



# **Comprehensive District Improvement Plan**

## **Ludlow Independent**

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## **Introduction**

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

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# Phase I - Equitable Access to Effective Educators District Diagnostic

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## **Introduction**

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

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**Equitable Access to Effective Educators - District**

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	<p>Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the District Equity Data.	<p>Self-Selected Diagnostic: The district selected the Managing Student Conduct area under the Working Conditions category from the TELL Survey. The district will focus on improving in the areas listed to address this:</p> <ul style="list-style-type: none"> <li>-- Student Expectations and Conduct</li> <li>-- Building positive relationships between students and staff</li> <li>-- Using instructional strategies and resources that students find engaging</li> </ul>	District Equity Diagnostic

**Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

Data points suggest that all students are afforded an equitable education with qualified teachers and resources. Access to quality teachers and programs are equitable for all students.

Trends include high percentages of students who are economically disadvantaged and those with special needs. These two data points have been similar for a number of years for the district, but are both higher than the state averages.

**After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

Our district's main barrier continues to be our high percentage of students who are economically disadvantaged. As research suggests, a low social-economic status affects many areas of a child, including health/nutrition, vocabulary, cognition, hope/growth-mindset, relationships, and ability to cope with stress/trauma. The district has been participating in professional learning activities to address these barriers to students.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Goals Data.	Goals are uploaded.	District Equity Goals

**Strategies and Activities** Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

**Goal 1:**

Unbridled Learning & Equitable Access

**Measurable Objective 1:**

collaborate to achieve a minimum status of "Proficient District" by 12/31/2017 as measured by the Unbridled Learning Accountability system in the School Report Card..

**Strategy1:**

Fidelity Checks - School and district leaders will put into action a number of fidelity check procedures in order to oversee that classroom instruction/assessment is appropriate, rigorous, equitable, and meets the curriculum standards.

Category: Management Systems

Research Cited:



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Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Rounds will be held monthly by the school and district leadership team in both schools. Feedback concerning the identified "problem of practice" will be shared with the faculty so that strategies for improvement can be identified and implemented. Results from the rounds will be shared and discussed extensively with the District Advisory Team. By the end of the year, every teacher will participate with the leadership team on an Instructional Round during the past two years.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	School & District Leadership Team

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will regularly update and revise their curriculum maps as needed to remain current. Curriculum Maps will be housed in a shared electronic location so that all teachers and administrators may access them regularly. Maps will be reviewed, examined, and/or updated during PLCs and Instructional Rounds.	Policy and Process Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers, School/District Leadership Teams

Activity - Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk-Throughs will be conducted weekly by the school leadership team, and at least bi-weekly with the Superintendent.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	School & District Leadership Team

## Strategy2:

Professional Learning - Professional learning will be offered and will include strategies for teachers to enhance best practices in the classroom so that all students can obtain proficiency and have equitably access to a high-quality education. Job-embedded training will be utilized in addition to the required/flex PL opportunities. While there is a focus on enhancing the core instruction for all students, strategies for providing interventions for gap group students and reducing novice numbers will be included. Many opportunities for professional learning will take place to educate leaders and teachers on the components of the PGES and how to effectively analyze data to enhance instruction. An emphasis will be placed on reducing barriers to learning, including overcoming the affects of poverty on student learning.

Category: Professional Learning & Support

Research Cited:

Activity - PGES Components	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CCR Coordinator and Principals will provide professional learning on TPGES, OPGES, and the Certified Evaluation Plan in order to increase the number of effective teachers in the district.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	CCR Coordinator & Principals

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Activity - Book Study with Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CCR Coordinator and principals will work with teacher leaders to lead a book study with their PLC/team in order to dive into deeper conversations about improving instruction to effectively overcome the barriers that many students face.	Professional Learning	01/01/2017	12/31/2017	\$1000 - District Funding	School & District Leadership Team

Activity - Job-Embedded Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Planning time in the morning and during the day will be utilized more effectively, providing teachers the opportunities to receive training, plan intentionally with department or team members, meet with administrators/technology coach, and be involved in a variety of learning opportunities so that they may enhance classroom instruction and increase awareness of the PGES.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	School & District Leadership Team

### Strategy3:

Technology & Resource Materials - The Superintendent will work with the school leaders to provide funds, resources, and the technology needed to support student learning. In past TELL results, improving our technology resources has been identified as a great need from our staff.

Category: Integrated Methods for Learning

Research Cited:

Activity - Resource Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will work with their SBDM Team and their faculty to research and purchase materials deemed necessary to help support student achievement and provide for remediation and enrichment.	Academic Support Program	01/01/2017	12/31/2017	\$50000 - District Funding	Principals

Activity - Technology Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Technology Coordinator will work with the Instructional Technology Coach, and school/district administrators to design and implement a plan to provide the needed technological resources and training for faculty, staff, and students. The DTC will continue to research and plan for technology needs in the district.	Technology	01/01/2017	12/31/2017	\$20000 - District Funding \$28000 - State Funds	District Technology Coordinator

Activity - Mobile Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school has received two full mobile labs this past year. The district will research and plan for more devices to be purchased so that teachers may better integrate technology into their classroom activities.	Academic Support Program Tutoring	01/01/2017	12/31/2017	\$16000 - District Funding	Superintendent, District Technology Coordinator, Instructional Technology Coach

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Activity - Instructional Technology Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide an Instructional Technology Coach (ITC) to all staff. The coach will work closely with teachers to co-teach and provide professional learning on the integration of technology devices, programs, and strategies into the classroom. The ITC will research new devices, programs, and strategies to bring to the district.	Technology Academic Support Program Direct Instruction Professional Learning	01/01/2017	12/31/2017	\$45000 - General Fund	Superintendent, Instructional Technology Coach

Activity - MAP, Reading Assistant, ALEKS Math, John Baylor Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide the schools with NWEA's Measures of Academic Progress assessment program in order to measure student growth. Results will be used to adjust instruction and provide students with needed interventions and enrichments. The district will provide Scientific Learning's Reading Assistance Program for individualized reading fluency, vocabulary, and comprehension support. The district will provide the schools with ALEKS Math for individualized math intervention.	Academic Support Program Technology	01/01/2017	12/31/2017	\$3500 - Senate Bill 97 Grant Funding \$23000 - Title I Part A	School & District Leadership Team

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## Phase I - GAP Target Assurance

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## **Introduction**

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

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Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	No school in the district has failed to meet its gap target for two (2) consecutive years.		

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## Phase I - Needs Assessment

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## **Introduction**

The purpose of the School District (system) Needs Assessment is to use data and information to prioritize allocation of resources and activities.

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## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

How can we better support our students to overcome barriers they face in order to meet proficiency?

What resources can we provide our faculty/staff to be better equipped to meet the needs of our students?

What strategies and activities can we implement in order to get full parent engagement?

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## Areas of Strengths

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

We were named a Proficient District, and all three schools are also Proficient. Our student scores are on the rise. We are increasing student scores and closing the gaps.

Our staff excels in building positive relationships with students, families, and community members. We have a positive culture where everyone shares a common mission and purpose.

This year, we added full-day Kindergarten for our young students. We are planning to expand our pre-school program in a similar way for future years.

We are excited that 28% of our juniors/seniors are participating in the Gateway Regional Academy (dual credit program). If students participate for both years, they will graduate with 24 college credit hours, free of charge. We are proud of this accomplishment.

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## **Opportunities for Improvement**

### **What were areas in need of improvement? What plans are you making to improve the areas of need?**

We still need to strengthen our core curriculum and student engagement strategies. This is an area where there is always room for growth. Our Instructional Technology Coach will work with teachers to enhance their integration of technology in the classroom in order to increase engagement.

Math continues to be an area for growth. We will search for a new curriculum / program to use with our students. Professional Learning activities in this area continue to be an area of focus. We work with NKCES to improve our math instruction.

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## **Oversight and Monitoring**

**Describe your processes and interventions for monitoring continuous improvement.**

Each school provides oversight of their own programs. At the district level, oversight and monitoring is provided through the District Advisory Team, the Leadership Team, and the Instructional Round process. These groups/activities include a regular formal CDIP review.

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## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

We continue to search for ways to better serve our students and families. By implementing the goals, strategies, and activities detailed in our CDIP, we will ensure that we are providing the necessary steps for continuous improvement.

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# Comprehensive District Improvement Plan - Goals - 2017

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## Overview

### Plan Name

Comprehensive District Improvement Plan - Goals - 2017

### Plan Description

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## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Unbridled Learning & Equitable Access	Objectives: 1 Strategies: 3 Activities: 11	Organizational	\$186500
2	College & Career Readiness	Objectives: 3 Strategies: 5 Activities: 13	Organizational	\$43400
3	Stakeholder Communication & Engagement	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$7000
4	Professional Learning	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$47031
5	Gap Group Proficiency	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$300000
6	Graduation Rate	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$170000
7	Novice Reduction	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$22000
8	Combined Reading & Math Proficiency	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0



## Goal 1: Unbridled Learning & Equitable Access

### Measurable Objective 1:

collaborate to achieve a minimum status of "Proficient District" by 12/31/2017 as measured by the Unbridled Learning Accountability system in the School Report Card..

### Strategy 1:

Professional Learning - Professional learning will be offered and will include strategies for teachers to enhance best practices in the classroom so that all students can obtain proficiency and have equitably access to a high-quality education. Job-embedded training will be utilized in addition to the required/flex PL opportunities. While there is a focus on enhancing the core instruction for all students, strategies for providing interventions for gap group students and reducing novice numbers will be included. Many opportunities for professional learning will take place to educate leaders and teachers on the components of the PGES and how to effectively analyze data to enhance instruction. An emphasis will be placed on reducing barriers to learning, including overcoming the affects of poverty on student learning.

Category: Professional Learning & Support

Activity - Job-Embedded Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Planning time in the morning and during the day will be utilized more effectively, providing teachers the opportunities to receive training, plan intentionally with department or team members, meet with administrators/technology coach, and be involved in a variety of learning opportunities so that they may enhance classroom instruction and increase awareness of the PGES.</p> <p>Schools: All Schools</p>	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	School & District Leadership Team
Activity - Book Study with Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The CCR Coordinator and principals will work with teacher leaders to lead a book study with their PLC/team in order to dive into deeper conversations about improving instruction to effectively overcome the barriers that many students face.</p> <p>Schools: All Schools</p>	Professional Learning	01/01/2017	12/31/2017	\$1000	District Funding	School & District Leadership Team
Activity - PGES Components	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The CCR Coordinator and Principals will provide professional learning on TPGES, OPGES, and the Certified Evaluation Plan in order to increase the number of effective teachers in the district.</p> <p>Schools: All Schools</p>	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	CCR Coordinator & Principals

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### Strategy 2:

Fidelity Checks - School and district leaders will put into action a number of fidelity check procedures in order to oversee that classroom instruction/assessment is appropriate, rigorous, equitable, and meets the curriculum standards.

