

Comprehensive District Improvement Plan (CDIP)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) 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 Districts, 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.

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
 - 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 district 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 Districts

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

Our district continues to show a high percentage of students performing at the novice level of both reading and math.

- 1) In reading in elementary school, 32% of students scored novice in reading and another 30% scored apprentice (62% not proficient); in middle school, 28% scored novice and another 32% scored apprentice (60% not proficient); and in high school 7% scored novice and another 26% scored apprentice (33% not proficient).
- 2) In math in elementary school, 31% were novice and another 33% were apprentice (64% not proficient); in middle school, 33% were novice and another 38% were apprentice (71% not proficient); and high school 33% were novice and another 22% were apprentice (55% not proficient).

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

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

KCWP 1: Design and Deploy Standards

As a part of the professional development plan for the 23-24 school year, all teachers reviewed their adopted Kentucky Academic Standards and created a pacing guide for their content that aligned to the standards and ensured coverage of the standards. These pacing guides are discussed monthly in both department meetings and teacher meetings with administration.

KCWP 2: Design and Deliver Instruction

Any new instructional materials purchased must be evidence-based before consideration for purchase and implementation. These include core programs and intervention programs. In the past year, both Social Studies K-12 were purchased that aligned to the standards and is evidence-based, along with purchasing of grades 6-12 math that is aligned and is evidence-based.

KCWP 4: Review, Analyze and Apply Data

Although there is a process of MTSS for students within the district for support for both academic and behavior, these are inconsistent among the schools. Data is reviewed with teachers, students, and parents, but there is a need to use the data to make adjustment to instruction.

Indicator

List the overall scores of statuses and change for each indicator and select which indicator(s) will be of priority focus through the strategies and activities outlined in this template.

Indicator	Status	Change
State Assessment Results in reading and mathematics	Elementary-Yellow (Medium) Middle School-Orange (Low) High School-Green (High)	Elementary-Yellow (Maintain) Middle School-Orange (Decline) High School-Red (Sign. Decline)
State Assessment Results in science, social studies and writing	Elementary-Yellow (Medium) Middle School-Yellow (Medium) High School-Blue (Very High)	Elementary-Yellow (Maintain) Middle School- Green (Increase) High School-Green (Increase)
English Learner Progress	NO DATA	NO DATA
Quality of School Climate and Safety	Elementary-Yellow (Medium) Middle School-Green (High) High School-Blue (Very High)	Elementary- Green (Increase) Middle School-Green (Increase) High School-Blue (Increase Sign.)
Postsecondary Readiness (high schools and districts only)	High School-Yellow (Medium)	High School-Blue (Increase Sign.)
Graduation Rate (high schools and districts only)	High School-Yellow (Medium)	High School-Green (Increase)

1: State Assessment Results in Reading and Mathematics

Goal 1: By 2025-2026, Ludlow Independent School District will increase the percentage of student who score proficient or distinguished in reading and math to at least 60% in each area on the Kentucky Summative Assessment.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
<p>Objective 1: Increase the percentage of students scoring at least proficient in reading to 50% in 2023-2024 on the Kentucky Summative Assessment.</p> <p>2022-2023: EL Reading 43% MS Reading 42% HS Reading 80%</p> <p>Current: EL Reading 38% MS Reading 40% HS Reading 67%</p>	Review, Analyze, and Apply Data	Through PLCs and professional learning activities, MAP and Star results, and NWEA tools will be used effectively to enhance instruction. Specific activities include student goal setting before each test, thorough analysis provided to students/parents, analysis of proficiency reporting to address skills needed for development, and teacher review with school/district administrators.	KSA data from School Report Card, MAP, and STAR data		Title I, Title II, ESSER	
		PLCs to review benchmark assessments and formative assessments to adjust curriculum mapping adjust instruction and pacing, ensuring mastery of standards in reading/writing.				
		Use the Instructional Rounds protocol to ensure fidelity of instructional practices and deployment of standards, to facilitate collaboration on best practices, and to identify areas of growth for professional learning activities. Teachers will participate in the Instructional Rounds process.				
	Design and Deliver Instruction	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.	KSA data from School Report Card, IMPACT data, Progress Monitoring Data			Title II
		Continue to research, practice, and implement best practice strategies, based on Science of Reading. This includes implementation of structure literature block including phonemic awareness, phonics, vocabulary, spelling, and comprehension in the primary grades.				Title II, Read to Achieve
		Implement/refine Multi-Tiered System of Supports (MTSS) to identify students performing below grade level in reading/writing and provide research-based intervention plan to address deficits				Title I, ESSER, Read to Achieve
	Design and Deploy Standards	Through PLCs, curriculum meetings, and professional learning activities, review of the alignment between standards, learning targets, and assessments will regularly take place.	MAP, Star, KSA data			Title II
		Curriculum Maps/Benchmark Assessments will be reviewed and updated on a regular basis to reflect curriculum and standard changes.	Curriculum Pacing Guides, MAP, Star, KSA data from School Report Card			Title II

