

Comprehensive District Improvement Plan (CDIP)

Rationale

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

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

Requirements for Building an Improvement Plan

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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Districts

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

- Literacy across the district. Number of students scoring in the Novice and Apprentice Ranges.
- Mathematics skills across all grade levels.
- Science Education.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

- Weekly PLC process – Cycle 3, *teacher strategies* will be a focus to increase student cognitive engagement.
- Partnering with GRREC for teachers' professional development in vocabulary, and literacy instruction for the 2023-2024 school year.
- Partnering with Meade County in Close the Gap Kentucky in order to improve literacy districtwide from P-12 and teacher efficacy.
- Formal district writing assessments three times yearly at all levels in all subjects.

Indicator

List the overall scores of status and change for each indicator and select which indicator(s) will be of priority focus through the strategies and activities outlined in this template.

| Indicator | Status | Change |
|---|----------------------|-------------------------|
| State Assessment Results in reading and mathematics | E-54.7 M-52.6 H-50.9 | E- -0.4 M- -3.0 H- -5.4 |
| State Assessment Results in science, social studies and writing | E-55.9 M-54.4 H-42.9 | E- -1.9 M- +1.1 H- -4.5 |
| English Learner Progress | E-43.9 M-NA H-NA | E- +7.5 M- NA H- NA |
| Quality of School Climate and Safety | E-76.9 M-65.0 H-56.5 | E- -0.4 M- -1.0 H- -1.2 |
| Postsecondary Readiness (high schools and districts only) | D-67.5 H-71.3 | D- +5.8 H- +6.5 |
| Graduation Rate (high schools and districts only) | D-93.8 H-95.0 | D- -2.3 H- -2.5 |

1: State Assessment Results in Reading and Mathematics

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| <p>Goal 1: By 2027, Todd County Schools will increase the proficiency index (combined reading and math scores) to ELEMENTARY, MIDDLE & HIGH- 56.0 (2024), 65.0.0 (2025) 70.0 (2026) and 75.0 (2027). In addition, by May 2027 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 adding a reasonable growth factor of 5 points to each year between 2024-2027.</i></p> | | | | | |
| <p>Objective 1: By May 2024, Todd County Schools will increase the proficiency (combined reading and math scores) to 56.0 for elementary, 55.0 for middle school level and 55.0 at the high level as indicated by accountability indicator on overall cut scores.</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>Objective 2: By May 2024, Todd County Schools will increase the proficiency READING index for elementary to a 60.9 for middle school level to 64.0 at the high level to 61.7. <i>Goals set by adding 5 points to current index (2023).</i></p> | | <p>Partnering with GRREC to provide Todd County teachers with professional learning in order to provide support for teachers in delivering instruction with high fidelity in matching KSA standards and retention of content.</p> | <p>Same</p> | <p>Same</p> | <p>Same</p> |
| <p>Objective 3: By May 2024, Todd County Schools will increase the proficiency MATHEMATICS index for elementary to 58.4 for middle school level to 51.1 at the high level to 50.1. <i>Goals set by adding 5 points to current index (2023).</i></p> | | <p>Using Coaches and peer teachers 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-throughs to gauge effective instructional practices. Classroom teachers will plan, design, and</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 teacher at high school level to determine growth.</p> | <p>Title I, General</p> |

Goal 1: By 2027, Todd County Schools will increase the proficiency index (combined reading and math scores) to ELEMENTARY, MIDDLE & HIGH- 56.0 (2024), 65.0.0 (2025) 70.0 (2026) and 75.0 (2027).

In addition, by May 2027 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 adding a reasonable growth factor of 5 points to each year between 2024-2027.*

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|--|--|--|--|---------------------|
| | | monitor instruction for 100% implementation of research-based curriculum for instruction. | | | |
| | | 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 |
| | | Using Coaches and peer teachers 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 |
| | KCWP 4: Review, Analyze, and Apply Data | Data analysis of Reading, Writing, and Mathematics through PLC Cycle 5 in order to determine pacing | Data analysis of Reading, Writing, and Mathematics reveals student growth | PLC Cycles | NA |

Goal 1: By 2027, Todd County Schools will increase the proficiency index (combined reading and math scores) to ELEMENTARY, MIDDLE & HIGH- 56.0 (2024), 65.0.0 (2025) 70.0 (2026) and 75.0 (2027).

In addition, by May 2027 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 adding a reasonable growth factor of 5 points to each year between 2024-2027.*