Category: Management Systems

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Rounds will be held monthly by the school and district leadership team in both schools. Feedback concerning the identified "problem of practice" will be shared with the faculty so that strategies for improvement can be identified and implemented. Results from the rounds will be shared and discussed extensively with the District Advisory Team. By the end of the year, every teacher will participate with the leadership team on an Instructional Round during the past two years.  Schools: All Schools	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	School & District Leadership Team
Activity - Walk-Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walk-Throughs will be conducted weekly by the school leadership team, and at least bi-weekly with the Superintendent.  Schools: All Schools	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	School & District Leadership Team
Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will regularly update and revise their curriculum maps as needed to remain current. Curriculum Maps will be housed in a shared electronic location so that all teachers and administrators may access them regularly. Maps will be reviewed, examined, and/or updated during PLCs and Instructional Rounds.  Schools: All Schools	Direct Instruction, Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Teachers, School/District Leadership Teams

### Strategy 3:

Technology & Resource Materials - The Superintendent will work with the school leaders to provide funds, resources, and the technology needed to support student learning. In past TELL results, improving our technology resources has been identified as a great need from our staff.

Category: Integrated Methods for Learning

Activity - Technology Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The District Technology Coordinator will work with the Instructional Technology Coach, and school/district administrators to design and implement a plan to provide the needed technological resources and training for faculty, staff, and students. The DTC will continue to research and plan for technology needs in the district.  Schools: All Schools	Technology	01/01/2017	12/31/2017	\$48000	District Funding, State Funds	District Technology Coordinator
<b>Activity - Resource Materials</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Principals will work with their SBDM Team and their faculty to research and purchase materials deemed necessary to help support student achievement and provide for remediation and enrichment.  Schools: All Schools	Academic Support Program	01/01/2017	12/31/2017	\$50000	District Funding	Principals
<b>Activity - MAP, Reading Assistant, ALEKS Math, John Baylor Prep</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The district will provide the schools with NWEA's Measures of Academic Progress assessment program in order to measure student growth. Results will be used to adjust instruction and provide students with needed interventions and enrichments. The district will provide Scientific Learning's Reading Assistance Program for individualized reading fluency, vocabulary, and comprehension support. The district will provide the schools with ALEKS Math for individualized math intervention.  Schools: All Schools	Technology, Academic Support Program	01/01/2017	12/31/2017	\$26500	Senate Bill 97 Grant Funding, Title I Part A	School & District Leadership Team
<b>Activity - Instructional Technology Coach</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The district will provide an Instructional Technology Coach (ITC) to all staff. The coach will work closely with teachers to co-teach and provide professional learning on the integration of technology devices, programs, and strategies into the classroom. The ITC will research new devices, programs, and strategies to bring to the district.  Schools: All Schools	Direct Instruction, Professional Learning, Technology, Academic Support Program	01/01/2017	12/31/2017	\$45000	General Fund	Superintendent, Instructional Technology Coach
<b>Activity - Mobile Labs</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Each school has received two full mobile labs this past year. The district will research and plan for more devices to be purchased so that teachers may better integrate technology into their classroom activities.  Schools: All Schools	Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$16000	District Funding	Superintendent, District Technology Coordinator, Instructional Technology Coach

## Goal 2: College & Career Readiness

### Measurable Objective 1:

collaborate to increase the college & career readiness score to meet the identified delivery targets by 12/31/2017 as measured by the School Report Card.

### Strategy 1:

Building a College & Career Planning Culture - A number of activities will be put into place to build a college and career planning culture within our schools, students, families, and community.

Category: Career Readiness Pathways

Activity - Learning Opportunities for Families	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An increased number of parent events will take place to provide learning opportunities so that families can provide increased support in the areas of academics and college/career readiness.  Schools: All Schools	Community Engagement	01/01/2017	12/31/2017	\$1000	Title I Part A, FRYSC	School & District Leadership Team, FRYSC Director, 21st CCLC Staff
Activity - Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A schedule of field trips to area businesses and colleges specific for grades 7-12 will be established and implemented.  Schools: All Schools	Field Trip	01/01/2017	12/31/2017	\$500	District Funding	CCR Coordinator, HS Counselor, NaviGo Coaches
Activity - SHINE & SOAR 21st CCLC Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SHINE and SOAR 21st CCLC Programs will include activities that increase awareness and encourage college and career readiness skills.  Schools: All Schools	Academic Support Program	01/01/2017	12/31/2017	\$500	Grant Funds	CCR Coordinator, 21st CCLC Program Directors
Activity - Career Pathway Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The district will increase the opportunities for additional programs and services for students to connect with and explore careers in the trade areas, with possible collaboration through Home Builders Association and Area Technology Centers.  Schools: All Schools	Career Preparation/Orientation, Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$8000	District Funding	CCR Coordinator, Principal, HS Counselor, Superintendent
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### Strategy 2:

CCR Curriculum & Resources - Curriculum and resources for improvement provided by KDE, ACT, NKU, PLATO, John Baylor ACT Prep, Reading Assistant, and ALEKS Math will be utilized to increase college/career readiness scores.

Category: Continuous Improvement

Activity - Individual Learning Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ILP activities will be implemented with students in grades 6-12 so that proper advising takes place. Students will research their careers and education/training planning so they can identify their career pathway.  Schools: All Schools	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	No Funding Required	CCR Coordinator, HS Counselor, ES Dean of Students, NaviGo Coaches

Activity - Intervention & Transitional Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention and transitional curriculum materials provided by KDE, NKU, PLATO, John Baylor ACT Prep, Reading Assistant, ALEKS Math, and teacher-developed materials will be used with those students not meeting benchmarks in grades 7-12.  Schools: Ludlow High School	Direct Instruction	01/01/2017	12/31/2017	\$22000	Other	School & District Leadership Team

Activity - College Readiness Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Juniors and seniors will take the ACT multiple times in order to meet the college readiness benchmarks. Those students not meeting the benchmarks will be provided transitional courses and intervention opportunities, and will then take the KYOTE test as needed.  Schools: All Schools	Career Preparation/Orientation	01/01/2017	05/31/2017	\$900	Other	College & Career Readiness Coordinator

Activity - NaviGo College & Career Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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LHS will partner with NaviGo Prep Services to train 15 coaches to work with students in grades 10-12. During PAICE time, students will meet in career cluster groups with their coach to research and plan for life after high school. NaviGo curriculum, resources, and contacts will be used.  Schools: Ludlow High School	Career Preparation/Orientation	01/01/2017	12/31/2017	\$7000	School Council Funds	CCR Coordinator, HS Counselor
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Activity - John Baylor ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The John Baylor ACT Prep Program will be used with all juniors and those seniors who haven't met their CCR benchmarks.  Schools: All Schools	Direct Instruction, Technology, Academic Support Program	01/01/2017	12/31/2017	\$3500	Senate Bill 97 Grant Funding	School Leadership Team

### Measurable Objective 2:

collaborate to increase awareness and benefits of the dual credit options for high school students by 12/31/2017 as measured by participation rates in the Dual Credit Program.

### Strategy 1:

Awareness of Dual Credit Program - Multiple activities will take place to increase awareness of the Dual Credit Program. Students and families will hear more about these options before students even enter high school. This will increase the students' awareness of the importance of college and career readiness at a much earlier age, hopefully increasing their preparation efforts and ultimately, their scores.

Category: Career Readiness Pathways

Activity - Increased Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
More activities to increase awareness of the Dual Credit Program will take place. These include webpage information, awareness activities at parent events, ILP counseling activities, field trips, scheduling activities, PAWS/NaviGo meetings, Facebook page, and information printed in the local newspaper and alumni newsletter.  Schools: All Schools	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	No Funding Required	CCR Coordinator, HS Counselor

### Strategy 2:

Building of Partnerships - The school and district leadership teams will collaborate with NaviGo Prep, area businesses, colleges, organizations, and alumni to build partnerships that may help support college readiness and dual credit initiatives. This will help to promote a college-preparing culture in our schools and community.

Category: Stakeholder Engagement

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive District Improvement Plan

Ludlow Independent

The school and district leadership teams will collaborate with area businesses, colleges, organizations, and alumni to build partnerships that may help support college readiness and dual credit initiatives.  Schools: All Schools	Community Engagement	01/01/2017	12/31/2017	\$0	No Funding Required	Superintendent, Director of Special Education, CCR Coordinator
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### Measurable Objective 3:

collaborate to design and implement seamless transition programs for students entering grades 7, 9, and post-secondary by 12/31/2017 as measured by participation rates and feedback from student surveys.

### Strategy 1:

Transition Programs - Transition programs that include mentoring and advising will take place for students as they transition to 7th grade, 9th grade, and post-secondary so that students and families are informed on planning, involvement, and schedule options. More efficient college and career planning can take place when students and families are informed.

Category: Career Readiness Pathways

Activity - 7th Grade Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Dean of Students and HS Counselor will work together with teachers and parents to provide a transition and advising program in the spring of 6th grade in addition to the fall 7th grade orientation activities.  Schools: All Schools	Academic Support Program	04/01/2017	08/31/2017	\$0	No Funding Required	ES Dean of Students, HS Counselor

Activity - HS Advising Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CCR Coordinator and HS Counselor will work with NaviGo Coaches to design and implement advising programs for students as they transition to the 9th grade and to post-secondary, thus increasing their college and career readiness, planning, and awareness.  Schools: All Schools	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	No Funding Required	HS Counselor, CCR Coordinator

## Goal 3: Stakeholder Communication & Engagement

### Measurable Objective 1:

collaborate to provide all stakeholders an increase of effective means of communication and engagement opportunities by 12/31/2017 as measured by participation rates and feedback.

### Strategy 1:

School & District Webpages - School and district webpages are an important means of communicating with students, families, and community members. These must remain updated with useful and important information, highlights of activities, and resources for support and improvement.

# Comprehensive District Improvement Plan

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Category: Stakeholder Engagement

Activity - Webpage Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All faculty and staff members will review their webpage monthly and will update the content as needed. Content should remain current and provide useful information and resources for students, families, and community members.  Schools: All Schools	Technology	01/01/2017	12/31/2017	\$0	No Funding Required	All Staff Members

Activity - Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various surveys will be utilized (Student Voice, KIP, TELL, ValEd, on the district webpage, through Constant Contact, through Coffee with the Community, Facebook, or feedback/surveys from parent events) in order to gather information and input from staff, students, families, and community members. Invitations for input will be advertised in a variety of ways.  Schools: All Schools	Community Engagement	01/01/2017	12/31/2017	\$0	No Funding Required	School & District Leadership Team

## Strategy 2:

Means of Communication - The district will continue to communicate with students, families, and community members through a variety of ways.

Category: Stakeholder Engagement

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to provide students, families, and community members a variety of ways to receive communications from the schools. These include mailings, newsletters, school/district webpage, good news postcards, phone call-outs/texts, individual phone calls, IC Messenger, Constant Contact messages, marquee notifications, Facebook, local newspapers, and the mobile app.  Schools: All Schools	Community Engagement	01/01/2017	12/31/2017	\$7000	District Funding	All Staff Members

## Strategy 3:

TELL & ValEd Survey Results - The district will continue to analyze the TELL and ValEd survey results and make improvements in the areas of noted concern.

Category: Stakeholder Engagement

Activity - TELL & ValEd Survey Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive District Improvement Plan

Ludlow Independent

As we receive TELL and ValEd results, we will analyze them so that improvements can be implemented to enhance the quality of our district's programs, culture, facilities, and leadership.  Schools: All Schools	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	School and District Leadership Team
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## Goal 4: Professional Learning

### Measurable Objective 1:

collaborate to increase the number of effective teachers through professional learning by 12/31/2017 as measured by the PGES System.

