Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

Goal 1: Ludlow High School will increase the percentage of students scoring proficient or distinguished in reading and in math.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • [KCWP 1: Design and Deploy Standards](#) • [KCWP 2: Design and Deliver Instruction](#) • [KCWP 3: Design and Deliver Assessment Literacy](#) • [KCWP 4: Review, Analyze and Apply Data](#) • [KCWP 5: Design, Align and Deliver Support](#) • [KCWP 6: Establishing Learning Culture and Environment](#)	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • [KCWP1: Design and Deploy Standards Classroom Activities](#) • [KCWP2: Design and Deliver Instruction Classroom Activities](#) • [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#) • [KCWP4: Review, Analyze and Apply Data Classroom Activities](#) • [KCWP5: Design, Align and Deliver Support Classroom Activities](#) • [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: The percentage of students in each assessed grade in reading and in math will increase by at least 5% (7th grade reading → 56.5% to 61.5%; 7th grade math → 31.8% to 36.8%; 8th grade reading → 50.9% to 55.9; 8th grade math → 14% to 19%; 11th grade reading ACT → 53.6% to 58.6%; 11th grade math ACT → 35.7% to 40.7%).	Design and Deploy Standards	Math teachers will use the Carnegie Learning Series with fidelity, including the online component (Mathia X).	K-PREP, MAP, Mathia X data		District Funds
		E/LA teachers will use the SpringBoard curriculum with fidelity.	K-PREP, MAP, Reading Intervention data		District Funds
		E/LA and math teachers will use Naviance to target specific standards and assist students in preparing for the ACT.	Naviance data		SBDM/District Funds
	Review, Analyze and Apply Data	Members of the math department will meet regularly to review formative assessment data – specifically Mathia X, MAP, and individual student test scores.	MAP, Mathia X, Reading Intervention data		District Funds
	Design, Align and Deliver Support	Math and E/LA teachers will use PAICE time to target specific needs (intervention, ACT skills, enrichment), using Mathia X, Lexia, Naviance, Practice ACT, etc. to monitor progress or lack thereof.	Intervention data		
		Math teachers will meet to discuss applications that are relevant to specific classes, successes/issues with the Carnegie program, etc.	Meeting minutes		
	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 7th and 8th grade students to KPREP style questions regularly. Teachers involved with ACT preparatory classes will expose their students to practice opportunities (both written and via Naviance).	Number of times students are exposed to such		

2: Separate Academic Indicator

Goal 2: Ludlow High School will increase the percentage of students scoring proficient or distinguished in areas deemed by the state to be separate academic indicators.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
- KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	- KCWP1: Design and Deploy Standards Classroom Activities - KCWP2: Design and Deliver Instruction Classroom Activities - KCWP3: Design and Deliver Assessment Literacy Classroom Activities - KCWP4: Review, Analyze and Apply Data Classroom Activities - KCWP5: Design, Align and Deliver Support Classroom Activities - KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 The percentage of students in each assessed area deemed a "separate academic indicator" scoring proficient or distinguished will increase by at least 5% (7th grade science → 23.1% to 28.1 %; 8th grade social studies →33.3% to 38.3%; 8th grade on-demand writing → 59.6% to 64.6%; 11th grade on-demand writing → 83.9% to 88.9%)	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.		
	Design and Deliver Instruction	At each departmental meeting, science and social studies teachers will conduct a "tech talk" to share new teaching strategies and resources with colleagues.	Meeting minutes		
	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 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 teachers will be more intentional in their incorporation of reading strategies relative to charts, graphs, maps, etc.	Improved formative and summative assessment scores.		
	Design, Align and Deliver Support	Science teachers will use PAICE time, rotating groups in such a way that all students are exposed to the eight NGSS science and engineering practices (e.g. developing and using models, planning and carrying out investigations, analyzing and interpreting data, etc.).	Improved formative and summative assessment scores.		

3: Gap

State your <mark>Gap</mark> **Goal**

Goal 3: Ludlow High School will increase the percentage of free/reduced lunch students and disability/IEP students scoring proficient or distinguished in reading and math..

