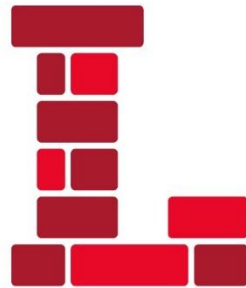


Ludlow Independent School District

Advanced Coursework Plan



LUDLOW

INDEPENDENT SCHOOLS

Building Tomorrow

2025-2026

All students at Kentucky schools have the right to participate in a rigorous and academically challenging curriculum. Advanced Coursework means educational programs or opportunities designed to challenge students with more rigorous content beyond the standard curriculum, including but not limited to Advanced Placement, International Baccalaureate, and honor courses.

The Ludlow Independent School District has adopted this plan to align with board policies on the promotion of advanced coursework or accelerated learning in language arts, mathematics, social studies, and science by grade level for students in grades four (4) through twelve (12)

The plan shall:

1. Be published on the district website.
2. Describe the strategies and approach to advanced coursework or accelerated learning options by grade level for language arts, mathematics, social studies, and science.
3. Require the service delivery options for students identified as gifted and talented in language arts, mathematics, social studies, and science including the following for each grade level and subject area:
 - a. Accelerated learning or advanced coursework; and
 - b. At least one of the following service delivery options
 - i. Collaborate teaching and consultation services;
 - ii. Special counseling services;
 - iii. Differentiated study experiences for individuals and cluster groups in the regular classroom
 - iv. Distance Learning
 - v. Enrichment services that are not extracurricular during the school day;
 - vi. Independent Study
 - vii. Mentorship;
 - viii. Resource services delivered in a pull-out classroom or other appropriate instructional setting;
 - ix. Seminars
 - x. Travel student options; or
 - xi. Special schools or self-contained classrooms for students in grades four (4) through twelve (12) only

Additionally, per KRS 158.622 (3)(b), each school district shall "accept for credit toward graduation and completion of high school course requirements an advanced placement [or] a high school equivalent... taken by a student in grades 5, 6, 7, or 8 if that student attains performance levels expected of high school students in that district as determined by achieving a score of "3" or higher on a College Board Advanced Placement examination or a grade of "B" or better in a high school equivalent..."

Every school shall establish a policy that is consistent with District plan adopted by the Board in accordance with KRS 158.6453 on the recruitment and assignment of students to advanced coursework options that recognizes that all students have the right to participate in a rigorous and academically challenging curriculum. This policy shall require that the school notify all students, parents, and guardians of the:

- A. Long-term benefits of student participation in advanced coursework; and
- B. Advanced coursework opportunities available at the school.

When practicable, the school shall offer advanced coursework in mathematics, reading, science, and English language arts for students in grade four (4) through twelve (12).

Annually, Kentucky schools must offer a core curriculum of advanced placement courses. If a course is not offered as part of the regular master schedule, the student must be permitted to take the course through a partnering college or university, neighboring district or through an online alternative.

Comprehensive school counselors must advise students and parents or guardians of the opportunity for advanced coursework as it aligns to the student's individual learning plan (ILP) and encourage the appropriate course selection. Teachers must encourage students to take challenging courses, maintaining data of contacts with students and parents. Comprehensive school counselors must maintain resources and information for dual enrollment and dual credit courses offered.

Access to more rigorous coursework supports individual student learning experiences, academic growth, and workforce development as it relates to careers in science, technology, engineering and math (STEM) and other fields.

Assurances:

- Advanced coursework programming is equitable across the district.
- Advanced course enrollment data reflects the demographic makeup on the school and /or district population.
- Recruitment to advanced courses is targeted to all students.
- Review of process for student access to advanced coursework is conducted annually.
- All students, including historically underrepresented students, have equal access to advanced coursework.
- Opportunities to enroll in advanced coursework is shared with students and families through email, coursebook, guidance counseling, PAWS, and field trips to off-campus programs.

Schools and district will utilize individual learning plans (ILP) for each student as a method for exploring advanced coursework beginning at the middle school level. School counselors are encouraged to review the ILP to identify students who may be interested or eligible for the Early Graduation Program (EGP)

Recruitment of Students

Per 704 KAR 3:510(2), “each school-based decision-making council, or the principal if none exists, shall establish a policy on the recruitment and assignment of students to advanced placement courses.”

Per regulation, the policy shall:

1. Provide equitable access for participation in advanced placement courses for all students using either or both on-site instruction or electronic instruction....
2. Utilize the ILP process, established dunder 704 KAR 3:305, as a method for ensuring all students receive information and guidance on the availability of advanced coursework, including advanced placement and dual credit courses for potential college credit;
3. Establish an equitable process for recruitment of underrepresented students in advanced placement courses including;
 - a. Racial minorities;
 - b. Students with limited English proficiency
 - c. Students qualify for free and reduced lunch;
 - d. Students with disabilities; and
 - e. Males or females.