### Strategy 1:

Professional Learning Opportunities - Teachers will receive professional learning opportunities in order to strengthen their instructional practices and their effectiveness rating in PGES, as indicated in their Teacher Reflection & Professional Growth Plan. Opportunities will be made available to them during Common Planning Time, planning time, scheduled professional learning days, and throughout the school year and summer. Topics will focus around common identified needs, but the opportunity for flexible, individualized topics will be made available too.

Category: Professional Learning & Support

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning activities on the District's Certified Evaluation Plan and the Professional Growth and Effectiveness System.  Schools: All Schools	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	CCR Coordinator, Principals

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete the Peer Observation training as required by the cycle schedule in the District's Certified Evaluation Plan and KDE.  Schools: All Schools	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	All teachers

Activity - District Advisory Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Superintendent will meet monthly with the District Advisory Team, made up of the school and district leadership team and identified teacher leaders, to discuss a variety of topics around our school culture, professional learning, PGES, assessment, and instructional practices. To build leadership capacity, these teachers then return to their own department/grade level team to lead the work.  Schools: All Schools	Professional Learning	01/01/2017	12/31/2017	\$7000	District Funding	Superintendent, CCR Coordinator

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Activity - Professional Learning Assurances	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The College & Career Readiness Coordinator (Title II) will establish, implement, and monitor an effective Professional Learning Plan for all teachers, will help to implement measures to recruit and maintain highly qualified and effective teachers, and will assure that equitable access is provided to all students.  Schools: All Schools	Professional Learning, Recruitment and Retention, Policy and Process	01/01/2017	12/31/2017	\$40031	Title II Part A	CCR Coordinator (Title II Coordinator)

## Goal 5: Gap Group Proficiency

### Measurable Objective 1:

collaborate to increase the gap group proficiency scores in all areas by 12/31/2017 as measured by the School Report Card.

### Strategy 1:

Interventions - The students who make up the gap group will be identified and monitored. Interventions and programs will be implemented to support these students so they may reach proficiency.

Category: Learning Systems

Activity - Identification & Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fall in the gap group will be identified using the report in Infinite Campus. Once identified, school leaders and teachers will monitor their progress closely, using data from report cards, MAP, ALEKS, Reading Assistant, ACT, and classroom formative and summative assessments.  Schools: All Schools	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principals, Teachers, CCR Coordinator

Activity - Intervention Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement research-based interventions to support the academic needs of the students in the gap group during scheduled RTI or PAICE time.  Schools: All Schools	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principals, Assistant Principal, Dean of Students, HS Counselor, Teachers

Activity - Special Needs Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive District Improvement Plan

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The Director of Special Education will collaborate regularly with the special needs teachers and students to provide extra support for those not meeting proficiency as identified in test scores or classroom grades, as well as analyze the progress monitoring of IEP goals. Special Needs Teachers will collaborate effectively with classroom teachers to ensure that accommodations and appropriate strategies are being implemented.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Director of Special Education, Special Needs Teachers
Schools: All Schools						

Activity - Advisory & NaviGo Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 4 through 9 will implement their respective Advisory & NaviGo, emphasizing the importance of executive skills, personal accountability, goal setting, managing their own academic / study strategies, and their personal habits.	Career Preparation/Orientation, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	CCR Coordinator, Principals, Dean of Students, HS Counselor
Schools: All Schools						

Activity - SHINE & SOAR 21st CCLC Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SHINE and SOAR 21st CCLC Before and After-School Programs are open to all students in grades K-9. However, gap students who could use additional interventions will be encouraged to enroll in the program. This program provides an hour before school of academic and behavioral support and two hours after school of homework help, remediation, enrichments, and mentoring. Gap students will be encouraged to participate in SHINE and SOAR's summer session as well.	Academic Support Program	01/01/2017	12/31/2017	\$300000	Grant Funds	SHINE & SOAR 21st CCLC Program Directors
Schools: All Schools						

### Strategy 2:

Classroom Instruction - Reaching the gap students starts with solid classroom instruction. School leaders and teachers will place an emphasis on using best practices in the classroom, as outlined in the Teaching Framework of the PGES, as well as covering the appropriate curriculum standards for their content/grade level.

Differentiation in the classroom will be emphasized, as well as strategies that support students in overcoming barriers related to poverty, stress, and trauma.

Category: Continuous Improvement

Activity - Curriculum Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will monitor to see that teachers use best practices in their classroom, covering all curriculum standards appropriate for their content area/grade level.	Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Principals, Teachers
Schools: All Schools						

Activity - Collaboration Among Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive District Improvement Plan

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Through faculty meetings, team meetings, the peer observation process, and the Instructional Rounds process, the district will foster a stronger collaboration of all teachers working together to share best practice strategies and ideas.  Schools: All Schools	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Principals, CCR Coordinator, All Teachers
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## Goal 6: Graduation Rate

### Measurable Objective 1:

collaborate to to increase the graduation rate to meet the delivery target set by KDE by 12/31/2017 as measured by the School Report Card.

### Strategy 1:

Engagement Opportunities - The school and district will support and provide a variety of activities for students and families so that engagement in school can increase. This will greatly impact attendance and graduation rates.

Category: Stakeholder Engagement

Activity - KDE Advising Toolkit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and district leaders will collaborate to ensure that best practices outlined in KDE's Advising Toolkit are implemented, fostering more student and family engagement with school.  Schools: All Schools	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Director of Special Education, CCR Coordinator, Principals, Assistant Principal, Dean of Students, HS Counselor

Activity - Alternative Programming	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and School leaders will collaborate to review, monitor, and analyze the progress of the Alternative Program, making any adjustments deemed appropriate. The PLATO courses will be available online for students in the alternative program.  Schools: All Schools	Academic Support Program	01/01/2017	12/31/2017	\$12000	Safe Schools, Senate Bill 97 Grant Funding	Superintendent, Director of Special Education, CCR Coordinator, Principals, Assistant Principal, Dean of Students, HS Counselor

## Comprehensive District Improvement Plan

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Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KDE's Persistence to Graduation Tool will be utilized to better intervene with students who are identified as at risk. Appropriate supports/interventions will be put into place to remove barriers to learning so that students can find success and graduate on time.  Schools: All Schools	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	School Leadership Team, CCR Coordinator
Activity - NaviGo College & Career Prep Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students in grades 7-12 will work with a NaviGo Coach to plan and prepare for life after high school. Starting at the 9th grade year will put a more concentrated focus on their planning, with the intention of increasing attendance graduation rates.  Schools: All Schools	Career Preparation/Orientation	01/01/2017	12/31/2017	\$8000	School Council Funds, District Funding	CCR Coordinator, Principal, Assistant Principal, HS Counselor
Activity - SOAR 21st CCLC Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ludlow's 21st CCLC, the SOAR Program, will offer students in grades 7, 8, 9 opportunities for enrichment, academic support, family engagement, and college/career readiness through before-school, after-school, and summer programming.  Schools: Ludlow High School	Career Preparation/Orientation, Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$150000	Grant Funds	SOAR 21st CCLC Program Director, CCR Coordinator
Activity - Advisory Time & Student Success Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly Advisory Time, using the core activities of the Student Success Skills Program, will be implemented with students in grades 4-8. This advising and goal-setting program addresses engagement, hopefulness for the future, and provides academic support.  Schools: All Schools	Career Preparation/Orientation, Behavioral Support Program, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	District & School Leadership Team

## Goal 7: Novice Reduction

### Measurable Objective 1:

collaborate to reduce the number of students scoring in the Novice category by 10% each year in order to meet the KDE delivery targets by 12/31/2017 as measured by the School Report Card.

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### Strategy 1:

Targeted Interventions - Students scoring in the Novice category will be identified and receive specific interventions so that they can reach proficiency.

Category: Learning Systems

Activity - RTI & PAICE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score Novice in Reading and Math will receive intervention in the areas of Reading and/or Math during each school's RTI or PAICE time.  Schools: All Schools	Direct Instruction, Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principals, Director of Special Education, CCR Coordinator, Teachers
Activity - Technology Resources & Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will receive academic support and remediation in the areas of Reading and Math through the use of PLATO, ALEKS Math, Reading Assistant, and the John Baylor Prep Programs.  Schools: All Schools	Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$22000	Safe Schools, Senate Bill 97 Grant Funding, Title I Part A	Principals, CCR Coordinator, Teachers
Activity - SHINE & SOAR 21st CCLC Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score Novice in Reading or Math will be encouraged to enroll in the SHINE and SOAR 21st CCLC Programs. These 21st CCLC programs provide before-school, after-school, and summer enrichment, remediation, and academic and mentoring support.  Schools: All Schools	Direct Instruction, Recruitment and Retention, Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	CCR Coordinator, SHINE & SOAR 21st CCLC Program Directors

## Goal 8: Combined Reading & Math Proficiency

### Measurable Objective 1:

collaborate to increase the combined reading and math proficiency scores to meet the delivery targets set by KDE by 12/31/2017 as measured by the School Report Card.

### Strategy 1:

MAP Testing - All students in grades K-11 will take the MAP test three times per year in order to monitor their progress in Reading, Language Usage, Math, and

## Comprehensive District Improvement Plan

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Science. Teachers will analyze scores and alter instruction to meet each student's individual needs.

Category: Continuous Improvement

Activity - MAP Review & Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following each MAP test session, results will be reviewed among teams/departments. Professional Learning will take place so that teachers can utilize fully the reports and Learning Continuum tools from NWEA. Use of these tools will strengthen goal-setting and instructional practices.  Schools: All Schools	Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	CCR Coordinator, Director of Special Education, Principals, Assistant Principal, Dean of Students, Teachers

### Strategy 2:

Curriculum Implementation - Teachers will fully implement the curriculum for their grade level and content using the Springboard, Journeys, Writing Traits, and Math in Focus programs in addition to other resources in order to increase proficiency and Reading and Math.

