

Comprehensive District Improvement Plan (CDIP)

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

1: State Assessment Results in reading and mathematics

<p>Goal 1: By 2026, Todd County Schools will increase the proficiency index (combined reading and math scores) to ELEMENTARY, MIDDLE & HIGH- 64.0 (2023), 73.0.0 (2024) 82.0 (2025) and 91.0 (2026). In addition, by May 2026 Todd County Schools will decrease the percentage of students identified as <i>economically disadvantaged and having an active IEP</i> scoring novice by 10% in each content. <i>School and district 2026 goals and objectives were calculated by subtracting from 100 the 2022 proficiency index of identified groups, then dividing by 2, then divided by 4 to determine the incremental gains needed to meet the 2026 goal. This incremental gain is added to the baseline and each subsequent year over the next 4 years to create the annual delivery target. (NOTE: the goal is to increase the rate by 50% of the difference from 100% so you first divide by 2 to calculate the 50% growth rate.)</i></p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2023, Todd County Schools will increase the proficiency (combined reading and math scores) to 54.0 for elementary, 55.0 for middle school level and 65.0 at the high level as indicated by accountability indicator on overall cut scores.</p> <p>Objective 2: By May 2023, Todd County Schools will increase the proficiency READING for elementary from 60.4 to a 69.0, for middle school level from 62.8 to 65.0 at the high level 60.2 to 64.9 as indicated by accountability indicator on overall cut scores.</p> <p>Objective 3: By May 2023, Todd County Schools will increase the proficiency MATHEMATICS for elementary from 49.8 to a 54.0, for middle school level from 48.3 to 55.0 at the high level 52.4 to 55.00 as</p>	<p>KCWP1: Design and Employ Standards to support high fidelity in teaching to the standards.</p>	<p>With the implementation of state standards, schools will regularly schedule curriculum PLC meetings to design, review and align instruction between standards and learning targets, and assessment measures. These meetings will occur formally during Cycle 1 of our PLC process.</p>	<p>Students' engagement increases in the classroom setting. Teachers are more confident to deliver aligned teaching strategies to enhance students' learning and increase in students' mastery of KAS.</p>	<p>Lesson Plans, Pacing, Classroom Observations, sign-in sheets, and agendas where Todd County teachers will participate in PLC learning cycles and in professional learning days provided by GRREC.</p>	<p>General funds, KyCL Literacy Grant</p>
		<p>Partnering with GRREC to provide Todd County teachers with professional learning in order to provide support for teachers in deliver instruction with high fidelity in matching KSA standards and retention of content.</p>	<p>Same</p>	<p>Same</p>	<p>Same</p>
		<p>Partnering with WKU in a new teacher cadre to improve new teacher understanding of KAS standards and ensure effectiveness in supporting them in teaching through best practice in cognitive engagement.</p>	<p>Same</p>	<p>Same</p>	<p>Same</p>
	<p>KCWP2: Design and Deliver Instruction to ensure congruence is present between standards and learning targets.</p>	<p>Administration and PLC teams will review research-based curriculum in reading and math for congruence with KAS standards. District and school Administration will conduct walk-through to gauge effective</p>	<p>Student work meets academic rigor of KAS.</p>	<p>Lesson Plans, Pacing, Classroom Observations, District level formative assessments through CERTS and Renaissance. Writing proficiency percents taken on each</p>	<p>Title I, General</p>

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In addition, by May 2026 Todd County Schools will decrease the percentage of students identified as *economically disadvantaged and having an active IEP* scoring novice by 10% in each content. *School and district 2026 goals and objectives were calculated by subtracting from 100 the 2022 proficiency index of identified groups, then dividing by 2, then divided by 4 to determine the incremental gains needed to meet the 2026 goal. This incremental gain is added to the baseline and each subsequent year over the next 4 years to create the annual delivery target. (NOTE: the goal is to increase the rate by 50% of the difference from 100% so you first divide by 2 to calculate the 50% growth rate.)*