Goal 1: By 2025-2026, Ludlow Independent School District will increase the percentage of student who score proficient or distinguished in reading and math to at least 60% in each area on the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2: Increase the percentage of students scoring at least proficient in math to 50% in 2023-2024 on the Kentucky Summative Assessment.</p> <p>2022-2023: EL Math 34% MS Math 36% HS Math 59%</p> <p>Current: EL Math 36% MS Math 29% HS Math 45%</p>	Review, Analyze, and Apply Data	Through PLCs and professional learning activities, MAP and Star results, and NWEA tools will be used effectively to enhance instruction. Specific activities include student goal setting before each test, thorough analysis provided to students/parents, analysis of proficiency reporting to address skills needed for development, and teacher review with school/district administrators.	KSA data from School Report Card, MAP, and STAR data		Title I, Title II, ESSER
		PLCs to review benchmark assessments and formative assessments to adjust curriculum mapping adjust instruction and pacing, ensuring mastery of standards in reading/writing.			
		Use the Instructional Rounds protocol to ensure fidelity of instructional practices and deployment of standards, to facilitate collaboration on best practices, and to identify areas of growth for professional learning activities. Teachers will participate in the Instructional Rounds process.			
	Design and Deliver Instruction	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.	KSA data from School Report Card, IMPACT data, Progress Monitoring Data		Title II
		Continue to research, practice, and implement best practice strategies in math.			Title II
		Implement/refine Multi-Tiered System of Supports (MTSS) to identify students performing below grade level in math and provide research-based intervention plan to address deficits			Title I, ESSER
	Design and Deploy Standards	Through PLCs, curriculum meetings, and professional learning activities, review of the alignment between standards, learning targets, and assessments will regularly take place.	MAP, Star, KSA data from School Report Card		Title II
		Curriculum Maps/Benchmark Assessments will be reviewed and updated on a regular basis to reflect curriculum and standard changes.	Curriculum Pacing Guides, MAP, Star, KSA data from School Report Card		Title II

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

Goal 2: By 2025-2026, Ludlow Independent School District will increase the percentage of students who score proficient or distinguished in Science, Social studies, and Writing to at least 50% in each area on the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the percentage of students scoring at least proficient in science to 40% by 2023-2024 on Kentucky Summative Assessment</p> <p>2022-2023: EL Science 20% MS Science 13% HS Science 16%</p> <p>Current: EL Science 23% MS Science 17% HS Science 10%</p>	Review, Analyze, and Apply Data	Through PLCs and professional learning activities include student goal setting before each test, thorough analysis provided to students/parents, analysis of proficiency reporting to address skills needed for development, and teacher review with school/district administrators.	KSA data from School Report Card		Title II
		PLCs to review benchmark assessments and formative assessments to adjust curriculum mapping adjust instruction and pacing, ensuring mastery of standards in reading/writing.			
		Use the Instructional Rounds protocol to ensure fidelity of instructional practices and deployment of standards, to facilitate collaboration on best practices, and to identify areas of growth for professional learning activities. Teachers will participate in the Instructional Rounds process.			
	Design and Deliver Instruction	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.	KSA data from School Report Card		Title II
		Implement Phenomena Based student experiences in Science to create abstract conclusions, student choice, collaboration, application of knowledge with original products.			
		Incorporate writing as a component of demonstrating student knowledge and conclusions			
	Design and Deploy Standards	Through PLCs, curriculum meetings, and professional learning activities, review of the alignment between standards, learning targets, and assessments will regularly take place.	KSA data from School Report Card		Title II
		Curriculum Maps/Benchmark Assessments will be reviewed and updated on a regular basis to reflect curriculum and standard changes.			