Identification of Students

Every effort will be made to identify all students that are prepared for advanced coursework. Information used to identify students include assessment data, teacher recommendation, or participation in fields outside the classroom. These include, but limited to:

- Universal Screener and diagnostic assessment results
- Kentucky Summative Assessment (KSA) results
- Benchmarks attainment (or near attainment) on college readiness exams (ACT, SAT) and associated pre-assessments (PSAT, CERT, etc.)
- Curriculum-embedded assessments
- Formative assessment
- School-wide content assessments, including demonstration of learning or capstones.
- Assessment data
- Classroom assessment data
- Scoring Distinguished on state-required assessments
- Teacher recommendation
- Gifted identification in individual content area
- Other criteria:
 - Individual Learning Plan
 - Teacher recommendation
 - Grades/GPA
 - Attendance
 - Classroom observations
 - Career interest inventories
 - Extra-curricular involvement
 - Demonstration of strengths, behaviors, and talents which promote academic success (leadership qualities, growth-mindedness, resiliency, creative thinking and problem-solving, etc.)

Implementation Considerations

- Offer foundation coursework, such as Algebra I, in middle school for high school credit, approved by the district for credit.
- Allow students to “double up” with courses in any given year to ensure they are prepared for more rigorous personalized courses in grades 11-12 or to meet the criteria for higher-level programming and opportunities.
- Approve online or dual credit options for high school credit:
 - Provide an online learning platform.
 - Allow students to earn dual credit by enrolling in and passing a more rigorous course with a postsecondary partner, if approved by the district.
 - Hire a retired teacher to teach advanced coursework at their daily wage threshold to address teacher shortages in critical areas.
 - Provide a stipend for teachers who would be willing to teach an additional section during the school day and take their planning period outside of regular school hours. This would have to be an additional duty beyond those required of the teacher as part of his/her employment contract.
 - Address the needs of high-performing students through the student ILP, beginning in grade 6, and ensure access to support services, such as extended school services (ESS), to supplement learning experiences, if needed.

Ultimately, scheduling rigorous courses for our next generation of STEM leaders and broadening access to all advanced coursework options for middle school students should be a priority for school and districts. Proper guidance and coaching can provide students and families with more access, opportunity and learning option.

Notification of students, parents, and guardians

Students, parents, and guardians will be notified throughout their schooling of the long-term benefits of advanced coursework and advanced coursework opportunities available at the schools through multiple modes of communication.

Annual Review

During the March school SBDM meeting, the school councils must review data on student participation in advanced coursework. The data must be disaggregated by gender, ethnicity, and free/reduced lunch participation. This data must be used during the planning process for course offerings in the upcoming school year. District committee, PAWS leads, and administration will utilize the data to explore new offerings.

Related Definitions

Accelerated Learning: An organized way of helping students meet individual academic goals by providing direct instruction to eliminate student performance deficiencies or enabling students to move more quickly through course requirements and pursue higher level skill development.

Acceleration by Grade or Subject: Occurs when students move through traditional curriculum at rates faster than typical resulting in skilling a grade level or course.

Advanced Coursework: Education programs or opportunities designed to challenge students with more rigorous content beyond the standard curriculum, including but not limited to advanced placement, International Baccalaureate, and honors courses.

Advanced Placement: A college-level course that incorporates all topics and instructional strategies specified by the College Board on its standard syllabus for a given subject area and is licensed by the College Board.

Cluster Grouping: student placement in regular classrooms with a small group of other students who have similar readiness for the purpose of receiving differentiated instruction.

Collaborative Teaching/Consultative Services: regular education teacher and gifted teacher working together to provide services to gifted students.

Content: Education programs or opportunities designed to challenge students with more rigorous content beyond the standard curriculum, including but not limited to advanced placement, International Baccalaureate, and honors courses.

Core Curriculum: means at least one (1) course in science, one (1) course in mathematics, and at least one (1) course in two (2) of the following subject areas: English, social studies, foreign language, and the arts

Differentiation: teachers making adjustments instructionally to content, process, or products to challenge students' ability and knowledge.

Distance/Online Learning: Educational opportunities offered through computer technology.

Dual credit: means a college-level course of study developed in accordance with KRS 164.098 in which a high school student receives credit from both the high school and postsecondary institution in which the student is enrolled upon completion of a single class or designated program of study.

Dual enrollment: means a college-level course of study developed in accordance with KRS 164.098 in which a student is enrolled in a high school and postsecondary institution simultaneously

Enrichment: differentiated activities that supplement classroom instruction.

Independent Study: self-directed course or study of a selected topic under the supervision of a teacher.

