

Comprehensive School Improvement Plan (CSIP)

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 goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress

- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate

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 specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: Sate Assessment Results in reading and mathematics

Goal 1 – Ludlow High School will increase its percentage of students scoring proficient/distinguished on the Kentucky Summative Assessment (KSA) in the areas of reading and math.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1 - The percentage of students scoring proficient/distinguished in the areas of reading and math on the Kentucky Summative Assessment (KSA) at the middle school level will increase by at least 10% from where it was for 2022. (7 th /8 th reading → 42% to 52%; 7 th /8 th math → 35% to 45%). The percentage of students scoring proficient/distinguished in the areas of reading and math on the Kentucky Summative Assessment (KSA) at the high school level will increase by at least 3% from where it was for 2022 (10 th grade reading → 80% to 83%; 10 th grade math → 59% to 62%).	Design and Deploy Standards	Math teachers will use the Carnegie Learning Series with fidelity, including the online component, Mathia.	Mathia, M180, MAP, Transcend assessment data		District, ESSER Funds	
		E/LA teachers will use the SpringBoard curriculum with fidelity.	R180, MAP, Transcend assessment 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 Transcend assessments.	Mathia, R180, M180, MAP, Transcend assessment data		District, ESSER Funds	
	Design, Align and Deliver Support	MS 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 students to KSA style questions regularly.	Number of times students are exposed to such			

2: State Assessment Results in science, social studies, and writing

Goal 2 – Ludlow High School will increase its percentage of students scoring proficient/distinguished on the Kentucky Summative Assessment (KSA) in the areas of science, social studies, and writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 - The percentage of students scoring proficient/distinguished in the areas of science, social studies, and combined writing on the Kentucky Summative Assessment (KSA) will increase from where it was for 2022. (7 th science → 13% to 23%; 11 th science → 16% to 26%; 8 th social studies → 32% to 42%; 11 th social studies → 55% to 60%; 8 th combined writing → 28% to 38%; 11 th combined writing → maintain at 78% or higher...number 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 two on-demand writing scrimmages at grade 8 and at least one on-demand writing scrimmage at grade 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 the spring assessment to the 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 MAP (50 th %ile or higher) 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, Mathia, Math 180 data		District, ESSER Funds
		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, Read 180 data		District, ESSER Funds
	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, KSA, and individual student test scores.	MAP, 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 the spring assessment to the 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 MAP (50 th %ile or higher) 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, Mathia, Math 180 data		District, ESSER Funds
		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, 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, Transcend, KSA, and individual student test scores.	MAP, 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, Reading and Math Inventory Scores, KSA, etc.	Novice reduction, better grades, improved MAP/Reading & Math Inventory/KSA scores		SBDM Funds

4: English Learner Progress

Goal 4 – To increase attainment percentages for English Learners at LHS					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase EL attainment on ACCESS by 10% each year	Review, Analyze, and Apply Data Establishing Learning Culture and Environment	Students identified as English Learners will receive additional support to meet academic proficiency.	Increased attainment scores on ACCESS		Title III
Objective 2: To provide a part-time EL instructor to better serve students	Review, Analyze, and Apply Data Establishing Learning Culture and Environment	Ludlow High School will employ a part-time English Learner Teacher in order to better support EL students and families, helping with academic, cultural, and social support. The instructor will partner with NKCES for resources and programming and will work with classroom teachers on strategies to better support EL students.	Increased attainment scores on ACCESS		Title III, General Funds

5: Quality of School Climate and Safety

Goal 5 – To decrease the percentage of disciplinary infractions that occur in the middle grades and to improve the school climate index in both the middle grades and high school.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 - During the 21-22 school year, 7th/8 th grade accounted for 56% (63 of 112) of all discipline issues. Goal for 22-23 will be for 7 th /8 th to account for no more than 40% of all discipline issues.	Design, Align and Deliver Support Processes	Middle school teachers will implement the Positive Action Curriculum, a social-emotional learning curriculum, during rotation classes.	Reduction in disciplinary issues		District Funds
	Review, Analyze, and Apply Data	Academic recognition at quarterly pep rallies (Honors, High Honors, π Society, Attendance)	Reduction in disciplinary issues		SBDM Funds
		Quarterly breakfast at Frisch’s for students nominated by teachers as MVP for the quarter.	Reduction in disciplinary issues		SBDM Funds
Objective 2 – To attain an overall school climate index of 68 or higher (green or higher at the middle school level; blue at the high school level).	Design, Align and Deliver Support Processes	LHS will present a “Mental Health Night” for all students and families (mindfulness, nutrition, yoga, chair massages, etc.); additionally, students will have access daily to a mental health professional (MEBS) if needed	Student/Family Attendance; Reduction in disciplinary issues		SBDM Funds
	Review, Analyze, and Apply Data	Re-implementation of student/faculty activities such as Powder Puff Football, Faculty/Staff Volleyball, Faculty/Staff Basketball, etc.	Student participation; Reduction in disciplinary issues; positive school climate index		
		Academic recognition at quarterly pep rallies (Honors, High Honors, π Society, Attendance)	Reduction in disciplinary issues; positive school climate index		SBDM Funds
		Quarterly breakfast at Frisch’s for students nominated by teachers as MVP for the quarter.	Reduction in disciplinary issues; positive school climate index		SBDM Funds
		Engage MS students in service-learning projects (Dragonfly Foundation, NKY Children’s Home, etc.)	Student participation; Reduction in disciplinary issues; positive school climate index		

6: Postsecondary Readiness (high school only)

Goal 6 – Ludlow High School will attain a postsecondary readiness score in the “High” range (80/125) or higher within the state accountability system in 2023.					
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 post-secondary readiness scores		District Funds
		Teachers of Honors Level Classes will collaborate across grade-levels to establish consistent expectations and practices of/for students.	Increased post-secondary readiness scores		
Objective 2: Increase the number of students who attain post-secondary 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 post-secondary 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, Enzweiler, Ignite, River Cities Project, dual credit opportunities at LHS, school to work programs, etc.).	Increased post-secondary 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		
		Partner with OneGoal to seek new and creative ways to help LHS students prepare for the post-secondary world.	Increased access and opportunity for all students		District Funds

7: Graduation Rate (high school only)

Goal 7 – Ludlow High School will reach the “Very High” target set by the state for graduation rate or better (98% or higher) in 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective – To attain a graduation rate of 98% or higher in 2023	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 post-secondary success, including online coursework, adjusted scheduling, dual credit opportunities, and school-to-work 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 post-secondary 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, school conferences, 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		SBDM Funds
		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		