parents. • (Panorama survey) Administer Survey (Determine Comm Period).

GOAL 2: Strategy Actions for 2022-2023 (Explore Opportunities...)

Strategy 6

Investigating

Developing

Implementing

- (5-Star) Disaggregate data by gender, ethnicity, 504, IEP, EL, FRL, Grade Level on involvement. This will be provided to counselors, AP's, etc.