Honors Courses: advanced courses that allow middle school students to receive high school credit for course completion or high school students to receive weighted grades.

International Baccalaureate or IB: means the International Baccalaureate Organizations' Diploma Program, a comprehensive two (2) year program designed for highly motivated students

Mentorship: specialized studies with an adult mentor in the community.

Pace: An organized way of helping individual academic goals by providing direct instruction to eliminate students' performance deficiencies or enabling students to move more quickly through course requirements and pursue higher level skill development.

Pull-out Setting: students receive enrichment, acceleration, or other services outside of the regular classroom.

Seminars: discussion-based session on a specific topic focusing on advanced content

All advanced coursework from 4th-10th grade is provided on-campus through ability grouping during Core Plus, honors courses, and gifted resource time. Gifted resource time and delivery methods will be determined by each identified student's Gifted Student Service Plan (GSSP). Eighth grade students have an option to enroll in Algebra I, Spanish I, and SME Prime for high school credit. Students may also have the option to take advanced coursework through our on-line courses in Edgenuity. Beginning in 9th grade, students have an option to attend Ignite Institute for STEM pathways. And beginning in 11th grade, students have options of attending dual credit through Gateway Community and Technical College, Northern Kentucky University, or here at Ludlow for ELA and Math.

Grade Four

	English Language Arts	Mathematics	Science	Social Studies
Advanced Coursework Options	Differentiation Ability Grouping Gifted Pull-Out	Differentiation Ability Grouping Gifted Pull-Out	Differentiation Ability Grouping Gifted Pull-Out	Differentiation Ability Grouping Gifted Pull-Out
Delivery Method	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment

Grade Five

	English Language Arts	Mathematics	Science	Social Studies
Advanced Coursework Options	Differentiation Ability Grouping Gifted Pull-Out	Differentiation Ability Grouping Gifted Pull-Out	Differentiation Ability Grouping Gifted Pull-Out	Differentiation Ability Grouping Gifted Pull-Out
Delivery Method	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment

Grade Six

	English Language Arts	Mathematics	Science	Social Studies
Advanced Coursework Options	Differentiation Ability Grouping Gifted Pull-Out	Differentiation Ability Grouping Gifted Pull-Out	Differentiation Ability Grouping Gifted Pull-Out	Differentiation Ability Grouping Gifted Pull-Out
Delivery Method	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment

Grade Seven

	English Language Arts	Mathematics	Science	Social Studies
Advanced Coursework Options	Differentiation Honors ELA Gifted Pull-Out	Differentiation Honors Math Gifted Pull-Out	Differentiation Ability Grouping Gifted Pull-Out	Differentiation Ability Grouping Gifted Pull-Out
Delivery Method	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment

Grade Eight

	English Language Arts	Mathematics	Science	Social Studies
Advanced Coursework Options	Differentiation Honors ELA Gifted Pull-Out	Differentiation Algebra I Gifted Pull-Out	Differentiation SME Prime Gifted Pull-Out	Differentiation Ability Grouping Gifted Pull-Out
Delivery Method	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment

Grade Nine

	English Language Arts	Mathematics	Science	Social Studies
Advanced Coursework Options	Differentiation Honors ELA Gifted Pull-Out	Differentiation Geometry Gifted Pull-Out	Differentiation SME Prime Gifted Pull-Out	Differentiation Ability Grouping Gifted Pull-Out
Delivery Method	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment

Grade Ten

	English Language Arts	Mathematics	Science	Social Studies
Advanced Coursework Options	Differentiation Honors ELA Gifted Pull-Out	Differentiation Algebra II Gifted Pull-Out	Differentiation SME Prime Gifted Pull-Out	Differentiation Ability Grouping Gifted Pull-Out
Delivery Method	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment	In-Class Pull-Out On-line Enrichment

Grade Eleven

	English Language Arts	Mathematics	Science	Social Studies
Advanced Coursework Options	Dual Credit Ignite Institute Honors ELA	Dual Credit Ignite Institute Pre-Calculus	Dual Credit SME Prime Ignite Institute	Dual Credit Ignite Institute
Delivery Method	In-Class Off-Campus On-Line	In-Class Off-Campus On-Line	In-Class Off-Campus On-Line	In-Class Off-Campus On-Line

Grade Twelve

	English Language Arts	Mathematics	Science	Social Studies
Advanced Coursework Options	Dual Credit Ignite Institute Honors ELA	Dual Credit Ignite Institute Pre-Calculus	Dual Credit SME Prime Ignite Institute	Dual Credit Ignite Institute
Delivery Method	In-Class Off-Campus On-Line	In-Class Off-Campus On-Line	In-Class Off-Campus On-Line	In-Class Off-Campus On-Line