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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Middle school reading and math scores continue to fall in the low/orange range (54.3 reading and 45.2 math).

Content area indices at the high school level, though still high, have gone down in reading (-7.7), science (-17.6), social studies (-11.2), and combined writing (-17).

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

- Research based resources and programs, along with positive behavioral interventions and supports, to help improve student behavior, especially at the middle school level.
- Provide quality instruction to our students, especially in the areas of reading and math, on a daily basis.
- Continue to implement research-based interventions in the areas of reading and math for those who struggle the most.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	MS 49.8; HS 71.5	MS (-4.8); HS (-0.6)
State Assessment Results in science, social studies and writing	MS 54.1; HS 59.6	MS (+4.8); HS (-15.3)
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	MS 69.5; HS 70	MS (+3.5); HS (+0.1)
Postsecondary Readiness (high schools and districts only)	HS 100	HS (+15.6)
Graduation Rate (high schools and districts only)	HS 96.6	HS (+1.9)

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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	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. *Six Sigma, Shipley, Baldridge, etc.).*	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	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.	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.	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.

1: State Assessment Results in Reading and Mathematics

Goal 1 – Ludlow HS will increase the percentage of students who score proficient/distinguished in reading and math by 10% in each of those respective areas at the middle school level and by 7% or more in each of those respective areas at the high school level.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective – Increase the percentage of students scoring at least proficient in reading and math by 10% or more at the MS level and by 7% or more at the HS level on the 24-25 KSA. KSA Reading '23 MS – 46% HS – 68% KSA Reading '24 MS – 37% HS – 60% Goal for KSA Reading '25 MS – 47% HS – 67% KSA Math '23 MS – 28% HS – 46% KSA Math '24 MS – 27% HS – 49% Goal for KSA Math '25 MS – 37% HS – 56%	Design and Deploy Standards	Members of both the English and Math departments will meet regularly, taking time to review and adjust (as necessary) alignment of standards by grade-level. Curriculum maps and benchmark assessments will be updated accordingly.	KSA, MAP, PRoPL, and benchmark assessment data		Title II, District Funds
	Review, Analyze, and Apply Data	Members of both the English and Math departments will meet regularly to review assessment data, including formative and benchmark assessments.	KSA, MAP, PRoPL, benchmark and formative assessment data		Title II, District Funds
		Teachers will take time to review and explain student data, intentionally working with students to set goals for subsequent like-assessments.	KSA, MAP, PRoPL, and benchmark assessment data		Title II, District Funds
	Design, Align and Deliver Support	MS students falling below the 25th %ile in reading or math will be considered for placement in either Read 180 or Math 180 as an intervention.	MAP, R180/M180 data		District Funds
	Design and Deliver Assessment Literacy	Teachers will continue to be consistent in providing constructive feedback on graded assignments to help students know how to improve.	Increased assessment scores		
		E/LA teachers will continue to regularly expose students to timed reading passages with multiple choice and short response questions. Math teachers will expose their students to KSA style questions regularly.	Number of times students are exposed to such, translating to higher KSA scores		

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 – Ludlow HS will increase the percentage of students who score proficient/distinguished in science, social studies, and writing by 10% or more in each of those respective areas at the middle school level and by 7% or more in each of those respective areas at the high school level.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective – Increase the percentage of students scoring at least proficient in science, social studies, and writing by 10% or more at the MS level and by 7% or more at the HS level on the 24-25 KSA. KSA Science '23 MS – 18% HS – 15% KSA Science '24 Goal for Science '25 MS – 19% MS – 29% HS – 7% HS – 14% KSA SS '23 MS – 31% HS – 57% KSA SS '24 Goal for SS '25 MS – 40% MS – 50% HS – 42% HS – 49% KSA Writing '23 MS – 31% HS – 81% KSA Writing '24 Goal for Writing '25 MS – 43% MS – 53% HS - 63% HS – 70%	Design and Deploy Standards	E/LA teachers will continue to use a continuum of progressive writing development strategies from one grade to the next.	KSA Data		
		Departments will meet regularly to review curriculum maps, benchmark assessments, and alignment of standards, making adjustments as needed.	KSA Data		
	Design and Deliver Assessment Literacy	English teachers will continue to expose students to at least two on-demand writing scrimmages at grade 8 and at least one on-demand writing scrimmage at grade 11.	KSA Data		
		Social studies and science teachers will continue to engage in item analysis and class discussion following all end of unit assessments.	KSA Data		
		Social studies and science teachers will continue to be more intentional in their incorporation of reading strategies relative to charts, graphs, maps, visuals, etc.	KSA Data		
	Review, Analyze, and Apply Data	Teachers will spend time with students reviewing prior performance in that assessed area and intentionally goal setting for the next assessment in that area.	KSA Data		
	Design and Deliver Instruction	Regularly incorporate written responses to prompts and assessments in content areas other than E/LA.	KSA Data		
		Incorporate primary source readings in social studies, with emphasis on students drawing conclusions from the text.			
		Continue to refine the use of technology as a primary and supplemental tool for teachers to use in classroom instruction. Provide coaching in instructional technology for teachers so that high-impact strategies and resources can be utilized.			
		Implement phenomena-based student experiences in science to create abstract conclusions, student choice, collaboration, and application of knowledge with original products.			

