

Comprehensive School Improvement Plan (CSIP) – Ludlow High School - 2022

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.</p>

1: Proficiency

Goal 1 (State your proficiency goal.): LHS students will be at or above appropriate grade-level equivalency in the areas of reading and math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 – At least 75% of students in each grade will achieve appropriate grade-level equivalency in one of three ways – 50 th %ile or higher on MAP, current grade-level equivalency or higher on STAR, or a Proficient or Distinguished score on the Kentucky Summative Assessment.	Design and Deploy Standards	Math teachers will use the Carnegie Learning Series with fidelity, including the online component, Mathia.	Mathia, M180, MAP, STAR assessment data		District, ESSER Funds
		E/LA teachers will use the SpringBoard curriculum with fidelity.	R180, MAP, STAR assessment data		District, ESSER Funds
		E/LA and math teachers will use Xello and/or Edgenuity to target specific standards and assist students in preparing for the ACT.	Xello and/or Edgenuity data		District, ESSER Funds
	Review, Analyze and Apply Data	Members of the math and E/LA departments will meet regularly to review assessment data – including Mathia, R180, M180, MAP, and STAR assessments.	Mathia, R180, M180, MAP, STAR assessment data		District, ESSER Funds
	Design, Align and Deliver Support	Students falling below the 25 th %ile in reading or math will be placed appropriately in either Read 180 or Math 180 as an intervention.	R180 and/or M180 data		District, ESSER Funds
	Design and Deliver Assessment Literacy	Teachers will be consistent in the number of grades given weekly (minimum average of two) and in the timely posting of their grades.	2+ grades weekly per teacher		
		Teachers will be more consistent in providing constructive feedback on graded assignments to help students know how to improve.	Increased assessment scores		
		E/LA teachers will expose students to timed reading passages with multiple choice questions and short response questions. Math teachers will expose their 7 th and 8 th grade students to KSA style questions regularly. Teachers involved with ACT preparatory classes will expose their students to practice opportunities (both written and electronically via Xello).	Number of times students are exposed to such		

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Ludlow High School will increase its NAPD Scores on the Kentucky Summative Assessment (KSA) in areas deemed by the state to be separate academic indicators.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 - The 2022 NAPD Score at LHS for each assessed area deemed a “separate academic indicator” on the Kentucky Summative Assessment (KSA) will increase by at least 3 points from where it was for 2019 KPREP – the last time schools were held accountable for such. (7 th grade science → 52.2 to 55.2; 8 th grade social studies → 77.4 to 80.4; 8 th grade on-demand writing → 78.5 to 81.5; 11 th grade science → 61.4 to 64.4; 11 th grade on-demand writing → 91.5 (at least maintain this score, which was #1 in the state))	Design and Deploy Standards	English teachers will use a continuum of progressive writing development strategies from one grade to the next.	Improved writing scores on scrimmages and state assessments.		
		Social studies teachers will work to align the social studies standards in such a way that all students are exposed to standards prior to state testing...special attention given to middle school standards.	Improved scores on state assessments.		
	Design and Deliver Assessment Literacy	English teachers will expose students to at least one on-demand writing scrimmage at grades 8 and 11.	Improved writing scores on scrimmages and state assessments.		
		Social studies and science teachers will engage in item analysis and class discussion following all end of unit assessments.	Improved understanding of strategies for attacking multiple choice questions as evidenced by ever-improving assessment scores.		
		Social studies and science teachers will be more intentional in their incorporation of reading strategies relative to charts, graphs, maps, visuals, etc.	Improved formative and summative assessment scores.		

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 – From first assessment of the year to last assessment of the year, the number of non-white students who are at or above appropriate grade-level equivalency in math and reading will increase by 25% as demonstrated by grade-level equivalency on STAR, 50 th %ile or higher on MAP, or a score of P/D on the Kentucky Summative Assessment.	Design and Deploy Standards	Math teachers will use the Carnegie Learning Series with fidelity, including the online component (Mathia). Seventh and eighth graders below the 25 th %ile will be placed in Math 180 as a targeted intervention.	KSA, MAP, STAR, Mathia, Math 180 data		
		E/LA teachers will use the SpringBoard curriculum with fidelity. Seventh and eighth graders below the 25 th %ile will be placed in Read 180 as a targeted intervention	KSA, MAP, STAR, Read 180 data		
	Review, Analyze and Apply Data	Members of the math and E/LA departments will meet regularly to review formative assessment data – specifically Mathia, Math 180, Read 180, MAP, STAR, and individual student test scores.	MAP, STAR, Mathia, Math 180 and Read 180 intervention data		
	Design and Deliver Assessment Literacy	Teachers will be consistent in the number of grades given weekly (minimum average of two) and in the timely posting of their grades.	2 or more grades given weekly by each teacher		
Teachers will be more consistent in providing constructive feedback on graded assignments to help students know how to improve.		Improved assessment scores			
Objective 2 – From first assessment of the year to last assessment of the year, the number of students with special needs who score at or above appropriate grade-level equivalency in math and reading will increase by 10% as demonstrated by grade-level equivalency on STAR, 50 th %ile or higher on MAP, or a score of P/D on the Kentucky Summative Assessment.	Design and Deploy Standards	Math teachers will use the Carnegie Learning Series with fidelity, including the online component (Mathia). Seventh and eighth graders below the 25 th %ile will be placed in Math 180 as a targeted intervention.	KSA, MAP, STAR, Mathia, Math 180 data		
		E/LA teachers will use the SpringBoard curriculum with fidelity. Seventh and eighth graders below the 25 th %ile will be placed in Read 180 as a targeted intervention	KSA, MAP, STAR, Read 180 data		
	Review, Analyze and Apply Data	Members of the math and E/LA departments will meet regularly to review formative assessment data – specifically Mathia, Math 180, Read 180, MAP, STAR, and individual student test scores.	MAP, STAR, Mathia, Math 180 and Read 180 intervention data		
	Design and Deliver Assessment Literacy	Teachers will be consistent in the number of grades given weekly (minimum average of two) and in the timely posting of their grades.	2 or more grades given weekly by each teacher		
		Teachers will be more consistent in providing constructive feedback on graded assignments to help students know how to improve.	Improved assessment scores		
Establishing Learning Culture and Environment	Special education teachers will offer incentives for students with disabilities who show improvement in grades, MAP scores, STAR scores, NAPD, etc.	Novice reduction, better grades, improved MAP/STAR/KSA scores			