Goal 2: By 2025-2026, Ludlow Independent School District will increase the percentage of students who score proficient or distinguished in Science, Social studies, and Writing to at least 50% in each area on the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 Increase the percentage of students scoring at least proficient in social studies to 40% by 2023-2024 on Kentucky Summative Assessment.</p> <p>2022-2023:</p> <p>EL Social Studies 19%</p> <p>MS Social Studies 32%</p> <p>HS Social Studies 55%</p>	<p>Review, Analyze, and Apply Data</p>	<p>Through PLCs and professional learning activities include student goal setting before each test, thorough analysis provided to students/parents, analysis of proficiency reporting to address skills needed for development, and teacher review with school/district administrators.</p>	<p>KSA data from School Report Card</p>		<p>Title II</p>
		<p>PLCs to review benchmark assessments and formative assessments to adjust curriculum mapping adjust instruction and pacing, ensuring mastery of standards in reading/writing.</p>			
		<p>Use the Instructional Rounds protocol to ensure fidelity of instructional practices and deployment of standards, to facilitate collaboration on best practices, and to identify areas of growth for professional learning activities. Teachers will participate in the Instructional Rounds process.</p>			
	<p>Design and Deliver Instruction</p>	<p>Regularly incorporating written responses to prompts and assessments in content areas other than English Language Arts, including social studies, science, and the arts.</p>	<p>KSA data from School Report Card, writing samples for content areas</p>		<p>Title II</p>
		<p>All content area teacher participating in on-going professional develop for content literacy and writing across the content areas.</p>			
		<p>Incorporate primary source readings within social studies, with students drawing conclusions from text, with incorporation of writing of student analysis.</p>			
<p>Design and Deploy Standards</p>	<p>Through PLCs, curriculum meetings, and professional learning activities, review of the alignment between standards, learning targets, and assessments will regularly take place.</p>	<p>KSA data from School Report Card</p>		<p>Title II</p>	
	<p>Curriculum Maps/Benchmark Assessments will be reviewed and updated on a regular basis to reflect curriculum and standard changes.</p>				

Goal 2: By 2025-2026, Ludlow Independent School District will increase the percentage of students who score proficient or distinguished in Science, Social studies, and Writing to at least 50% in each area on the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: Increase the percentage of students scoring at least proficient in On-Demand Writing to 40% by 2023-2024 on Kentucky Summative Assessment. 2022-2023: EL Writing 24% MS Writing 28% HS Writing 79%	Review, Analyze, and Apply Data	Through PLCs and professional learning activities include student goal setting before each test, thorough analysis provided to students/parents, analysis of proficiency reporting to address skills needed for development, and teacher review with school/district administrators.	KSA data from School Report Card		Title II
		PLCs to review benchmark assessments and formative assessments to adjust curriculum mapping adjust instruction and pacing, ensuring mastery of standards in reading/writing.			
		Use the Instructional Rounds protocol to ensure fidelity of instructional practices and deployment of standards, to facilitate collaboration on best practices, and to identify areas of growth for professional learning activities. Teachers will participate in the Instructional Rounds process.			
Current: EL Writing 2% MS Writing 34% HS Writing 85%	Design and Deliver Instruction	Regularly incorporating written responses to prompts and assessments in content areas other than English Language Arts, including social studies, science, and the arts.	KSA data from School Report Card, writing samples for content areas		Title II
		All content area teacher participating in on-going professional develop for content literacy and writing across the content areas.			
		Incorporate primary source readings within social studies, with students drawing conclusions from text, with incorporation of writing of analysis.			
	Design and Deploy Standards	Through PLCs, curriculum meetings, and professional learning activities, review of the alignment between standards, learning targets, and assessments will regularly take place.	KSA data from School Report Card		Title II
		Curriculum Maps/Benchmark Assessments will be reviewed and updated on a regular basis to reflect curriculum and standard changes.			