Category: Continuous Improvement

Activity - Curriculum Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize provided curriculum resources in order to fully cover the required core content for their grade.  Schools: All Schools	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principals, Teachers

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will write, revise, analyze, and follow their course's curriculum map so that they may assure that all required standards are being met. School and District Administrators will help monitor and support this process to ensure fidelity.  Schools: All Schools	Direct Instruction, Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	School and District Leadership Teams

Activity - Research a New Math Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district will research a new math curriculum/program to more effectively meet the needs of our students and teachers.	Direct Instruction, Professional Learning, Academic Support Program	01/01/2017	07/31/2017	\$0	No Funding Required	Superintendent, Principal, Math Department
Schools: All Schools						

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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Opportunities for Families	An increased number of parent events will take place to provide learning opportunities so that families can provide increased support in the areas of academics and college/career readiness.	Community Engagement	01/01/2017	12/31/2017	\$500	School & District Leadership Team, FRYSC Director, 21st CCLC Staff
Technology Resources & Programs	Identified students will receive academic support and remediation in the areas of Reading and Math through the use of PLATO, ALEKS Math, Reading Assistant, and the John Baylor Prep Programs.	Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$9000	Principals, CCR Coordinator, Teachers
MAP, Reading Assistant, ALEKS Math, John Baylor Prep	The district will provide the schools with NWEA's Measures of Academic Progress assessment program in order to measure student growth. Results will be used to adjust instruction and provide students with needed interventions and enrichments. The district will provide Scientific Learning's Reading Assistance Program for individualized reading fluency, vocabulary, and comprehension support. The district will provide the schools with ALEKS Math for individualized math intervention.	Technology, Academic Support Program	01/01/2017	12/31/2017	\$23000	School & District Leadership Team
<b>Total</b>					<b>\$32500</b>	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
NaviGo College & Career Prep Services	The students in grades 7-12 will work with a NaviGo Coach to plan and prepare for life after high school. Starting at the 9th grade year will put a more concentrated focus on their planning, with the intention of increasing attendance graduation rates.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$4000	CCR Coordinator, Principal, Assistant Principal, HS Counselor
NaviGo College & Career Prep	LHS will partner with NaviGo Prep Services to train 15 coaches to work with students in grades 10-12. During PAICE time, students will meet in career cluster groups with their coach to research and plan for life after high school. NaviGo curriculum, resources, and contacts will be used.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$7000	CCR Coordinator, HS Counselor

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**Total**      \$11000

**Grant Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SOAR 21st CCLC Program	Ludlow's 21st CCLC, the SOAR Program, will offer students in grades 7, 8, 9 opportunities for enrichment, academic support, family engagement, and college/career readiness through before-school, after-school, and summer programming.	Career Preparation/Orientation, Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$150000	SOAR 21st CCLC Program Director, CCR Coordinator
SHINE & SOAR 21st CCLC Programs	The SHINE and SOAR 21st CCLC Before and After-School Programs are open to all students in grades K-9. However, gap students who could use additional interventions will be encouraged to enroll in the program. This program provides an hour before school of academic and behavioral support and two hours after school of homework help, remediation, enrichments, and mentoring. Gap students will be encouraged to participate in SHINE and SOAR's summer session as well.	Academic Support Program	01/01/2017	12/31/2017	\$300000	SHINE & SOAR 21st CCLC Program Directors
SHINE & SOAR 21st CCLC Activities	SHINE and SOAR 21st CCLC Programs will include activities that increase awareness and encourage college and career readiness skills.	Academic Support Program	01/01/2017	12/31/2017	\$500	CCR Coordinator, 21st CCLC Program Directors
<b>Total</b>					<span style="border: 1px solid black; padding: 2px;">\$450500</span>	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College Readiness Testing	Juniors and seniors will take the ACT multiple times in order to meet the college readiness benchmarks. Those students not meeting the benchmarks will be provided transitional courses and intervention opportunities, and will then take the KYOTE test as needed.	Career Preparation/Orientation	01/01/2017	05/31/2017	\$900	College & Career Readiness Coordinator
Intervention & Transitional Curriculum	Intervention and transitional curriculum materials provided by KDE, NKU, PLATO, John Baylor ACT Prep, Reading Assistant, ALEKS Math, and teacher-developed materials will be used with those students not meeting benchmarks in grades 7-12.	Direct Instruction	01/01/2017	12/31/2017	\$22000	School & District Leadership Team
<b>Total</b>					<span style="border: 1px solid black; padding: 2px;">\$22900</span>	

**State Funds**

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Plan	The District Technology Coordinator will work with the Instructional Technology Coach, and school/district administrators to design and implement a plan to provide the needed technological resources and training for faculty, staff, and students. The DTC will continue to research and plan for technology needs in the district.	Technology	01/01/2017	12/31/2017	\$28000	District Technology Coordinator
<b>Total</b>					\$28000	

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Assurances	The College & Career Readiness Coordinator (Title II) will establish, implement, and monitor an effective Professional Learning Plan for all teachers, will help to implement measures to recruit and maintain highly qualified and effective teachers, and will assure that equitable access is provided to all students.	Professional Learning, Recruitment and Retention, Policy and Process	01/01/2017	12/31/2017	\$40031	CCR Coordinator (Title II Coordinator)
<b>Total</b>					\$40031	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Technology Coach	The district will provide an Instructional Technology Coach (ITC) to all staff. The coach will work closely with teachers to co-teach and provide professional learning on the integration of technology devices, programs, and strategies into the classroom. The ITC will research new devices, programs, and strategies to bring to the district.	Direct Instruction, Professional Learning, Technology, Academic Support Program	01/01/2017	12/31/2017	\$45000	Superintendent, Instructional Technology Coach
<b>Total</b>					\$45000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Webpage Content	All faculty and staff members will review their webpage monthly and will update the content as needed. Content should remain current and provide useful information and resources for students, families, and community members.	Technology	01/01/2017	12/31/2017	\$0	All Staff Members

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Intervention Implementation	Teachers will implement research-based interventions to support the academic needs of the students in the gap group during scheduled RTI or PAICE time.	Academic Support Program	01/01/2017	12/31/2017	\$0	Principals, Assistant Principal, Dean of Students, HS Counselor, Teachers
Research a New Math Curriculum	The district will research a new math curriculum/program to more effectively meet the needs of our students and teachers.	Direct Instruction, Professional Learning, Academic Support Program	01/01/2017	07/31/2017	\$0	Superintendent, Principal, Math Department
Curriculum Maps	All teachers will regularly update and revise their curriculum maps as needed to remain current. Curriculum Maps will be housed in a shared electronic location so that all teachers and administrators may access them regularly. Maps will be reviewed, examined, and/or updated during PLCs and Instructional Rounds.	Direct Instruction, Policy and Process	01/01/2017	12/31/2017	\$0	Teachers, School/District Leadership Teams
Special Needs Monitoring	The Director of Special Education will collaborate regularly with the special needs teachers and students to provide extra support for those not meeting proficiency as identified in test scores or classroom grades, as well as analyze the progress monitoring of IEP goals. Special Needs Teachers will collaborate effectively with classroom teachers to ensure that accommodations and appropriate strategies are being implemented.	Academic Support Program	01/01/2017	12/31/2017	\$0	Director of Special Education, Special Needs Teachers
7th Grade Transition	The Dean of Students and HS Counselor will work together with teachers and parents to provide a transition and advising program in the spring of 6th grade in addition to the fall 7th grade orientation activities.	Academic Support Program	04/01/2017	08/31/2017	\$0	ES Dean of Students, HS Counselor
Peer Observation Training	Teachers will complete the Peer Observation training as required by the cycle schedule in the District's Certified Evaluation Plan and KDE.	Professional Learning	01/01/2017	12/31/2017	\$0	All teachers
Collaboration Among Teachers	Through faculty meetings, team meetings, the peer observation process, and the Instructional Rounds process, the district will foster a stronger collaboration of all teachers working together to share best practice strategies and ideas.	Professional Learning	01/01/2017	12/31/2017	\$0	Principals, CCR Coordinator, All Teachers
TELL & ValEd Survey Results	As we receive TELL and ValEd results, we will analyze them so that improvements can be implemented to enhance the quality of our district's programs, culture, facilities, and leadership.	Policy and Process	01/01/2017	12/31/2017	\$0	School and District Leadership Team
Professional Learning	Teachers will participate in professional learning activities on the District's Certified Evaluation Plan and the Professional Growth and Effectiveness System.	Professional Learning	01/01/2017	12/31/2017	\$0	CCR Coordinator, Principals

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Persistence to Graduation Tool	KDE's Persistence to Graduation Tool will be utilized to better intervene with students who are identified as at risk. Appropriate supports/interventions will be put into place to remove barriers to learning so that students can find success and graduate on time.	Academic Support Program	01/01/2017	12/31/2017	\$0	School Leadership Team, CCR Coordinator
Curriculum Implementation	Principals will monitor to see that teachers use best practices in their classroom, covering all curriculum standards appropriate for their content area/grade level.	Direct Instruction	01/01/2017	12/31/2017	\$0	Principals, Teachers
SHINE & SOAR 21st CCLC Programs	Students who score Novice in Reading or Math will be encouraged to enroll in the SHINE and SOAR 21st CCLC Programs. These 21st CCLC programs provide before-school, after-school, and summer enrichment, remediation, and academic and mentoring support.	Direct Instruction, Recruitment and Retention, Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$0	CCR Coordinator, SHINE & SOAR 21st CCLC Program Directors
Advisory & NaviGo Programs	Grades 4 through 9 will implement their respective Advisory & NaviGo, emphasizing the importance of executive skills, personal accountability, goal setting, managing their own academic / study strategies, and their personal habits.	Career Preparation/Orientation, Academic Support Program	01/01/2017	12/31/2017	\$0	CCR Coordinator, Principals, Dean of Students, HS Counselor
Identification & Monitoring	Students who fall in the gap group will be identified using the report in Infinite Campus. Once identified, school leaders and teachers will monitor their progress closely, using data from report cards, MAP, ALEKS, Reading Assistant, ACT, and classroom formative and summative assessments.	Academic Support Program	01/01/2017	12/31/2017	\$0	Principals, Teachers, CCR Coordinator
Advisory Time & Student Success Skills	Weekly Advisory Time, using the core activities of the Student Success Skills Program, will be implemented with students in grades 4-8. This advising and goal-setting program addresses engagement, hopefulness for the future, and provides academic support.	Career Preparation/Orientation, Behavioral Support Program, Academic Support Program	01/01/2017	12/31/2017	\$0	District & School Leadership Team
HS Advising Activities	The CCR Coordinator and HS Counselor will work with NaviGo Coaches to design and implement advising programs for students as they transition to the 9th grade and to post-secondary, thus increasing their college and career readiness, planning, and awareness.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	HS Counselor, CCR Coordinator
Curriculum Resources	Teachers will utilize provided curriculum resources in order to fully cover the required core content for their grade.	Academic Support Program	01/01/2017	12/31/2017	\$0	Principals, Teachers

# Comprehensive District Improvement Plan

Ludlow Independent

RTI & PAICE	Students who score Novice in Reading and Math will receive intervention in the areas of Reading and/or Math during each school's RTI or PAICE time.	Direct Instruction, Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$0	Principals, Director of Special Education, CCR Coordinator, Teachers
MAP Review & Analysis	Following each MAP test session, results will be reviewed among teams/departments. Professional Learning will take place so that teachers can utilize fully the reports and Learning Continuum tools from NWEA. Use of these tools will strengthen goal-setting and instructional practices.	Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	CCR Coordinator, Director of Special Education, Principals, Assistant Principal, Dean of Students, Teachers
PGES Components	The CCR Coordinator and Principals will provide professional learning on TPGES, OPGES, and the Certified Evaluation Plan in order to increase the number of effective teachers in the district.	Professional Learning	01/01/2017	12/31/2017	\$0	CCR Coordinator & Principals
Curriculum Maps	Teachers will write, revise, analyze, and follow their course's curriculum map so that they may assure that all required standards are being met. School and District Administrators will help monitor and support this process to ensure fidelity.	Direct Instruction, Policy and Process	01/01/2017	12/31/2017	\$0	School and District Leadership Teams
Job-Embedded Professional Learning	Planning time in the morning and during the day will be utilized more effectively, providing teachers the opportunities to receive training, plan intentionally with department or team members, meet with administrators/technology coach, and be involved in a variety of learning opportunities so that they may enhance classroom instruction and increase awareness of the PGES.	Professional Learning	01/01/2017	12/31/2017	\$0	School & District Leadership Team
Increased Awareness	More activities to increase awareness of the Dual Credit Program will take place. These include webpage information, awareness activities at parent events, ILP counseling activities, field trips, scheduling activities, PAWS/NaviGo meetings, Facebook page, and information printed in the local newspaper and alumni newsletter.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	CCR Coordinator, HS Counselor
Walk-Throughs	Walk-Throughs will be conducted weekly by the school leadership team, and at least bi-weekly with the Superintendent.	Policy and Process	01/01/2017	12/31/2017	\$0	School & District Leadership Team