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indicated by accountability indicator on overall cut scores.		instructional practices. Classroom teachers will plan, design, and monitor instruction for 100% implementation of research-based curriculum for instruction.		teacher at high school level to determine growth.	
		Partnering with GRREC to provide Todd County teachers with professional learning in order to provide support for teachers to develop engaging, high impact lessons for students to master content.	Teachers are more confident in lesson delivery; student engagement increases on rigorous course work. Teachers will implement learned strategies and student engagement increases.	Lesson Plans, Pacing, Classroom Observations, District level formative assessments through CERTS and Renaissance. Writing proficiency percents taken on each teacher at high school level to determine growth.	KyCL grant, General
		Partnering with WKU in a new teacher cadre to improve new teacher with instructional strategies that are research based, in order to ensure cognitive engagement of the students in learning new standards, skills and concepts.	Retention and Retainment of new teachers. Student engagement and cognitive attainment of material increases.	Teacher turnover rate decreases. Student engagement percents increase through classroom observations.	KyCL grant, General
	KCWP 3: Design and Deliver Assessment Literacy to ensure that standardized assessment results are used appropriately to propel students' achievement.	PLC Teams will implement item analysis methods on interim/common writing assessments to evaluate instructional effectiveness and determine if/what instructional adjustments are needed.	Student proficiency in reading & writing will increase with each district assessment.	District monitoring three times yearly through Renaissance Learning and CERT testing, as well as unit assessment and classroom formative assessment. Every 6-8 weeks data is analyzed in PLC Cycles.	General, grant

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	KCWP 4: Review, Analyze, and Apply Data	Data analysis of Reading, Writing, and Mathematics through PLC Cycle 5 in order to determine pacing adjustment, rigor of instruction and assessments.	Data analysis of Reading, Writing, and Mathematics reveals student growth through proficiencies in content attainment on a quarterly basis. Teachers progress monitoring through	PLC Cycles	NA
		Students learn to analyze their individual learning and set goals in reading and mathematics.	Students goal setting, and conversations of personal growth are being held.	After each diagnostic (STAR/CERT) test/monitoring by district.	General
	KCWP5: Design, Align and Deliver Support to develop a protocol and monitoring/documentation process for tiered intervention.	Using KSA (2022) data, determine baseline data for how our different student demographic groups scored in comparison to each other. Develop a protocol for monitoring progress of subgroup data .	Calculate district/school baseline data; set SMART goals for reading and mathematics (district, school, grade level).	District monitoring three times yearly through Renaissance Learning and CERT testing, as well as unit assessment and classroom formative assessment. Every 6-8 weeks data is analyzed in PLC Cycles .	General
		Identify, and determine supports needed for students.	Assessments show gaps closing in reading and mathematics .	Read180 and other district diagnostics to determine needed supports and growth.	General, grant

