

## 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 low percentage of students performing at the proficient and distinguished level of both reading and math.

1)

In reading in elementary school, 31% of students were proficient in reading and only 11% were distinguished (27% novice); in middle school, 30% were proficient and 7% were distinguished (28% novice); and in high school 35% were proficient and 25% were distinguished (17% novice).

2)

In math in elementary school, 33% were proficient and only 5% were distinguished (27% novice); in middle school, 26% were proficient and only 1% were distinguished (31% novice); and high school 38% were proficient and 11% were distinguished (25% novice).

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

Our district went through the process of reviewing and purchasing new HQIRs in multiple content areas over the last two years. As a part of the 2024-2025 Professional Learning Plan, staff received training in the new curriculum. Staff also engaged in revising pacing guides in each content area to align with the new resources and assure alignment with the standards. These pacing guides and new HQIR resources will be revisited in department and grade level meetings throughout the school year.

KCWP 2: Design and Deliver Instruction

Over the last two years, our district has implemented new instructional programs in multiple content areas that are all High Quality Instructional Resources. These programs include professional learning to support the evidence-based strategies embedded throughout the timeline. Instructional learning walks are conducted by the administrative team to ensure these resources and strategies are being implemented in classrooms regularly.

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 personalized adjustments 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-Green (Medium)<br>Middle School-Orange (Low)<br>High School-Green (High)   | Elementary – Increase (+4.3)<br>Middle School – Decline (-4.8)<br>High School – Maintain (-0.6)      |
| State Assessment Results in science, social studies and writing | Elementary-Orange (Low)<br>Middle School-Green (Medium)<br>High School-Yellow (High)  | Elementary – Decline (-2.3)<br>Middle School – Increase (+4.8)<br>High School – Sig. Decline (-15.3) |
| English Learner Progress                                        | NO DATA                                                                               | NO DATA                                                                                              |
| Quality of School Climate and Safety                            | Elementary-Green (High)<br>Middle School-Green (High)<br>High School-Blue (Very High) | Elementary – Increase (+3.7)<br>Middle School – Increase (+3.5)<br>High School – Increase (+0.1)     |
| Postsecondary Readiness (high schools and districts only)       | High School-Blue (Very High)                                                          | High School – Sig. Increase (+15.6)                                                                  |
| Graduation Rate (high schools and districts only)               | High School-Green (High)                                                              | High School – Increase (+1.9)                                                                        |

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:<br/>Increase the percentage of students scoring at least proficient in reading to 50% in 2024-2025 on the Kentucky Summative Assessment.</p> <p>2022-2023:<br/>EL Reading 37%<br/>MS Reading 46%<br/>HS Reading 68%</p> <p>2023-2024:<br/>EL Reading 42%<br/>MS Reading 37%<br/>HS Reading 60%</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         |
|                                                                                                                                                                                                                                                                                                                    |                                 | 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, 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           |
| Objective 2:<br>Increase the percentage of students scoring at least proficient in math to 50% in 2024-2025 on the Kentucky Summative Assessment.<br><br>2022-2023:<br>EL Math        35%<br>MS Math        28%<br>HS Math        46%<br><br>2023-2024:<br>EL Math        38%<br>MS Math        27%<br>HS Math        49% | 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 |
|                                                                                                                                                                                                                                                                                                                           |                                 | 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           |
|                                                                                                                                                                                                                                                                                                                           | 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 60% in each area on the Kentucky Summative Assessment.                                            |                                 |                                                                                                                                                                                                                                                                                                      |                                  |                     |          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------|----------|
| Objective                                                                                                                                                                                                                                                                                     | Strategy                        | Activities                                                                                                                                                                                                                                                                                           | Measure of Success               | Progress Monitoring | Funding  |
| Objective 1<br>Increase the percentage of students scoring at least proficient in science to 50% by 2024-2025 on Kentucky Summative Assessment<br><br>2022-2023:<br>EL Science 23%<br>MS Science 18%<br>HS Science 15%<br><br>2023-2024:<br>EL Science 19%<br>MS Science 19%<br>HS Science 7% | 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 60% in each area on the Kentucky Summative Assessment.                                                                                                                             |                                 |                                                                                                                                                                                                                                                                                                      |                                                                     |                     |          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------|----------|
| Objective                                                                                                                                                                                                                                                                                                                                                                      | Strategy                        | Activities                                                                                                                                                                                                                                                                                           | Measure of Success                                                  | Progress Monitoring | Funding  |
| Objective 2<br>Increase the percentage of students scoring at least proficient in social studies to 50% by 2024-2025 on Kentucky Summative Assessment.<br><br>2022-2023:<br>EL Social Studies      17%<br>MS Social Studies      31%<br>HS Social Studies      57%<br><br>2023-2024:<br>EL Social Studies      24%<br>MS Social Studies      40%<br>HS Social Studies      42% | 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  | 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 student 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.                                                                                                                                                                    |                                                                     |                     |          |