## Comprehensive District Improvement Plan

Ludlow Independent

KDE Advising Toolkit	School and district leaders will collaborate to ensure that best practices outlined in KDE's Advising Toolkit are implemented, fostering more student and family engagement with school.	Academic Support Program	01/01/2017	12/31/2017	\$0	Director of Special Education, CCR Coordinator, Principals, Assistant Principal, Dean of Students, HS Counselor
Collaboration	The school and district leadership teams will collaborate with area businesses, colleges, organizations, and alumni to build partnerships that may help support college readiness and dual credit initiatives.	Community Engagement	01/01/2017	12/31/2017	\$0	Superintendent, Director of Special Education, CCR Coordinator
Instructional Rounds	Instructional Rounds will be held monthly by the school and district leadership team in both schools. Feedback concerning the identified "problem of practice" will be shared with the faculty so that strategies for improvement can be identified and implemented. Results from the rounds will be shared and discussed extensively with the District Advisory Team. By the end of the year, every teacher will participate with the leadership team on an Instructional Round during the past two years.	Policy and Process	01/01/2017	12/31/2017	\$0	School & District Leadership Team
Surveys	Various surveys will be utilized (Student Voice, KIP, TELL, ValEd, on the district webpage, through Constant Contact, through Coffee with the Community, Facebook, or feedback/surveys from parent events) in order to gather information and input from staff, students, families, and community members. Invitations for input will be advertised in a variety of ways.	Community Engagement	01/01/2017	12/31/2017	\$0	School & District Leadership Team
Individual Learning Plans	ILP activities will be implemented with students in grades 6-12 so that proper advising takes place. Students will research their careers and education/training planning so they can identify their career pathway.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	CCR Coordinator, HS Counselor, ES Dean of Students, NaviGo Coaches
<b>Total</b>					<b>\$0</b>	

### Safe Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Comprehensive District Improvement Plan

Ludlow Independent

Alternative Programming	District and School leaders will collaborate to review, monitor, and analyze the progress of the Alternative Program, making any adjustments deemed appropriate. The PLATO courses will be available online for students in the alternative program.	Academic Support Program	01/01/2017	12/31/2017	\$9000	Superintendent, Director of Special Education, CCR Coordinator, Principals, Assistant Principal, Dean of Students, HS Counselor
Technology Resources & Programs	Identified students will receive academic support and remediation in the areas of Reading and Math through the use of PLATO, ALEKS Math, Reading Assistant, and the John Baylor Prep Programs.	Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$12000	Principals, CCR Coordinator, Teachers
<b>Total</b>					<b>\$21000</b>	

### Senate Bill 97 Grant Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
John Baylor ACT Prep	The John Baylor ACT Prep Program will be used with all juniors and those seniors who haven't met their CCR benchmarks.	Direct Instruction, Technology, Academic Support Program	01/01/2017	12/31/2017	\$3500	School Leadership Team
Alternative Programming	District and School leaders will collaborate to review, monitor, and analyze the progress of the Alternative Program, making any adjustments deemed appropriate. The PLATO courses will be available online for students in the alternative program.	Academic Support Program	01/01/2017	12/31/2017	\$3000	Superintendent, Director of Special Education, CCR Coordinator, Principals, Assistant Principal, Dean of Students, HS Counselor
Technology Resources & Programs	Identified students will receive academic support and remediation in the areas of Reading and Math through the use of PLATO, ALEKS Math, Reading Assistant, and the John Baylor Prep Programs.	Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$1000	Principals, CCR Coordinator, Teachers



## Comprehensive District Improvement Plan

Ludlow Independent

MAP, Reading Assistant, ALEKS Math, John Baylor Prep	The district will provide the schools with NWEA's Measures of Academic Progress assessment program in order to measure student growth. Results will be used to adjust instruction and provide students with needed interventions and enrichments. The district will provide Scientific Learning's Reading Assistance Program for individualized reading fluency, vocabulary, and comprehension support. The district will provide the schools with ALEKS Math for individualized math intervention.	Technology, Academic Support Program	01/01/2017	12/31/2017	\$3500	School & District Leadership Team
<b>Total</b>					\$11000	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
NaviGo College & Career Prep Services	The students in grades 7-12 will work with a NaviGo Coach to plan and prepare for life after high school. Starting at the 9th grade year will put a more concentrated focus on their planning, with the intention of increasing attendance graduation rates.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$4000	CCR Coordinator, Principal, Assistant Principal, HS Counselor
Field Trips	A schedule of field trips to area businesses and colleges specific for grades 7-12 will be established and implemented.	Field Trip	01/01/2017	12/31/2017	\$500	CCR Coordinator, HS Counselor, NaviGo Coaches
Book Study with Professional Learning Community	The CCR Coordinator and principals will work with teacher leaders to lead a book study with their PLC/team in order to dive into deeper conversations about improving instruction to effectively overcome the barriers that many students face.	Professional Learning	01/01/2017	12/31/2017	\$1000	School & District Leadership Team
Communication	The district will continue to provide students, families, and community members a variety of ways to receive communications from the schools. These include mailings, newsletters, school/district webpage, good news postcards, phone call-outs/texts, individual phone calls, IC Messenger, Constant Contact messages, marquee notifications, Facebook, local newspapers, and the mobile app.	Community Engagement	01/01/2017	12/31/2017	\$7000	All Staff Members
Career Pathway Programs	The district will increase the opportunities for additional programs and services for students to connect with and explore careers in the trade areas, with possible collaboration through Home Builders Association and Area Technology Centers.	Career Preparation/Orientation, Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$8000	CCR Coordinator, Principal, HS Counselor, Superintendent

## Comprehensive District Improvement Plan

Ludlow Independent

District Advisory Team	The Superintendent will meet monthly with the District Advisory Team, made up of the school and district leadership team and identified teacher leaders, to discuss a variety of topics around our school culture, professional learning, PGES, assessment, and instructional practices. To build leadership capacity, these teachers then return to their own department/grade level team to lead the work.	Professional Learning	01/01/2017	12/31/2017	\$7000	Superintendent, CCR Coordinator
Resource Materials	Principals will work with their SBDM Team and their faculty to research and purchase materials deemed necessary to help support student achievement and provide for remediation and enrichment.	Academic Support Program	01/01/2017	12/31/2017	\$50000	Principals
Mobile Labs	Each school has received two full mobile labs this past year. The district will research and plan for more devices to be purchased so that teachers may better integrate technology into their classroom activities.	Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$16000	Superintendent, District Technology Coordinator, Instructional Technology Coach
Technology Plan	The District Technology Coordinator will work with the Instructional Technology Coach, and school/district administrators to design and implement a plan to provide the needed technological resources and training for faculty, staff, and students. The DTC will continue to research and plan for technology needs in the district.	Technology	01/01/2017	12/31/2017	\$20000	District Technology Coordinator
<b>Total</b>					<b>\$113500</b>	

### FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Opportunities for Families	An increased number of parent events will take place to provide learning opportunities so that families can provide increased support in the areas of academics and college/career readiness.	Community Engagement	01/01/2017	12/31/2017	\$500	School & District Leadership Team, FRYSC Director, 21st CCLC Staff
<b>Total</b>					<b>\$500</b>	

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Job-Embedded Professional Learning	Planning time in the morning and during the day will be utilized more effectively, providing teachers the opportunities to receive training, plan intentionally with department or team members, meet with administrators/technology coach, and be involved in a variety of learning opportunities so that they may enhance classroom instruction and increase awareness of the PGES.	Professional Learning	01/01/2017	12/31/2017	\$0	School & District Leadership Team
Book Study with Professional Learning Community	The CCR Coordinator and principals will work with teacher leaders to lead a book study with their PLC/team in order to dive into deeper conversations about improving instruction to effectively overcome the barriers that many students face.	Professional Learning	01/01/2017	12/31/2017	\$1000	School & District Leadership Team
Instructional Rounds	Instructional Rounds will be held monthly by the school and district leadership team in both schools. Feedback concerning the identified "problem of practice" will be shared with the faculty so that strategies for improvement can be identified and implemented. Results from the rounds will be shared and discussed extensively with the District Advisory Team. By the end of the year, every teacher will participate with the leadership team on an Instructional Round during the past two years.	Policy and Process	01/01/2017	12/31/2017	\$0	School & District Leadership Team
Walk-Throughs	Walk-Throughs will be conducted weekly by the school leadership team, and at least bi-weekly with the Superintendent.	Policy and Process	01/01/2017	12/31/2017	\$0	School & District Leadership Team
Learning Opportunities for Families	An increased number of parent events will take place to provide learning opportunities so that families can provide increased support in the areas of academics and college/career readiness.	Community Engagement	01/01/2017	12/31/2017	\$1000	School & District Leadership Team, FRYSC Director, 21st CCLC Staff

# Comprehensive District Improvement Plan

Ludlow Independent

Field Trips	A schedule of field trips to area businesses and colleges specific for grades 7-12 will be established and implemented.	Field Trip	01/01/2017	12/31/2017	\$500	CCR Coordinator, HS Counselor, NaviGo Coaches
Individual Learning Plans	ILP activities will be implemented with students in grades 6-12 so that proper advising takes place. Students will research their careers and education/training planning so they can identify their career pathway.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	CCR Coordinator, HS Counselor, ES Dean of Students, NaviGo Coaches
College Readiness Testing	Juniors and seniors will take the ACT multiple times in order to meet the college readiness benchmarks. Those students not meeting the benchmarks will be provided transitional courses and intervention opportunities, and will then take the KYOTE test as needed.	Career Preparation/Orientation	01/01/2017	05/31/2017	\$900	College & Career Readiness Coordinator
Technology Plan	The District Technology Coordinator will work with the Instructional Technology Coach, and school/district administrators to design and implement a plan to provide the needed technological resources and training for faculty, staff, and students. The DTC will continue to research and plan for technology needs in the district.	Technology	01/01/2017	12/31/2017	\$48000	District Technology Coordinator
Resource Materials	Principals will work with their SBDM Team and their faculty to research and purchase materials deemed necessary to help support student achievement and provide for remediation and enrichment.	Academic Support Program	01/01/2017	12/31/2017	\$50000	Principals
Webpage Content	All faculty and staff members will review their webpage monthly and will update the content as needed. Content should remain current and provide useful information and resources for students, families, and community members.	Technology	01/01/2017	12/31/2017	\$0	All Staff Members
Surveys	Various surveys will be utilized (Student Voice, KIP, TELL, ValEd, on the district webpage, through Constant Contact, through Coffee with the Community, Facebook, or feedback/surveys from parent events) in order to gather information and input from staff, students, families, and community members. Invitations for input will be advertised in a variety of ways.	Community Engagement	01/01/2017	12/31/2017	\$0	School & District Leadership Team
Communication	The district will continue to provide students, families, and community members a variety of ways to receive communications from the schools. These include mailings, newsletters, school/district webpage, good news postcards, phone call-outs/texts, individual phone calls, IC Messenger, Constant Contact messages, marquee notifications, Facebook, local newspapers, and the mobile app.	Community Engagement	01/01/2017	12/31/2017	\$7000	All Staff Members