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: In both the middle grades and in the high school, the percentage of free/reduced lunch students and disability/IEP students scoring P/D will increase by at least 5% in both <mark>reading</mark> and <mark>math</mark> (MS free/reduced <mark>reading</mark>→ 50% to 55%; MS disability/IEP <mark>reading</mark> → 29% to 34%; HS free/reduced <mark>reading</mark> → 61% to 66%; HS disability/IEP <mark>reading</mark> → 29% to 34%; MS free/reduced <mark>math</mark> → 26% to 31%; MS disability/IEP <mark>math</mark> → 6% to 11%; HS free/reduced <mark>math</mark> → 31% to 36%; HS disability/IEP <mark>math</mark> → 0% to 5%)	Design and Deploy Standards	Math teachers will use the Carnegie Learning Series with fidelity, including the online component (Mathia X).	K-PREP, MAP, Mathia X data		District Funds
		E/LA teachers will use the SpringBoard curriculum with fidelity.	K-PREP, MAP, Reading intervention data		
	Review, Analyze and Apply Data	Members of the math department will meet regularly to review formative assessment data – specifically Mathia X, MAP, and individual student test scores.	MAP, Mathia X, Math intervention data		District 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 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		
	Design, Align and Deliver Support	Math and E/LA teachers will use PAICE time to target specific needs (intervention, ACT skills, enrichment), using Mathia X, Lexia, Naviance, Practice ACT, etc. to monitor progress or lack thereof.	Intervention data		
		Case managing special education teachers will be intentional in assuring that students most in need will rotate intervention in math and reading (e.g. M/W – math T/R – reading).	Intervention data		
		Administrators will survey other area high schools to see where RTI is working effectively and seek to provide opportunities for several LHS teachers to see RTI in action at that/those particular school(s).	Survey results translating to outside opportunities for staff		

4: Graduation rate

State your <mark>*Graduation rate*</mark> **Goal**

Goal 4: Ludlow High School will reach the target set by the state for its graduation rate - 95.3% by 2020.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the 2018-2019 graduation rate to over 95% and to increase to over 95.3% by 2020.	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, KPREP 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 Therapist, FRYSC, NaviGo Program, Special Education Program, and/or Nurse/HealthPoint Family Care.	KPREP 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.	KPREP 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 be put into place.	Increased attendance rates, Data from School Report Card		
		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		

5: Growth
State your *Growth* Goal

<table>
<tr><td colspan="3">Goal 5: All LHS students will show growth in all assessed areas. In doing so, the middle grades at LHS (9.1 growth indicator) will meet the state cut score with regard to growth (currently 9.5).</td></tr>
<tr>
<td>Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: In all tested areas, students will show growth by either maintaining the same performance indicator (exception: NL) or improving their performance indicator from one tested year to the next tested year (for example, scoring AL in Spring '17 and again in Spring '18 OR scoring NL in Spring '17 and NH in Spring '18).	Design and Deliver Assessment Literacy	Instructors in assessed areas will be keenly aware of how the students in their classes scored on the state assessment the last time those students tested in that same area.	Instructor knowledge of student performance		
		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 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.	Increased assessment scores		

6: Transition readiness
State your *Transition readiness* **Goal**

Goal 6: Ludlow High School will increase the percentage of students deemed *transition ready* by the Commonwealth of Kentucky		
Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the number of students who are college ready by meeting ACT benchmarks.	Design and Deploy Standards	Through PLCs, curriculum meetings, district advisory team meetings, and professional learning activities, review of the alignment between standards, learning targets, and assessments will regularly take place.	Increased transition readiness scores.		
	Design, Align and Deliver Support Processes	Teachers will utilize online programs such as Mathia X, Lexia, and Naviance 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, etc.	Design, Align and Deliver Support Processes	Through NaviGo 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 into 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		

7: Other: School Culture/Climate

State your *Other* **Goal** (optional)

Goal 7: All stakeholders will feel supported by administrators and teachers in the areas of communication, PBIS, and general responsiveness to needs.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Teachers will feel supported by administrators.	Establishing Learning Culture and Environment	The PBIS Committee and its meetings will be open to all staff members who wish to be involved and make positive contributions. The Student Council cabinet will also be invited to attend.	Attendance at PBIS Committee meetings		
		Administrators will work to incorporate signage throughout the building relative to our motto, "Be Safe; Be Respectful; Be Responsible," and what that looks and sounds like in different parts of the building.	Signage on the walls		SBDM Funds
		Mr. Hart will offer a "PBIS Strategy of the Week" for staff and/or students.	Reduction in behavior issues		
		Teachers in special areas will be provided a wider variety of professional learning and growth opportunities that are more specific to their respective teaching areas.	Increased professional learning/growth opportunities		
Objective 2: Parents will know what is going on in each of their student's classes on a regular basis.	Establishing Learning Culture and Environment	Teachers will communicate weekly with parents using IC Messenger, REMIND, or another medium about that which is going on in their classes.	IC Messenger Report REMIND messages sent		
		Teachers will keep grades updated regularly so that parents and students know where things stand academically.	Grades entered in a timely manner		
Objective 3: Students and staff will be recognized by the school for their efforts.	Establishing Learning Culture and Environment	The school will be more consistent in implementation of incentives for positive academic performance, positive behavior, and good attendance.	Improved IC data		
		Administrators will recognize two teachers monthly as *Teacher of the Month* and *Featured Teacher*.	Monthly selection of two deserving teachers		
Objective 4: Students with special needs will establish positive friendships and social connections with the student body at large.	Establishing Learning Culture and Environment	A peer support program will be used to train 2-3 students to provide academic and social support during the school day, at extracurricular events, and beyond the school campus to students with special needs.	Anecdotal		