2: State Assessment Results in science, social studies and writing

Goal 2: By 2023, Todd County Schools will increase the Separate Academic Index to 62.8 (elementary), 58.3 (middle) and 47.4 (high) as calculated through Science, Social Studies, and Combined Writing scores.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2023, Todd County Schools will increase the separate academic index science, 67.6 (elementary), 50.4 (middle) and 35.0 (high).</p> <p>Objective 2: By May 2023, Todd County Schools will increase the separate academic index social studies to 59.0 (elementary), 62.6 (middle) and 54.8 (high).</p> <p>Objective 3: By May 2023, Todd County Schools will increase the separate academic index combined writing to 61.7 (elementary), 61.8 (middle) and 67.4 (high).</p>	KCWP1: Design and Employ Standards to support high fidelity in teaching to the standards.	Schools will regularly-schedule curriculum meetings to review the alignment between standards and learning targets, pacing, assessments and assessment measures to align learning targets with standards in science, social studies, and writing.	Increased student performance in SS, SC and Writing.	Weekly PLC cycles	NA
	KCWP 3: Design and Deliver Assessment Literacy to ensure that standardized assessment results are used appropriately	Ensure that effective communication regarding assessment literacy and students' performance is shared with appropriate stakeholders to guide instructional planning, students' grouping, etc.	Teachers use assessment data to adjust instruction.	Agendas , School & District Literacy Meetings	NA
		All students write every day in all subjects, to include elective classes.	Students become more confident with writing in social studies, and science, leading to more students scoring proficient in these subjects.	PLC Cycles-Quarterly Constructed and Extended Writing responses at grade levels, entire school for writing proficiency .	NA
	KCWP5: Design, Align and Deliver Support, identify curricular needs using pre-assessment strategies, and use data results to "frontload" concepts where high levels of students are below proficient prerequisite skills are identified.	Cycle 5 PLC analyze student data on unit tests, and district benchmark tests.	Students' proficiency in literacy in core content subjects increases.	PLC Cycle	NA
		Professional learning regarding literacy, and vocabulary attainment with support through GRREC will be used for literacy professional learning for all teachers.	Increased students' vocabulary and Lexile growth scores	Lesson Plans, Pacing, Classroom Observations, District level formative assessments.	General, Grant

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2023, TCS will increase the proficiency indicator (combined reading and mathematics scores for students who are <i>economically disadvantaged</i> from 44.6 (Low) to 54.0 (Medium) (elementary), 45.9	KCWP5: Design, Align and Deliver Support by intervening with fidelity for students who are underperforming academically, socially, and behaviorally in all gap areas.	Using KSA (2022) data, determine baseline data for how our different student demographic groups scored in comparison to each other. Develop a protocol for monitoring progress of subgroup data .	Identification made to address gaps.	Yearly	NA
		Identify, and determine supports needed for students who are classified as <i>economically disadvantaged</i> .	Gaps closing between all students and those identified as <i>economically disadvantaged</i> .	6-8 weeks data is analyzed in PLC meetings.	NA
		Evaluate formative and summative assessment data of students who are <i>economically disadvantaged</i> ensure schedules are conducive to their needs.	Assessments show gaps closing in reading and mathematics .	During testing cycles (district) and school level unit assessments	General
Objective 2: By 2023, TCS will increase the proficiency indicator (combined reading and mathematics scores for <i>minority students (African American)</i> from 37.5 (Low) to 55.0 (Medium) (elementary), 37.8 (Low) to 53.0 (Medium) (middle), and NA (2022) to 53.0 (Medium) in 2023 if applicable.		Build relationships with students and each FRYSC team to ensure students have needed resources.	Students have by-in for attaining growth in reading and mathematics.	Administration meetings, FRYSC meeting with student, mentoring	NA
		Identify, and determine supports needed for students who are classified as <i>minority</i> .	Gaps closing between all students.	6-8 weeks data is analyzed in PLC Cycles .	NA
		Schedule adjustments needed for reading and math growth.	Increased Lexile and quantile scores of students .	Quarterly growth measured by Renaissance learning and / or CERTS testing.	General
		Counselors Persistence to Graduation report and correlate names to students who are identified as a gap student.	Student identified and supports are in place.	Infinite Campus- Students removed from the report.	General