## Comprehensive District Improvement Plan

Ludlow Independent

MAP, Reading Assistant, ALEKS Math, John Baylor Prep	The district will provide the schools with NWEA's Measures of Academic Progress assessment program in order to measure student growth. Results will be used to adjust instruction and provide students with needed interventions and enrichments. The district will provide Scientific Learning's Reading Assistance Program for individualized reading fluency, vocabulary, and comprehension support. The district will provide the schools with ALEKS Math for individualized math intervention.	Technology, Academic Support Program	01/01/2017	12/31/2017	\$26500	School & District Leadership Team
Professional Learning	Teachers will participate in professional learning activities on the District's Certified Evaluation Plan and the Professional Growth and Effectiveness System.	Professional Learning	01/01/2017	12/31/2017	\$0	CCR Coordinator, Principals
Peer Observation Training	Teachers will complete the Peer Observation training as required by the cycle schedule in the District's Certified Evaluation Plan and KDE.	Professional Learning	01/01/2017	12/31/2017	\$0	All teachers
KDE Advising Toolkit	School and district leaders will collaborate to ensure that best practices outlined in KDE's Advising Toolkit are implemented, fostering more student and family engagement with school.	Academic Support Program	01/01/2017	12/31/2017	\$0	Director of Special Education, CCR Coordinator, Principals, Assistant Principal, Dean of Students, HS Counselor
Alternative Programming	District and School leaders will collaborate to review, monitor, and analyze the progress of the Alternative Program, making any adjustments deemed appropriate. The PLATO courses will be available online for students in the alternative program.	Academic Support Program	01/01/2017	12/31/2017	\$12000	Superintendent, Director of Special Education, CCR Coordinator, Principals, Assistant Principal, Dean of Students, HS Counselor
Persistence to Graduation Tool	KDE's Persistence to Graduation Tool will be utilized to better intervene with students who are identified as at risk. Appropriate supports/interventions will be put into place to remove barriers to learning so that students can find success and graduate on time.	Academic Support Program	01/01/2017	12/31/2017	\$0	School Leadership Team, CCR Coordinator
Increased Awareness	More activities to increase awareness of the Dual Credit Program will take place. These include webpage information, awareness activities at parent events, ILP counseling activities, field trips, scheduling activities, PAWS/NaviGo meetings, Facebook page, and information printed in the local newspaper and alumni newsletter.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	CCR Coordinator, HS Counselor

# Comprehensive District Improvement Plan

Ludlow Independent

Collaboration	The school and district leadership teams will collaborate with area businesses, colleges, organizations, and alumni to build partnerships that may help support college readiness and dual credit initiatives.	Community Engagement	01/01/2017	12/31/2017	\$0	Superintendent, Director of Special Education, CCR Coordinator
Identification & Monitoring	Students who fall in the gap group will be identified using the report in Infinite Campus. Once identified, school leaders and teachers will monitor their progress closely, using data from report cards, MAP, ALEKS, Reading Assistant, ACT, and classroom formative and summative assessments.	Academic Support Program	01/01/2017	12/31/2017	\$0	Principals, Teachers, CCR Coordinator
Intervention Implementation	Teachers will implement research-based interventions to support the academic needs of the students in the gap group during scheduled RTI or PAICE time.	Academic Support Program	01/01/2017	12/31/2017	\$0	Principals, Assistant Principal, Dean of Students, HS Counselor, Teachers
Curriculum Implementation	Principals will monitor to see that teachers use best practices in their classroom, covering all curriculum standards appropriate for their content area/grade level.	Direct Instruction	01/01/2017	12/31/2017	\$0	Principals, Teachers
Collaboration Among Teachers	Through faculty meetings, team meetings, the peer observation process, and the Instructional Rounds process, the district will foster a stronger collaboration of all teachers working together to share best practice strategies and ideas.	Professional Learning	01/01/2017	12/31/2017	\$0	Principals, CCR Coordinator, All Teachers
Special Needs Monitoring	The Director of Special Education will collaborate regularly with the special needs teachers and students to provide extra support for those not meeting proficiency as identified in test scores or classroom grades, as well as analyze the progress monitoring of IEP goals. Special Needs Teachers will collaborate effectively with classroom teachers to ensure that accommodations and appropriate strategies are being implemented.	Academic Support Program	01/01/2017	12/31/2017	\$0	Director of Special Education, Special Needs Teachers
TELL & ValEd Survey Results	As we receive TELL and ValEd results, we will analyze them so that improvements can be implemented to enhance the quality of our district's programs, culture, facilities, and leadership.	Policy and Process	01/01/2017	12/31/2017	\$0	School and District Leadership Team
District Advisory Team	The Superintendent will meet monthly with the District Advisory Team, made up of the school and district leadership team and identified teacher leaders, to discuss a variety of topics around our school culture, professional learning, PGES, assessment, and instructional practices. To build leadership capacity, these teachers then return to their own department/grade level team to lead the work.	Professional Learning	01/01/2017	12/31/2017	\$7000	Superintendent, CCR Coordinator

# Comprehensive District Improvement Plan

Ludlow Independent

Advisory & NaviGo Programs	Grades 4 through 9 will implement their respective Advisory & NaviGo, emphasizing the importance of executive skills, personal accountability, goal setting, managing their own academic / study strategies, and their personal habits.	Career Preparation/Orientation, Academic Support Program	01/01/2017	12/31/2017	\$0	CCR Coordinator, Principals, Dean of Students, HS Counselor
NaviGo College & Career Prep Services	The students in grades 7-12 will work with a NaviGo Coach to plan and prepare for life after high school. Starting at the 9th grade year will put a more concentrated focus on their planning, with the intention of increasing attendance graduation rates.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$8000	CCR Coordinator, Principal, Assistant Principal, HS Counselor
SHINE & SOAR 21st CCLC Programs	The SHINE and SOAR 21st CCLC Before and After-School Programs are open to all students in grades K-9. However, gap students who could use additional interventions will be encouraged to enroll in the program. This program provides an hour before school of academic and behavioral support and two hours after school of homework help, remediation, enrichments, and mentoring. Gap students will be encouraged to participate in SHINE and SOAR's summer session as well.	Academic Support Program	01/01/2017	12/31/2017	\$300000	SHINE & SOAR 21st CCLC Program Directors
PGES Components	The CCR Coordinator and Principals will provide professional learning on TPGES, OPGES, and the Certified Evaluation Plan in order to increase the number of effective teachers in the district.	Professional Learning	01/01/2017	12/31/2017	\$0	CCR Coordinator & Principals
SHINE & SOAR 21st CCLC Activities	SHINE and SOAR 21st CCLC Programs will include activities that increase awareness and encourage college and career readiness skills.	Academic Support Program	01/01/2017	12/31/2017	\$500	CCR Coordinator, 21st CCLC Program Directors
7th Grade Transition	The Dean of Students and HS Counselor will work together with teachers and parents to provide a transition and advising program in the spring of 6th grade in addition to the fall 7th grade orientation activities.	Academic Support Program	04/01/2017	08/31/2017	\$0	ES Dean of Students, HS Counselor
HS Advising Activities	The CCR Coordinator and HS Counselor will work with NaviGo Coaches to design and implement advising programs for students as they transition to the 9th grade and to post-secondary, thus increasing their college and career readiness, planning, and awareness.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	HS Counselor, CCR Coordinator
Advisory Time & Student Success Skills	Weekly Advisory Time, using the core activities of the Student Success Skills Program, will be implemented with students in grades 4-8. This advising and goal-setting program addresses engagement, hopefulness for the future, and provides academic support.	Career Preparation/Orientation, Behavioral Support Program, Academic Support Program	01/01/2017	12/31/2017	\$0	District & School Leadership Team

# Comprehensive District Improvement Plan

Ludlow Independent

RTI & PAICE	Students who score Novice in Reading and Math will receive intervention in the areas of Reading and/or Math during each school's RTI or PAICE time.	Direct Instruction, Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$0	Principals, Director of Special Education, CCR Coordinator, Teachers
Technology Resources & Programs	Identified students will receive academic support and remediation in the areas of Reading and Math through the use of PLATO, ALEKS Math, Reading Assistant, and the John Baylor Prep Programs.	Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$22000	Principals, CCR Coordinator, Teachers
SHINE & SOAR 21st CCLC Programs	Students who score Novice in Reading or Math will be encouraged to enroll in the SHINE and SOAR 21st CCLC Programs. These 21st CCLC programs provide before-school, after-school, and summer enrichment, remediation, and academic and mentoring support.	Direct Instruction, Recruitment and Retention, Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$0	CCR Coordinator, SHINE & SOAR 21st CCLC Program Directors
MAP Review & Analysis	Following each MAP test session, results will be reviewed among teams/departments. Professional Learning will take place so that teachers can utilize fully the reports and Learning Continuum tools from NWEA. Use of these tools will strengthen goal-setting and instructional practices.	Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	CCR Coordinator, Director of Special Education, Principals, Assistant Principal, Dean of Students, Teachers
Curriculum Resources	Teachers will utilize provided curriculum resources in order to fully cover the required core content for their grade.	Academic Support Program	01/01/2017	12/31/2017	\$0	Principals, Teachers
Professional Learning Assurances	The College & Career Readiness Coordinator (Title II) will establish, implement, and monitor an effective Professional Learning Plan for all teachers, will help to implement measures to recruit and maintain highly qualified and effective teachers, and will assure that equitable access is provided to all students.	Professional Learning, Recruitment and Retention, Policy and Process	01/01/2017	12/31/2017	\$40031	CCR Coordinator (Title II Coordinator)
Curriculum Maps	All teachers will regularly update and revise their curriculum maps as needed to remain current. Curriculum Maps will be housed in a shared electronic location so that all teachers and administrators may access them regularly. Maps will be reviewed, examined, and/or updated during PLCs and Instructional Rounds.	Direct Instruction, Policy and Process	01/01/2017	12/31/2017	\$0	Teachers, School/District Leadership Teams



## Comprehensive District Improvement Plan

Ludlow Independent

Instructional Technology Coach	The district will provide an Instructional Technology Coach (ITC) to all staff. The coach will work closely with teachers to co-teach and provide professional learning on the integration of technology devices, programs, and strategies into the classroom. The ITC will research new devices, programs, and strategies to bring to the district.	Direct Instruction, Professional Learning, Technology, Academic Support Program	01/01/2017	12/31/2017	\$45000	Superintendent, Instructional Technology Coach
Curriculum Maps	Teachers will write, revise, analyze, and follow their course's curriculum map so that they may assure that all required standards are being met. School and District Administrators will help monitor and support this process to ensure fidelity.	Direct Instruction, Policy and Process	01/01/2017	12/31/2017	\$0	School and District Leadership Teams
Mobile Labs	Each school has received two full mobile labs this past year. The district will research and plan for more devices to be purchased so that teachers may better integrate technology into their classroom activities.	Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$16000	Superintendent, District Technology Coordinator, Instructional Technology Coach
John Baylor ACT Prep	The John Baylor ACT Prep Program will be used with all juniors and those seniors who haven't met their CCR benchmarks.	Direct Instruction, Technology, Academic Support Program	01/01/2017	12/31/2017	\$3500	School Leadership Team
Research a New Math Curriculum	The district will research a new math curriculum/program to more effectively meet the needs of our students and teachers.	Direct Instruction, Professional Learning, Academic Support Program	01/01/2017	07/31/2017	\$0	Superintendent, Principal, Math Department
Career Pathway Programs	The district will increase the opportunities for additional programs and services for students to connect with and explore careers in the trade areas, with possible collaboration through Home Builders Association and Area Technology Centers.	Career Preparation/Orientation, Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$8000	CCR Coordinator, Principal, HS Counselor, Superintendent
<b>Total</b>					<b>\$596931</b>	