| 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 60% in each area on the Kentucky Summative Assessment.                                                        |                                 |                                                                                                                                                                                                                                                                                                      |                                                                     |                     |          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------|----------|
| Objective                                                                                                                                                                                                                                                                                                 | Strategy                        | Activities                                                                                                                                                                                                                                                                                           | Measure of Success                                                  | Progress Monitoring | Funding  |
| Objective 3:<br>Increase the percentage of students scoring at least proficient in combined writing to 50% by 2024-2025 on Kentucky Summative Assessment.<br><br>2022-2023:<br>EL Writing 15%<br>MS Writing 31%<br>HS Writing 81%<br><br>2023-2024:<br>EL Writing 22%<br>MS Writing 43%<br>HS Writing 63% | 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  | 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                    |
|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------|----------------------------|
| Objective 1<br>To increase percentage of gap students scoring proficient/distinguished in each academic content area by 10%. | Design, Align, Deliver Support Processes | Ensure both schools have an effective MTSS Structure with clearly defined processes so that students will receive appropriate instruction/intervention.                                                                                                                                                                                                                                         | MAP, Star, KSA data from School Report Card |                     | Title II                   |
|                                                                                                                              |                                          | Identify and refer students who perform below grade level for instructional support through before/after-school programs including ESS and SHINE & SOAR 21 <sup>st</sup> CCLC Programs.                                                                                                                                                                                                         |                                             |                     | ESS, 21 <sup>st</sup> CCLC |
|                                                                                                                              |                                          | The district will provide Tier III Interventionists in Reading and Math to better support identified Grades K-8 students.                                                                                                                                                                                                                                                                       |                                             |                     | Title I, Read to Achieve   |
|                                                                                                                              |                                          | 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.                                                                                                                                                                                             |                                             |                     | Title I                    |
| Objective 2<br>To reduce the disparity in academic performance between each student gap group and the reference group.       | 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. | MAP, Star, KSA data from School Report Card |                     | Title II, IDEA             |
|                                                                                                                              |                                          | Special education PLC meetings will be intentional on 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                                                                                                                             | MAP, Star, KSA data from School Report Card |                     | Title II                   |

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:<br>To increase EL attainment on ACCESS by 10% each year                                                                                                                                             | Review, Analyze, and Apply Data<br><br>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:<br>To provide a part-time EL instructor to better serve EL students                                                                                                                                 | Review, Analyze, and Apply Data<br><br>Establishing Learning Culture and Environment | Ludlow Independent School District has increased the hours of our 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       |
| Objective 1:<br>To increase the favorable response rates on IMPACT survey.<br><br>Current:<br>-School Climate 64%<br>-Managing Students Behavior 70%<br>-School Leadership 63%                             | Review, Analyze, and Apply Data<br><br>Establishing Learning Culture and Environment | The leadership team will review and analyze the IMPACT results. Strategies will be developed and implemented to address the highest priority needs/concerns              | Increase favorability rates on future IMPACT results and increased teacher retention rates (currently 13.8%) |                     | General Funds |
| Objective 2:<br>To increase the positive school experience rates on Terrace Metrics Survey for Grades 3-12                                                                                                 | Review, Analyze, and Apply Data<br><br>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. | Increased positive school experience rates on future Terrace Metrics                                         |                     | NKYEC         |
| Objective 3:<br>To increase the positivity rates on KSA Climate & Safety Survey in Spring 2025.                                                                                                            | Review, Analyze, and Apply Data<br><br>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. | Increased positivity rates on KSA as reported on School Report Card                                          |                     | General Fund  |
|                                                                                                                                                                                                            |                                                                                      | A School Resource Officer will be secured by the city/district to remain on the school campus fulltime.                                                                  |                                                                                                              |                     | Title IV      |

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. |                                          |                                                                                                                                                                                                                             |                                                                       |                     |                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------|-----------------------|
| Objective                                                                                                                                                                                                   | Strategy                                 | Activities                                                                                                                                                                                                                  | Measure of Success                                                    | Progress Monitoring | Funding               |
| Objective 1:<br>Increase the percentage of students who attain postsecondary readiness through dual credit offerings.<br><br>2022-2023:<br>82.1%<br><br>2023-2024:<br>94.6%                                 | 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 |                     | 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 <sup>st</sup> CCLC Programs.                                     | Increased attendance in ESS and 21 <sup>st</sup> CCLC, KSA            |                     | 21 <sup>st</sup> 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          |
| Objective 2:<br>Increase the percentage of students who attain postsecondary readiness through industry certification.                                                                                      | 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 |                     | 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 <sup>st</sup> CCLC Programs.                                     | Increased attendance in ESS and 21 <sup>st</sup> CCLC, KSA            |                     | 21 <sup>st</sup> 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          |

7: Graduation Rate

| Goal 7: By 2025-2026, Ludlow Independent School District will increase the percentage of students graduating to 99%.           |                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                         |                     |                     |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------|---------------------|
| Objective                                                                                                                      | Strategy                                                                                      | Activities                                                                                                                                                                                                                                                                                                                                                                                    | Measure of Success                                                                      | Progress Monitoring | Funding             |
| Objective 1:<br>Increase the 2024-2025 graduation rate to 99%.<br><br>2021-2022: 94.5%<br>2022-2023: 94.9%<br>2023-2024: 98.5% | Design, Align, Deliver Support Processes<br><br>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            |                     | 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               |                     | FRYSC, General Fund |