3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 To increase percentage of gap students scoring proficient/distinguished in each academic content area by 10%.</p>	<p>Design, Align, Deliver Support Processes</p>	<p>Ensure both schools have an effective MTSS Structure with clearly defined processes so that students will receive appropriate instruction/intervention.</p>	<p>MAP, Star, KSA data from School Report Card</p>		<p>Title II</p>
		<p>Identify and refer students who perform below grade level for instructional support through before/after-school programs including ESS and SHINE & SOAR 21st CCLC Programs.</p>			<p>ESS, 21st CCLC</p>
		<p>The district will provide Tier III Interventionists in Reading and Math to better support identified Grades K-8 students.</p>			<p>Title I, ESSER, Read to Achieve</p>
		<p>Teachers will utilize online programs such as Think Central, Lexia, Mathia, Dreambox, Read & Math 180, Journeys, Edgenuity, and Xello, as an additional tool to support individualized instruction.</p>			<p>Title I, ESSER</p>
<p>Objective 2 To reduce the disparity in academic performance between each student gap group and the reference group</p>	<p>Review, Analyze, and Apply Data</p>	<p>Through PLCs and professional learning activities, MAP and Star results, and NWEA tools will be used effectively to enhance instruction. Specific activities include student goal setting before each test, thorough analysis provided to students/parents, analysis of proficiency reporting to address skills needed for development, and teacher review with school/district administrators.</p>	<p>MAP, Star, KSA data from School Report Card</p>		<p>Title II, IDEA</p>
		<p>Special education PLC meetings will be intentional on analyzing growth of students with Individual Education Plans in meeting IEP goals and making academic progress.</p>			
	<p>Design, Align, Deliver Support Process</p>	<p>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</p>	<p>MAP, Star, KSA data from School Report Card</p>		<p>Title II</p>

4: English Learner Progress

Goal 4: By 2025-2026, Ludlow Independent School District will increase the percentage of English Language 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 has employed a part-time English Learner Teacher in order to better support EL students and families, helping 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: By 2025-2026, Ludlow Independent School District will increase the percentage of teachers who rate School Climate, Managing Student Behavior, and School Leadership as Favorable to 80% or higher.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: To increase the favorable response rates on IMPACT survey.</p> <p>Current: -School Climate 64% -Managing Students Behavior 70% -School Leadership 63%</p>	<p>Review, Analyze, and Apply Data</p> <p>Establishing Learning Culture and Environment</p>	<p>The leadership team will review and analyze the IMPACT results. Strategies will be developed and implemented to address the highest priority needs/concerns</p>	<p>Increase favorability rates on future IMPACT results and increased teacher retention rates (currently 13.8%)</p>		<p>General Funds</p>
<p>Objective 2: To increase the positive school experience rates on Terrace Metrics Survey for Grades 3-12</p>	<p>Review, Analyze, and Apply Data</p> <p>Establishing Learning Culture and Environment</p>	<p>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.</p>	<p>Increased positive school experience rates on future Terrace Metrics</p>		<p>ESSER, NKYEC</p>
<p>Objective 3: To increase the positivity rates on KSA Climate & Safety Survey in Spring 2024</p>	<p>Review, Analyze, and Apply Data</p> <p>Establishing Learning Culture and Environment</p>	<p>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.</p>	<p>Increased positivity rates on KSA as reported on School Report Card</p>		<p>General Fund</p>
		<p>A School Resource Officer will be secured by the city/district to remain on the school campus fulltime.</p>			<p>Title IV</p>