### Ludlow High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Comprehensive District Improvement Plan**

Ludlow Independent

Intervention & Transitional Curriculum	Intervention and transitional curriculum materials provided by KDE, NKU, PLATO, John Baylor ACT Prep, Reading Assistant, ALEKS Math, and teacher-developed materials will be used with those students not meeting benchmarks in grades 7-12.	Direct Instruction	01/01/2017	12/31/2017	\$22000	School & District Leadership Team
NaviGo College & Career Prep	LHS will partner with NaviGo Prep Services to train 15 coaches to work with students in grades 10-12. During PAICE time, students will meet in career cluster groups with their coach to research and plan for life after high school. NaviGo curriculum, resources, and contacts will be used.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$7000	CCR Coordinator, HS Counselor
SOAR 21st CCLC Program	Ludlow's 21st CCLC, the SOAR Program, will offer students in grades 7, 8, 9 opportunities for enrichment, academic support, family engagement, and college/career readiness through before-school, after-school, and summer programming.	Career Preparation/Orientation, Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$150000	SOAR 21st CCLC Program Director, CCR Coordinator
<b>Total</b>					<b>\$179000</b>	

DRAFT

**Phase II - Assurances - District**

**Introduction**

KDE Assurances for Districts

DRAFT

**District Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		Retain & Recruit HQ Teachers

# Comprehensive District Improvement Plan

Ludlow Independent

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

# Comprehensive District Improvement Plan

Ludlow Independent

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

# Comprehensive District Improvement Plan

Ludlow Independent

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		



# Comprehensive District Improvement Plan

Ludlow Independent

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A		

# Comprehensive District Improvement Plan

Ludlow Independent

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

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## **Phase II - Compliance and Accountability - Districts**

DRAFT

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

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## Planning and Accountability Requirements

The district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. **Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.**

**Goal 1:**

Unbridled Learning & Equitable Access

**Measurable Objective 1:**

collaborate to achieve a minimum status of "Proficient District" by 12/31/2017 as measured by the Unbridled Learning Accountability system in the School Report Card..

**Strategy1:**

Technology & Resource Materials - The Superintendent will work with the school leaders to provide funds, resources, and the technology needed to support student learning. In past TELL results, improving our technology resources has been identified as a great need from our staff.

Category: Integrated Methods for Learning

Research Cited:

Activity - Resource Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will work with their SBDM Team and their faculty to research and purchase materials deemed necessary to help support student achievement and provide for remediation and enrichment.	Academic Support Program	01/01/2017	12/31/2017	\$50000 - District Funding	Principals

Activity - Mobile Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school has received two full mobile labs this past year. The district will research and plan for more devices to be purchased so that teachers may better integrate technology into their classroom activities.	Tutoring Academic Support Program	01/01/2017	12/31/2017	\$16000 - District Funding	Superintendent, District Technology Coordinator, Instructional Technology Coach

# Comprehensive District Improvement Plan

Ludlow Independent

Activity - Technology Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Technology Coordinator will work with the Instructional Technology Coach, and school/district administrators to design and implement a plan to provide the needed technological resources and training for faculty, staff, and students. The DTC will continue to research and plan for technology needs in the district.	Technology	01/01/2017	12/31/2017	\$20000 - District Funding \$28000 - State Funds	District Technology Coordinator

Activity - Instructional Technology Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide an Instructional Technology Coach (ITC) to all staff. The coach will work closely with teachers to co-teach and provide professional learning on the integration of technology devices, programs, and strategies into the classroom. The ITC will research new devices, programs, and strategies to bring to the district.	Technology Academic Support Program Direct Instruction Professional Learning	01/01/2017	12/31/2017	\$45000 - General Fund	Superintendent, Instructional Technology Coach

Activity - MAP, Reading Assistant, ALEKS Math, John Baylor Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide the schools with NWEA's Measures of Academic Progress assessment program in order to measure student growth. Results will be used to adjust instruction and provide students with needed interventions and enrichments. The district will provide Scientific Learning's Reading Assistance Program for individualized reading fluency, vocabulary, and comprehension support. The district will provide the schools with ALEKS Math for individualized math intervention.	Academic Support Program Technology	01/01/2017	12/31/2017	\$3500 - Senate Bill 97 Grant Funding \$23000 - Title I Part A	School & District Leadership Team

## Strategy2:

Professional Learning - Professional learning will be offered and will include strategies for teachers to enhance best practices in the classroom so that all students can obtain proficiency and have equitably access to a high-quality education. Job-embedded training will be utilized in addition to the required/flex PL opportunities. While there is a focus on enhancing the core instruction for all students, strategies for providing interventions for gap group students and reducing novice numbers will be included. Many opportunities for professional learning will take place to educate leaders and teachers on the components of the PGES and how to effectively analyze data to enhance instruction. An emphasis will be placed on reducing barriers to learning, including overcoming the affects of poverty on student learning.

Category: Professional Learning & Support

Research Cited:

Activity - Job-Embedded Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Planning time in the morning and during the day will be utilized more effectively, providing teachers the opportunities to receive training, plan intentionally with department or team members, meet with administrators/technology coach, and be involved in a variety of learning opportunities so that they may enhance classroom instruction and increase awareness of the PGES.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	School & District Leadership Team

# Comprehensive District Improvement Plan

Ludlow Independent

Activity - Book Study with Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CCR Coordinator and principals will work with teacher leaders to lead a book study with their PLC/team in order to dive into deeper conversations about improving instruction to effectively overcome the barriers that many students face.	Professional Learning	01/01/2017	12/31/2017	\$1000 - District Funding	School & District Leadership Team

Activity - PGES Components	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CCR Coordinator and Principals will provide professional learning on TPGES, OPGES, and the Certified Evaluation Plan in order to increase the number of effective teachers in the district.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	CCR Coordinator & Principals

### Strategy3:

Fidelity Checks - School and district leaders will put into action a number of fidelity check procedures in order to oversee that classroom instruction/assessment is appropriate, rigorous, equitable, and meets the curriculum standards.

Category: Management Systems

Research Cited:

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Rounds will be held monthly by the school and district leadership team in both schools. Feedback concerning the identified "problem of practice" will be shared with the faculty so that strategies for improvement can be identified and implemented. Results from the rounds will be shared and discussed extensively with the District Advisory Team. By the end of the year, every teacher will participate with the leadership team on an Instructional Round during the past two years.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	School & District Leadership Team

Activity - Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk-Throughs will be conducted weekly by the school leadership team, and at least bi-weekly with the Superintendent.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	School & District Leadership Team

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will regularly update and revise their curriculum maps as needed to remain current. Curriculum Maps will be housed in a shared electronic location so that all teachers and administrators may access them regularly. Maps will be reviewed, examined, and/or updated during PLCs and Instructional Rounds.	Policy and Process Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers, School/District Leadership Teams

# Comprehensive District Improvement Plan

Ludlow Independent

## Goal 2:

Professional Learning

### Measurable Objective 1:

collaborate to increase the number of effective teachers through professional learning by 12/31/2017 as measured by the PGES System.

### Strategy1:

Professional Learning Opportunities - Teachers will receive professional learning opportunities in order to strengthen their instructional practices and their effectiveness rating in PGES, as indicated in their Teacher Reflection & Professional Growth Plan. Opportunities will be made available to them during Common Planning Time, planning time, scheduled professional learning days, and throughout the school year and summer. Topics will focus around common identified needs, but the opportunity for flexible, individualized topics will be made available too.

Category: Professional Learning & Support

Research Cited:

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete the Peer Observation training as required by the cycle schedule in the District's Certified Evaluation Plan and KDE.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	All teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning activities on the District's Certified Evaluation Plan and the Professional Growth and Effectiveness System.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	CCR Coordinator, Principals

Activity - District Advisory Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Superintendent will meet monthly with the District Advisory Team, made up of the school and district leadership team and identified teacher leaders, to discuss a variety of topics around our school culture, professional learning, PGES, assessment, and instructional practices. To build leadership capacity, these teachers then return to their own department/grade level team to lead the work.	Professional Learning	01/01/2017	12/31/2017	\$7000 - District Funding	Superintendent, CCR Coordinator



# Comprehensive District Improvement Plan

Ludlow Independent

Activity - Professional Learning Assurances	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The College & Career Readiness Coordinator (Title II) will establish, implement, and monitor an effective Professional Learning Plan for all teachers, will help to implement measures to recruit and maintain highly qualified and effective teachers, and will assure that equitable access is provided to all students.	Recruitment and Retention Policy and Process Professional Learning	01/01/2017	12/31/2017	\$40031 - Title II Part A	CCR Coordinator (Title II Coordinator)

The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

## Goal 1:

Unbridled Learning & Equitable Access

## Measurable Objective 1:

collaborate to achieve a minimum status of "Proficient District" by 12/31/2017 as measured by the Unbridled Learning Accountability system in the School Report Card..

## Strategy1:

Fidelity Checks - School and district leaders will put into action a number of fidelity check procedures in order to oversee that classroom instruction/assessment is appropriate, rigorous, equitable, and meets the curriculum standards.

Category: Management Systems

Research Cited:

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will regularly update and revise their curriculum maps as needed to remain current. Curriculum Maps will be housed in a shared electronic location so that all teachers and administrators may access them regularly. Maps will be reviewed, examined, and/or updated during PLCs and Instructional Rounds.	Direct Instruction Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers, School/District Leadership Teams

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Rounds will be held monthly by the school and district leadership team in both schools. Feedback concerning the identified "problem of practice" will be shared with the faculty so that strategies for improvement can be identified and implemented. Results from the rounds will be shared and discussed extensively with the District Advisory Team. By the end of the year, every teacher will participate with the leadership team on an Instructional Round during the past two years.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	School & District Leadership Team

# Comprehensive District Improvement Plan

Ludlow Independent

Activity - Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk-Throughs will be conducted weekly by the school leadership team, and at least bi-weekly with the Superintendent.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	School & District Leadership Team

## Strategy2:

Professional Learning - Professional learning will be offered and will include strategies for teachers to enhance best practices in the classroom so that all students can obtain proficiency and have equitably access to a high-quality education. Job-embedded training will be utilized in addition to the required/flex PL opportunities. While there is a focus on enhancing the core instruction for all students, strategies for providing interventions for gap group students and reducing novice numbers will be included. Many opportunities for professional learning will take place to educate leaders and teachers on the components of the PGES and how to effectively analyze data to enhance instruction. An emphasis will be placed on reducing barriers to learning, including overcoming the affects of poverty on student learning.