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 To increase the percentage of gap students scoring proficient/distinguished in each academic content area by 10%.	Design, Align, Deliver Support Processes	Identify and refer students who perform below grade level for instructional support through ESS and/or SOAR 21st CCLC Programs.	KSA, MAP, PRoPL, and benchmark assessment data		ESS, 21st CCLC
		Teachers will utilize online programs such as Mathia, Read & Math 180, Edgenuity, and Xello as an additional tool to support individualized instruction.			District Funds
Objective 2 To reduce the disparity in academic performance between each student gap group and the reference group.	Review, Analyze, and Apply Data	Teachers will take time to review and explain student data, intentionally working with students to set goals for subsequent like-assessments.	KSA, MAP, PRoPL, and benchmark assessment data		Title II, IDEA
		In special education department meetings, teachers will spend time analyzing growth of students with Individual Education Plans in meeting IEP goals and making academic progress.			
	Design, Align, Deliver Support Process	Effective collaboration between classroom teachers and special needs teachers will take place to ensure that students identified with disabilities are provided the extra support and accommodations needed to fully access the curriculum and master the standards.	KSA, MAP, PRoPL, and benchmark assessment data		Title II, District Funds

4: English Learner Progress

Goal 4: By the spring of 2026, Ludlow High School will increase the percentage of English Learners who score proficient or distinguished in reading to 50% on the Kentucky Summative Assessment.					
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 EL students	Review, Analyze, and Apply Data Establishing Learning Culture and Environment	Ludlow Independent School District will continue to employ a part-time English Learner Teacher to help our school better support EL students and families. This instructor will continue to help with academic, cultural, and social support. The instructor partners with NKCES for resources and programming, in addition to working with classroom teachers on strategies to better support EL students.	Increase attainment scores on ACCESS		Title III

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 first half of the 24-25 school year, 7th/8th grade has accounted for 62% (109 of 176) of all discipline issues (non-attendance related). Our objective during the second half of the 24-25 school year will be for 7th/8th grade to account for no more than 52% of all discipline issues (2nd semester). We will strive to reduce that number to 45% or lower for the first semester of the 25-26 school year.	Design, Align and Deliver Support Processes Review, Analyze, and Apply Data Establishing Learning Culture and Environment	Recognition at quarterly academic pep rallies.	Reduction in disciplinary issues (IC data)		SBDM Funds
		Quarterly student recognition events for students who are nominated by teachers as MVP for the quarter.	Reduction in disciplinary issues (IC data)		SBDM Funds
		More frequent communications from teachers/administrators to parents when students are doing well.	Reduction in disciplinary issues (IC data)		
		Increased staff/student conversations in the classroom relative to behavior expectations.	Reduction in disciplinary issues (IC data)		
		Administrative conversations in the 6th grade classrooms relative to behavior expectations at LHS prior to students transitioning from 6th to 7th grade.	Reduction of 7th grade disciplinary issues during the 25-26 school year		
Objective 2: To increase the positivity rates on the KSA Climate & Safety Survey in Spring 2025.	Review, Analyze, and Apply Data Establishing Learning Culture and Environment	Results will be reviewed and analyzed by the Leadership Team. Strategies will be developed/refined and implemented to build a stronger and more positive school culture.	Achievement of "Blue" Status on the KSA School Climate and Safety Survey – MS and HS levels.		
		A School Resource Officer will continue to be funded collaboratively by the city/district so that there is an officer on-campus full-time.	Reduction in disciplinary issues (IC data)		Title IV Funds

6: Postsecondary Readiness (High School Only)

Goal 6 – Ludlow High School will increase the percentage of students who are postsecondary ready and maintain a postsecondary readiness score in the "Very High" (Blue) range within the state accountability system in 2025.					
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 KSA 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, including benchmark assessments.	Increased KSA 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 pre-PAWS meetings, PAWS meetings, and individual student conferences, identify students who would benefit from post-secondary pathways that are alternatives to college.	Increased KSA post-secondary readiness scores		
		Collaborate with area industries, trade schools, community colleges and universities, etc. to provide even greater access for a larger number of LHS students to their programs (Gateway, Enzweiler, Ignite, River Cities Project, Young Scholars, dual credit opportunities at LHS, school to work programs, etc.).	Increased KSA post-secondary readiness scores		District Funds, KHEAA Funds
		Special education teachers will assist students with special needs in attaining postsecondary readiness through collaboration with outside organizations (Voc. Rehab., The Point, etc.).	Increased access and opportunity for students with special needs		IDEA
		Continue our partnership 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" (Blue) target set by the state for graduation rate (98% or higher) in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective – To attain a graduation rate of 98% or higher (Very High/Blue Status) in 2025.	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 and off-campus 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, 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, MainSpring Therapists, the Crisis Intervention Specialist, FRYSC, PAWS Program, Special Education Program, One Goal, 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 12th grade students to make sure that they are on track to graduate and participate in graduation exercises.	Increased graduation rate		