6: Postsecondary Readiness

Goal 6: By 2025-2026, Ludlow Independent School District will increase the percentage of students who are deemed postsecondary ready to 90% based on state indicators of readiness on District Report Card. Current: 82.1					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students who attain postsecondary readiness through dual credit offerings. Current: 32%	Design and Deploy Standards	Through PLCs, curriculum meetings, and professional learning activities, review of the alignment between standards, learning targets, and assessments will regularly take place.	KSA data from School Report Card		Title II
	Design, Align, Deliver Support Processes	Teachers will utilize online programs such as Edgenuity, Xello, and YouScience, as tools to support individualized instruction, ACT Practice, and ILP career planning.	ILP, Increased time on online tools, KSA data from School Report Card		ESSER, General Fund
		Partner with One Goal to self-assess our vision, programs, and protocol as related to postsecondary readiness. Plan and implement activities to increase readiness rates, as supported by One Goal coaching and strategies.	One Goal documents, data from off-campus programs		KDE
		Identify and refer students who perform below grade level for instructional support through before/after-school programs including ESS and SHINE & SOAR 21 st CCLC Programs.	Increased attendance in ESS and 21 st CCLC, KSA		21 st CCLC
		Collaborate with NaviGo, Northern Kentucky University, and Gateway Community and Technical College to increase the opportunities for high school students to participate in college/career programs.	Data from Infinite Campus and School Report Card		General Fund, KHEAA
Objective 2: Increase the percentage of students who attain postsecondary readiness through industry certification. Current: 8%	Design and Deploy Standards	Through PLCs, curriculum meetings, and professional learning activities, review of the alignment between standards, learning targets, and assessments will regularly take place.	KSA data from School Report Card		Title II
	Design, Align, Deliver Support Processes	Teachers will utilize online programs such as Edgenuity, Xello, and YouScience, as tools to support individualized instruction, ACT Practice, and ILP career planning.	ILP, Increased time on online tools, KSA data from School Report Card		ESSER, General Fund
		Partner with One Goal to self-assess our vision, programs, and protocol as related to postsecondary readiness. Plan and implement activities to increase readiness rates, as supported by One Goal coaching and strategies.	One Goal documents, data from off-campus programs		KDE
		Identify and refer students who perform below grade level for instructional support through before/after-school programs including ESS and SHINE & SOAR 21 st CCLC Programs.	Increased attendance in ESS and 21 st CCLC, KSA		21 st CCLC
		Collaborate with NaviGo, Gateway Community and Technical College, and business partners to increase the opportunities for high school students to participate in courses, college/career programs, or internships/co-ops.	Data from Infinite Campus and School Report Card		General Fund, KHEAA

7: Graduation Rate

Goal 7: By 2025-2026, Ludlow Independent School District will increase the percentage of students graduating to 98%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the 2023-2024 graduation rate to 95%. 2021-2022: 94.5% 2022-2023: 94.9%	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 rates, KSA data from School Report Card		General Fund
		Reduce barriers to learning for students by surrounding them with support so they may find emotional, academic, and transition success/support. These may include supports provided through the School Counselor, MEBS Therapist, FRYSC, PAWS Program, Special Education Program, and/or Nurse/HealthPoint Family Care.	KSA data from School Report Card, GEER Activities data, Terrace Metrics data		ESSER, GEER, FRYSC
		Effective, two-way communication will be encouraged 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. Early Release Days will focus on meetings/contacts with parents when students are struggling.	Increased numbers in communication logs, KSA data from School Report Card		General Fund
		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 will be held for students with chronic absenteeism. A reward system for students with regular daily attendance will be put into place.	Increased attendance rates, data from Schol Report Card		General Fund
		Effective parent and family engagement and skill-building opportunities will be offered, tailored to their current needs. The focus will be on topics to improve mental health, academics, and attendance.	Data from School Report Card, Infinite Campus, MAP, Star, Terrace Metrics		ESSER, GEER, FRYSC, General Fund