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>MTSS programs and student data are evaluated for student placement.</p>	<p>Data supports closing the achievement gap in all subjects is on a positive progression.</p>	<p>Quarterly</p>	<p>NA</p>
		<p>Mentoring gap students over progress.</p>	<p>Assessments show gaps closing in reading and mathematics.</p>	<p>Progress monitoring is conducted on all tier 2 and 3 MTSS students. Students with disabilities are progress monitored on an ongoing basis.</p>	<p>NA</p>
		<p>MTSS intervention classrooms addressing math and reading gaps.</p>	<p>Students with disability meeting IEP goals.</p>	<p>Students in Tier 2 (Intervention classrooms) will progress monitored each nine weeks. Students scoring Students in Tier 2 (Intervention classrooms) will progress monitored each nine weeks. Students scoring</p>	<p>NA</p>
		<p>Support Co-Teaching Teams through training from Close the Gap Kentucky by (Todd County Cadre) (STES & TCMS) provide job-embedded ongoing professional learning to improve educator effectiveness through best practice/co-teaching strategies; and strategies to retain educators. The support will focus heavily on co-teaching models and strategies and incorporating additional technology into the classroom.</p>	<p>More effective co-teaching classrooms and students' academic growth in Reading Lexile levels and Mathematics quantile levels.</p>	<p>IEP monitoring checklist developed and monitored frequently.</p>	<p>General</p>
		<p>Master Schedule adjustments to allow for MTSS, Enrichment and Resource time to be held for all students at the same time.</p>	<p>Engaged students in classrooms.</p>	<p>Learning Walk-throughs, IEP PLC discussions on what is being done in Co-teaching classrooms</p>	<p>SPED, General</p>
		<p>Partner with WKU in a new teacher cadre to improve new teacher effectiveness through best practice in</p>	<p>Confident new teachers when addressing learning</p>	<p>IEP meetings, PLC SPED discussions.</p>	<p>SPED, General</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		cognitive engagement, literacy development, and MTSS structures .	gaps with student who have an IEP and confidence in monitoring growth of learning.		
		Partner with GRREC for professional learning with Co-Teaching teams in order to effectively deliver instruction in a co-teaching setting.	Collaboration classrooms will have two teachers actively engaged with students in the learning and not a one teach/one assist method.	Learning Walk-throughs, IEP PLC discussions on what is being done in Co-teaching classrooms	General, SPED
		Begin monthly PLC meetings with school SPED teachers .	Team building, more engagement of collaboration teachers in the classroom. Having a forum for a true PLC of SPED teachers to meet .	Agenda/Sign-in sheets	NA

4: English Learner Progress

Goal 4: By May 2023, the English Learner Progress (ELP) indicator ratings will increase at the elementary level from 36.4 (Low) to 48.0 (Medium).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023 deliver more support to migrant and EL students in order to ensure migratory children have access to appropriate educational services (including supportive services) that address their unique needs but are designed to offer them a chance to meet the same challenges and opportunities of education as their peers.	KCWP5: Design, Align and Deliver Support to develop a protocol on district migrant and ELP protocols.	Recruit EL certified teachers to work with area migrant families as well as service students in Todd County Schools.	EL teacher highly qualified	Personnel department will recruit through local universities highly qualified teachers during semester graduate lists.	Title III, Migrant
		Early identification of students and families who need EL services	Students are identified early.	Quarterly	
		Screen all preschool students whose parents have identified them as Spanish being the first language of the home.	All EL identified preschoolers identified.	Quarterly	
		Complete a needs assessment on all P3-12 EL students.	All learners' needs identified.	Yearly	
		Develop relationships with El families in the community.	Barriers removed.	Documentation in IC of home visits, etc.	
Objective 2: By May 2023 ELS programs will design activities and instructional strategies to help migratory children overcome educational disruptions and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment.					