Category: Professional Learning & Support

Research Cited:

Activity - PGES Components	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CCR Coordinator and Principals will provide professional learning on TPGES, OPGES, and the Certified Evaluation Plan in order to increase the number of effective teachers in the district.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	CCR Coordinator & Principals

Activity - Job-Embedded Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Planning time in the morning and during the day will be utilized more effectively, providing teachers the opportunities to receive training, plan intentionally with department or team members, meet with administrators/technology coach, and be involved in a variety of learning opportunities so that they may enhance classroom instruction and increase awareness of the PGES.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	School & District Leadership Team

Activity - Book Study with Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CCR Coordinator and principals will work with teacher leaders to lead a book study with their PLC/team in order to dive into deeper conversations about improving instruction to effectively overcome the barriers that many students face.	Professional Learning	01/01/2017	12/31/2017	\$1000 - District Funding	School & District Leadership Team

## Strategy3:

Technology & Resource Materials - The Superintendent will work with the school leaders to provide funds, resources, and the technology needed to support student learning. In past TELL results, improving our technology resources has been identified as a great need from our staff.

Category: Integrated Methods for Learning

# Comprehensive District Improvement Plan

Ludlow Independent

Research Cited:

Activity - Instructional Technology Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide an Instructional Technology Coach (ITC) to all staff. The coach will work closely with teachers to co-teach and provide professional learning on the integration of technology devices, programs, and strategies into the classroom. The ITC will research new devices, programs, and strategies to bring to the district.	Academic Support Program Technology Direct Instruction Professional Learning	01/01/2017	12/31/2017	\$45000 - General Fund	Superintendent, Instructional Technology Coach

Activity - MAP, Reading Assistant, ALEKS Math, John Baylor Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide the schools with NWEA's Measures of Academic Progress assessment program in order to measure student growth. Results will be used to adjust instruction and provide students with needed interventions and enrichments. The district will provide Scientific Learning's Reading Assistance Program for individualized reading fluency, vocabulary, and comprehension support. The district will provide the schools with ALEKS Math for individualized math intervention.	Academic Support Program Technology	01/01/2017	12/31/2017	\$23000 - Title I Part A \$3500 - Senate Bill 97 Grant Funding	School & District Leadership Team

Activity - Mobile Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school has received two full mobile labs this past year. The district will research and plan for more devices to be purchased so that teachers may better integrate technology into their classroom activities.	Academic Support Program Tutoring	01/01/2017	12/31/2017	\$16000 - District Funding	Superintendent, District Technology Coordinator, Instructional Technology Coach

Activity - Technology Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Technology Coordinator will work with the Instructional Technology Coach, and school/district administrators to design and implement a plan to provide the needed technological resources and training for faculty, staff, and students. The DTC will continue to research and plan for technology needs in the district.	Technology	01/01/2017	12/31/2017	\$28000 - State Funds \$20000 - District Funding	District Technology Coordinator

Activity - Resource Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will work with their SBDM Team and their faculty to research and purchase materials deemed necessary to help support student achievement and provide for remediation and enrichment.	Academic Support Program	01/01/2017	12/31/2017	\$50000 - District Funding	Principals

Goal 2:

# Comprehensive District Improvement Plan

Ludlow Independent

## Stakeholder Communication & Engagement

### Measurable Objective 1:

collaborate to provide all stakeholders an increase of effective means of communication and engagement opportunities by 12/31/2017 as measured by participation rates and feedback.

### Strategy1:

TELL & ValEd Survey Results - The district will continue to analyze the TELL and ValEd survey results and make improvements in the areas of noted concern.

Category: Stakeholder Engagement

Research Cited:

Activity - TELL & ValEd Survey Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As we receive TELL and ValEd results, we will analyze them so that improvements can be implemented to enhance the quality of our district's programs, culture, facilities, and leadership.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	School and District Leadership Team

### Strategy2:

Means of Communication - The district will continue to communicate with students, families, and community members through a variety of ways.

Category: Stakeholder Engagement

Research Cited:

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will continue to provide students, families, and community members a variety of ways to receive communications from the schools. These include mailings, newsletters, school/district webpage, good news postcards, phone call-outs/texts, individual phone calls, IC Messenger, Constant Contact messages, marquee notifications, Facebook, local newspapers, and the mobile app.	Community Engagement	01/01/2017	12/31/2017	\$7000 - District Funding	All Staff Members

### Strategy3:

School & District Webpages - School and district webpages are an important means of communicating with students, families, and community members. These must remain updated with useful and important information, highlights of activities, and resources for support and improvement.

Category: Stakeholder Engagement

Research Cited:

# Comprehensive District Improvement Plan

Ludlow Independent

Activity - Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various surveys will be utilized (Student Voice, KIP, TELL, ValEd, on the district webpage, through Constant Contact, through Coffee with the Community, Facebook, or feedback/surveys from parent events) in order to gather information and input from staff, students, families, and community members. Invitations for input will be advertised in a variety of ways.	Community Engagement	01/01/2017	12/31/2017	\$0 - No Funding Required	School & District Leadership Team

Activity - Webpage Content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All faculty and staff members will review their webpage monthly and will update the content as needed. Content should remain current and provide useful information and resources for students, families, and community members.	Technology	01/01/2017	12/31/2017	\$0 - No Funding Required	All Staff Members

### Goal 3:

Professional Learning

### Measurable Objective 1:

collaborate to increase the number of effective teachers through professional learning by 12/31/2017 as measured by the PGES System.

### Strategy1:

Professional Learning Opportunities - Teachers will receive professional learning opportunities in order to strengthen their instructional practices and their effectiveness rating in PGES, as indicated in their Teacher Reflection & Professional Growth Plan. Opportunities will be made available to them during Common Planning Time, planning time, scheduled professional learning days, and throughout the school year and summer. Topics will focus around common identified needs, but the opportunity for flexible, individualized topics will be made available too.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning activities on the District's Certified Evaluation Plan and the Professional Growth and Effectiveness System.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	CCR Coordinator, Principals

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete the Peer Observation training as required by the cycle schedule in the District's Certified Evaluation Plan and KDE.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	All teachers

# Comprehensive District Improvement Plan

Ludlow Independent

Activity - Professional Learning Assurances	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The College & Career Readiness Coordinator (Title II) will establish, implement, and monitor an effective Professional Learning Plan for all teachers, will help to implement measures to recruit and maintain highly qualified and effective teachers, and will assure that equitable access is provided to all students.	Recruitment and Retention Policy and Process Professional Learning	01/01/2017	12/31/2017	\$40031 - Title II Part A	CCR Coordinator (Title II Coordinator)

Activity - District Advisory Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Superintendent will meet monthly with the District Advisory Team, made up of the school and district leadership team and identified teacher leaders, to discuss a variety of topics around our school culture, professional learning, PGES, assessment, and instructional practices. To build leadership capacity, these teachers then return to their own department/grade level team to lead the work.	Professional Learning	01/01/2017	12/31/2017	\$7000 - District Funding	Superintendent, CCR Coordinator

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# Executive Summary

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## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

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## **Description of the School System**

**Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?**

Ludlow Independent Schools serves the Ludlow community in Kenton County. Ludlow is a small town that is nestled along the Ohio River across from Cincinnati, Ohio. Two buildings are on the campus: Mary A. Goetz Elementary serves students P-6, while Ludlow High School houses students in grades 7-12. Our campus is small, with both buildings connected physically.

The district has a current enrollment of 850 students. Ninety-three percent of our students are Caucasian, with the next largest racial population being Two or More Races at 4.6%. Seventy-two percent of our students are enrolled in the Federal Free and Reduced Lunch Program. Our males outnumber females 53% to 47%. We maintain a strong 95.4% attendance rate, with 1.7% retention and .5% dropout rates. Last year, 61% of graduating seniors sought post-secondary education/training.

Our small size makes our district a unique and special environment for our students and families. Our school is the rock of the community, serving as the main provider for student activities outside of the school day. Our community bursts with Panther Pride!

One challenge we face is engaging our parents and families in the educational process so that appropriate educational support can be given. We challenge ourselves to continue to create new ways of communicating with and engaging our parents and community with learning opportunities to grow in that area. We want to build a culture of college-planning from even students at a very young age. This is summarized in our District Mission:

The Ludlow Independent School District is committed to fostering a culture of rigor, excellence, and personal accountability by developing meaningful relationships with students, families, and community members to support and empower students to graduate with college and career readiness skills.

## System's Purpose

**Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.**

The Ludlow Independent School District is committed to fostering a culture of rigor, excellence, and personal accountability by developing meaningful relationships with students, families, and community members to support and empower students to graduate with college and career readiness skills.

We believe that we can impact student success by building strong positive relationships. We maintain high expectations for our students, and feel they work hard to achieve those levels. We reach out to each and every child to provide interventions and individualized programs. In past state audits, findings reported that our students are "fiercely loyal" to our teachers. They know our faculty is dedicated to them and will go above and beyond to help support them academically and emotionally.

At the early childhood end, we added a full-day kindergarten program this year, and are planning for a similar program for our pre-school in the future. At the opposite end of the grade spectrum, we've strengthened another program that embodies our mission and core belief: our dual credit program. Our stakeholders wanted more of our students to be involved in and reap the benefits of an early college experience. Although we've had a few students involved in these programs in the past, this year our board, faculty, community, and alumni supported a full implementation of an early college experience. This year, we have 30 juniors and seniors (28% of these grade levels) who attend the Gateway Regional Academy for half of their day. They take two college courses each semester in addition to their high school courses at LHS. At the end of the year, each student will earn 12 college credit hours, totaling 24 by the time they graduate. To reduce financial barriers and allow access to all students, the tuition and book expenses are paid for them. Students also receive a laptop to ensure they have access to their electronic textbooks and other digital resources. To be eligible for this program, students need to meet certain criteria, including test benchmarks, GPA, and regular daily attendance. Our goal with this program is for younger students to see this as an ultimate goal to work toward. It is our belief that the implementation of this program fulfills our mission.

## Notable Achievements and Areas of Improvement

**Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.**

The 2014 scores resulted in Ludlow Independent Schools being named a "Needs Improvement" District, ranking at the 57th percentile. Our spring 2014 assessment results placed our elementary and middle schools in the "Needs Improvement" category. The middle school was designated a Focus School. Our high school placed in the "Proficient" category.

In the spring of 2015, we saw a jump in our scores and ranking. The district was named a "Proficient & High-Progress" District, ranking at the 84th percentile. Our elementary and high schools were labeled as "Proficient". Our middle school (grades 7 and 8) were a "Needs Improvement" and "High Progress" school, but kept its Focus School label since they are required to show growth for two years.

This year, from the spring of 2016 accountability system, we were thrilled to be named a Proficient District, where all three schools were also designated as Proficient. Our middle school grades were able to lose the label of a Focus School.

Our CSIPs and CDIP includes detailed strategies to help us move forward in the Unbridled Learning Accountability System. We realize we have a great deal of work to do in order to progress our scores. Our goal remains seeing that all of our students become college and career ready as they graduate high school. We will continue to address the high needs in the area of math, the needs of our gap students, and to reduce the number of our students who fall in the Novice category.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Our staff is dedicated to moving forward. We have worked hard to analyze our results, create a plan for improvement, and implement the activities that need to take place for our students.

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