



2022-23 Phase Three: Comprehensive District Improvement
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2022-23 Phase Three: Comprehensive District Improvement Plan

Todd County
Mark Thomas
205 Airport Rd
Elkton, Kentucky, 42220
United States of America

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2022-23 Phase Three: Comprehensive District Improvement Plan

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between 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).

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).
- b. Upload your completed Comprehensive District Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

By examining data from 2022 KSA, and by joining the Close the Gap Kentucky, Deeper Learning, and Engaged to Learn Kentucky initiatives, TC revamped goals and objectives to enhance student learning, teacher support, and structures to promote student proficiency in reading and mathematics.

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).

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.

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.

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 indicated by accountability indicator on overall cut scores.

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 1: By May 2023, Todd County Schools will increase the separate academic index science, 67.6 (elementary), 50.4 (middle) and 35.0 (high).

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).

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).

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 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.

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.

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 1: By May 2023, TC will create protocols and systems to monitor and evaluate culture and safety measures within the district.

Goal 6: By May 2023, TC Postsecondary Readiness Indicator will increase from 61.7 (Low Rating) to 76.5 (Medium) rating.

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.

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.

Goal 7: TCCHS graduation rate will increase from 96.1 (2022) to 97.0 in (2023).

Objective 1: By May 2023, the Graduation Indicator increases from 96.1 to 97.0 the 2023 will graduate.

ATTACHMENTS

Attachment Name



2022-2023 TC Comprehensive District Improvement Plan II

Operational Definitions

Goal: Long-term three- to five-year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by the Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.


Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

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
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate
- Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2022-2023 TC Comprehensive District Improvement Plan II	2022-2023 TC Comprehensive District Improvement Plan II	.