5: Quality of School Climate and Safety

Goal 5: By May 2023, the Quality of School Climate and Safety indicator will increase at the elementary level from 77.3 (Low) to 76.5 (Medium), middle level from 66.0 (Medium) to 68.0 (High), and high level from 57.7 (Very Low) to 64.0 (Medium).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, TC will create protocols and systems to monitor and evaluate culture and safety measures within the district.	KCWP6: Establish Learning Culture to Design, Align and Deliver Support to develop a protocol on district safety measures & culture building with students and community.	Hire an SROs for both elementary schools, middle school, and high school.	SRO employed	Personnel Hired	General, Title IV
		Train staff on communication with students and parents on the culture and safety measures the district has implemented in 2022-2023 school year.	Survey results	Community meetings, and social media posts	
		Communicate with Administrators and the community to develop school activities that promote academic and athletic events.	In Touch (district communication programs with families) documentation. Monthly Administration Meetings	Parent contacts documented in IC	
		DPP/Safety Administrator for the district, School SROs and school Administration will conduct safety walks , to ensure all school areas are safe for students and staff.	Safe practices identified and in place	Walk throughs, teacher training, communication with local law enforcement.	
		Create student learning sessions to address diversity among students to help develop respectful classrooms, peers, and promote share leadership opportunities to elevate a positive and supportive culture for learning.	Learning Sessions have a positive impact on culture	Student Surveys	NA

6: Postsecondary Readiness

Goal 6: By May 2023, TC Postsecondary Readiness Indicator will increase from 61.7 (Low Rating) to 76.5 (Medium) rating.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023 the Postsecondary Readiness Academic and Career Readiness Rates at Todd County Central High School will increase to 76.5%, as measured by the Academic and Career Readiness Rates.	KCWP5: Design, Align and Deliver Support to develop processes and systems that ensure students are ready for post-secondary readiness.	All TCCHS students are placed on an appropriate pathway by grade 10 to ensure they obtain certifications and or dual credits in college bound courses.	Schedules, Certification Completion, and successful passing grades in dual-credit classes	Formative grades each nine weeks, semester grades, certifications of completion	Title IV and General Funding
		District Career Coach and Guidance Counselors will establish strong advising programs to support students in cooperative learning and work-based internships through TC partnerships with Logan County CTC (Career & Technical Center), HCC (Hopkinsville Community College) and SKYCTC (Southcentral Kentucky Community & Technical College)			
		Use Career Coach, CTE teachers to mentor, monitor and help students pass their end of program assessments.			
		Implementation of a meaningful ILP for students in grades 6-12 that relates to career interests and pathway identification.			
Objective 2: By May 2023 the Postsecondary Readiness Count in Todd County Schools will increase the number of students earning bonus from 84 to 100.		Work with Southwestern KY Economic Development Council to provide job fairs and access to industry in both Christian and Todd Counties.	Schedules, Certification Completion, and successful passing grades in dual-credit classes	Formative grades each nine weeks, semester grades, certifications of completion	Title IV and General Funding
		Implementation of a meaningful ILP for students in grades 6-12 that relates to career interests and pathway identification.			

7: Graduation Rate

Goal 7: TCCHS graduation rate will increase from 96.1% (2022) to 97.0 % in (2023).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, the Graduation Indicator increases from 96.1 to 97.0 the 2023 will graduate.	KCWP6: Establishing Learning Culture and Environment to ensure that all available resources are deployed to assist students in need	Use Infinite Campus Report Persistence to Graduation , Report Cards, Student Credit Audit , to identify students who are on track, need assistance to complete their requirements in order to graduate in their respective cohort.	Graduation rate increases, recovery of unearned credits , Passing grades in all subjects.	Guidance Counselor and Career Coach at TCCHS monitor students.	ESS/General
		Assign targeted at-risk students to Semester 1 Intercession to complete 24-30 hours of coursework to recover a Semester 1 failing grade.	Percentage of students who recover their Term 1 grade with a 60%.	Credit recovery has been a focus on keeping students on track with their cohort to graduate on time. TCCHS has an after-school learning session for any students with a zero or failing a class. Summer School (2023) for students who need credit recovery,	
		Career Coach & School Counselor will be assigned to a cohort and student conferencing will occur on a regular basis and discussions will support a culture for learning.	Coaching sessions are occurring with all at-risk, documented in IC Communication tab.	Documentation of student sessions with Career Coach and Guidance.	

8: Other (Optional)

Goal 8 (State your other goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support
<p data-bbox="94 365 2593 446">Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.</p> <p data-bbox="94 446 2593 852">Response:</p>