

LAWRENCE HIGH SCHOOL

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district's strategic plan. Below you will find the 2022-23 goals for Lawrence High School. On the following pages, you will find questions asked as required by K.S.A. 72-1163 and a link to each school's most recent Kansas Accountability Report (K.S.A.72-5178) that was used as part of the needs assessment.

2022-23 Building Goals

COHESIVE CURRICULUM

Content teams will use a standards based rubric to create standards based CFA that will be administered quarterly (3 times) and use the data to modify instruction to address identified misconceptions. 75% of students will achieve proficiency on CFAs.

STUDENT CENTERED LEARNING

LHS will have at least 80% of its students in process or completed with the required 7 Xello lessons by March of 2023 (reducing from 40% not started to 20% or less).

SAFE AND SUPPORTIVE SCHOOLS

Implement SEL curriculum provided by the district to develop positive social and emotional skills. Determine and assess the level of effectiveness of the SEL pilot program as measured by a 4% increase in the students identified as low risk in the pilot group (SABRES).

EFFECTIVE AND COMMITTED EMPLOYEES

LHS will (re)train staff in Ci3t and revitalize the use of Ci3t team and implementation model for improving schoolwide processes and behavior around attendance, mental health, and student learning by fully staffing Ci3t meetings at least 80% at monthly meetings.

For more information on the USD 497 Strategic Plan and building goals, please visit the USD 497 School Improvement website at www.usd497.org/schoolimprovement

2022-23 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through a number of activities including the use of district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, and facility needs as well as other important items to consider for the continued growth of the school.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

- Implementing WICOR strategies into instruction school-wide. (AVID)
- Intentionally providing students optimal opportunity to be engaged in the learning.
- Using student data to create a plan to reteach (block period design).
- Guide students in productive struggle for learning
- Identify a success criteria for each student and celebrate small wins.
- Develop culturally responsive classrooms.

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments? Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Instructional gaps due to limited opportunities for in-person instruction (19-20, 20-21).

Identify the budget actions, including, but not limited to, recommendations on reallocation of resources that should be taken to address and remove barriers identified above.

Professional development, access to purchase supplemental resources, increased staff for smaller class sizes

Identify the amount of time your building estimates it will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

Within 2 to 3 years of consistent in-person instruction.

Is every child in your school provided at least the [Rose capacities](#)? No

If any of the above capacities are not met, how do you recommend resources be reallocated in order to sufficiently meet the goal?

We are developing in our ability to meet the unmarked areas (Sufficient knowledge of economic, social, and political systems to enable students to make informed choices, Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage, Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently, Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market) We are just moving back to levels of normalcy in our schools so opportunities to meet them sufficiently are improving. Time will help us get there. Staffing in the CTE areas to provide more opportunities for students to explore.

Assessment Review

Assessments are an important tool to help teachers, parents and students gauge a student's progress. However, it is important to remember assessments are just one of several measures to be considered.

The Kansas State Board of Education's vision for education – Kansas leads the world in the success of each student – reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are currently available through [KSDE Data Central](#) to review in completing this needs assessment.

[Lawrence High School - Kansas Building Report Card 2020 - 21](#)

[Performance Accountability Report 2020-21 - Lawrence High School](#)