4: Growth

Goal 4 (State your growth goal.): All LHS students will show growth academically in formative assessments administered to them, and all LHS students will grow in their mental health.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 - On both STAR and MAP assessments, students will maintain or improve their percentile ranking from the first administered assessment of the year to the last administered assessment of the year.	Design and Deliver Assessment Literacy	Students will be shown how to use all tools available to them for self-monitoring grades, behavior, attendance, and assessment data.	IC Data; Increased assessment scores		
		Schoolwide, students will be given time to self-monitor, self-assess, and self-reflect with regard to grades, behavior, attendance and assessment data.	Scheduled schoolwide time (PAWS) for student self-monitoring, self-assessment and self-reflection		
		Teachers will more consistently engage in the process of item analysis and subsequent class discussion following end-of-unit assessments.	Improved assessment scores		
	Review, Analyze, and Apply Data	Teachers will engage regularly in MAP and STAR data analysis so that they are keenly aware of student ability levels and how students scored on those assessments.	Teacher knowledge of student performance		
Objective 2 – With regard to the Terrace Metrics Resiliency Survey (administered twice annually at LHS), the percentage of students surveyed who fell in the “satisfactory” or “optimal” ranges will improve from 31% in the Fall of 2021 to 36% or above in the Spring of 2022. Alternately, the percentage of students surveyed who fell in the “at-risk” range in the Fall of 2021 will decrease from 30% to 27% or below in the Spring of 2022.	Design, Align, and Deliver Support	Any student who would like will have access to a mental health professional on a daily basis.	Two staffed mental health professionals from MEBS & Assoc.; one staffed guidance counselor		District Funds
		Guidance counselor and/or MEBS counselors will host small, targeted groups at various points throughout the school year (grief/loss, students with incarcerated parents, students new to Ludlow Ind. Schools, etc.).	Small group participation		
		On a quarterly basis, each staff member will choose one student (for whatever reason he/she chooses) for a positive recognition event.	Number of different students chosen to participate		SBDM Funds

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Ludlow High School will attain a Transition Readiness score in the “High” range (80/125) or higher within the state accountability system in 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the number of students who are college ready by meeting ACT benchmarks.	Design, Align and Deliver Support Processes	Teachers will utilize online programs such as Mathia, YouScience, and Xello as additional tools to support individualized instruction.	Increased transition readiness scores		District Funds
		Teachers of Honors Level Classes will collaborate across grade-levels to establish consistent expectations and practices of/for students.	Increased transition readiness scores		
Objective 2: Increase the number of students who attain transition readiness through completion of state recognized learning pathways, industry certification, dual credit coursework, KYOTE testing, etc.	Design, Align and Deliver Support Processes	Through PAWS meetings and individual student conferences, identify students who would benefit from post-secondary pathways that are alternatives to college.	Increased transition readiness scores		
		Collaborate with area industries, trade schools, community colleges, etc. to provide even greater access for a larger number of LHS students to their programs (Gateway, HBA, Ignite, River Cities Project, dual credit opportunities at LHS, etc.).	Increased transition readiness scores		District Funds
		Special education teachers will assist in developing and exploring alternative career paths for special education students in need of such.	Increased access and opportunity for students with special needs		

6: Graduation Rate

Goal 6 (State your graduation rate goal.): Ludlow High School will reach the “Very High” target set by the state for graduation rate or better (97% or higher) in 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To maintain a 2022 graduation rate of 97% or higher.	Design, Align, Deliver Support Processes Establishing Learning Culture and Environment	School and district administrators will collaborate to review, monitor, and analyze the progress of the alternative programs, making adjustments as needed. An emphasis will be placed on increasing the number of opportunities for students to find academic and transition success, including online coursework, adjusted scheduling, dual credit opportunities, and CTE pathway programs.	Increased enrollment in programs and graduation rate, KSA Data from School Report Card		
		Reduce barriers to learning for students by surrounding them with supports so they may find academic and transition success. These may include supports provided through the School Counselor, MEBS Therapists, FRYSC, PAWS Program, Special Education Program, and/or Nurse/HealthPoint Family Care.	KSA Data from School Report Card		District/SBDM funds
		Effective, two-way communication will be expected so that parents can support students better academically. Teachers will continue to regularly communicate with families via email, phone, IC Messenger, newsletters, Remind, or other applications.	KSA Data from School Report Card		
		Increasing daily attendance will remain a priority. Daily contacts will be made with parents via IC Messenger, personal calls will still be made for multiple absences, parent meetings/home visits will be held/made for students with chronic absenteeism. A reward system for students with regular daily attendance will continue.	Increased attendance rates, Data from School Report Card		
		Administrators will meet regularly with 12 th grade students to make sure that they are on track to graduate and participate in graduation exercises.	Increased graduation rate		