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|----------|---|--|--|----------------|
| | | adjustment, rigor of instruction and assessments. | through proficiencies in content attainment on a quarterly basis. Teachers progress monitoring through | | |
| | | 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/IXL) test/monitoring by district. | General |
| | | 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 IXL testing, as well as unit assessment and classroom formative assessment. Every 6-8 weeks data is analyzed in PLC Cycles . | General |
| | | Identify, and determine support 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 2024, Todd County Schools will increase the Separate Academic Index to 60.9 (elementary), 59.4 (middle) and 47.9 (high) as calculated through Science, Social Studies, and Combined Writing scores. 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 the Separate Academic Index. <i>School and district 2027 goals and objectives were calculated adding a reasonable growth factor of 5 points to each year between 2024-2027.</i> | | | | | |
|--|--|--|---|--|-----------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Objective 1: By May 2024, Todd County Schools will increase the separate academic index science, 65.6 (elementary), 53.8 (middle) and 29.6 (high).</p> <p>Objective 2: By May 2024, Todd County Schools will increase the separate academic index social studies to 59.0 (elementary), 56.5 (middle) and 47.3 (high).</p> <p>Objective 3: By May 2024, Todd County Schools will increase the separate academic index combined writing to 63.0 (elementary), 67.8 (middle) and 66.7 (high).</p> | <p>KCWP1: Design and Employ Standards to support high fidelity in teaching to the standards.</p> | <p>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.</p> | <p>Increased student performance in SS, SC and Writing.</p> | <p>Weekly PLC cycles</p> | <p>NA</p> |
| | <p>KCWP 3: Design and Deliver Assessment Literacy to ensure that standardized assessment results are used appropriately</p> | <p>Ensure that effective communication regarding assessment literacy and students' performance is shared with appropriate stakeholders to guide instructional planning, students' grouping, etc.</p> | <p>Teachers use assessment data to adjust instruction.</p> | <p>Agendas, School & District Literacy Meetings</p> | <p>NA</p> |
| | | <p>All students write every day in all subjects, including elective classes.</p> | <p>Students become more confident with writing in social studies and science, leading to more students scoring proficient in these subjects.</p> | <p>PLC Cycles-Quarterly Constructed and Extended Writing responses at grade levels, entire school for writing proficiency.</p> | <p>NA</p> |
| | <p>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.</p> | <p>Cycle 5 PLC analyze student data on unit tests, and district benchmark tests.</p> | <p>Students' proficiency in literacy in core content subjects increases.</p> | <p>PLC Cycle</p> | <p>NA</p> |
| | | <p>Professional learning regarding literacy, and vocabulary attainment with support through GRREC will be used for literacy professional learning for all teachers.</p> | <p>Increased students' vocabulary and Lexile growth scores</p> | <p>Lesson Plans, Pacing, Classroom Observations, District level formative assessments.</p> | <p>General, Grant</p> |

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 |
|---|---|---|---|---|----------------|
| <p>Objective 1: By 2024, TCS will increase the proficiency indicator (combined reading and mathematics scores for students who are economically disadvantaged to 48.3 (elementary), 47.9(middle), 46.0 (high). <i>Goals were calculated adding a reasonable growth factor of 5 points.</i></p> | <p>KCWP5: Design, Align and Deliver Support by intervening with fidelity for students who are underperforming academically, socially, and behaviorally in all gap areas.</p> | <p>Using KSA (2023) 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.</p> | <p>Identification made to address gaps.</p> | <p>Yearly</p> | <p>NA</p> |
| | | <p>Identify, and determine support needed for students who are classified as economically disadvantaged.</p> | <p>Gaps closing between all students and those identified as economically disadvantaged.</p> | <p>6-8 weeks data is analyzed in PLC meetings.</p> | <p>NA</p> |
| | | <p>Evaluate formative and summative assessment data of students who are economically disadvantaged to ensure schedules are conducive to their needs.</p> | <p>Assessments show gaps closing in reading and mathematics.</p> | <p>During testing cycles (district) and school level unit assessments</p> | <p>General</p> |
| <p>Objective 2: By 2024, TCS will increase the elementary and middle proficiency indicator (combined reading and mathematics scores for minority students (African American) to 33.8 (elementary), 49.2 (middle). <i>Goals were calculated adding a reasonable growth factor of 5 points.</i></p> | | <p>Build relationships with students and each FRYSC team to ensure students have needed resources.</p> | <p>Students have by-in for attaining growth in reading and mathematics.</p> | <p>Administration meetings, FRYSC meeting with student, mentoring</p> | <p>NA</p> |
| | | <p>Identify, and determine support needed for students who are classified as minority.</p> | <p>Gaps closing between all students.</p> | <p>6-8 weeks data is analyzed in PLC Cycles.</p> | <p>NA</p> |
| | | <p>Schedule adjustments needed for reading and math growth.</p> | <p>Increased Lexile and quantile scores of students.</p> | <p>Quarterly growth measured by Renaissance learning and / or CERTS testing.</p> | <p>General</p> |
| | | <p>Counselors Persistence to Graduation report and correlate names to students who are identified as a gap student.</p> | <p>Students identified and supports are in place.</p> | <p>Infinite Campus- Students removed from the report.</p> | <p>General</p> |

| 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 disabilities meet IEP goals.</p> | <p>Students in Tier 2 (Intervention classrooms) will progress monitored every nine weeks. Students scoring Students in Tier 2 (Intervention classrooms) will progress monitored every 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>Coaches and peer teachers used to improve new teacher effectiveness through best practice in cognitive</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 |
|-----------|----------|--|---|--|---------------|
| | | engagement, literacy development, and MTSS structures . | gaps with students 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 2024, the English Learner Progress (ELP) indicator status ratings will increase at the elementary level to 48.9. | | | | | |
|--|---|--|--|--|--------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Objective 1: By May 2024 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.</p> | <p>KCWP5: Design, Align and Deliver Support to develop a protocol on district migrant and ELP protocols.</p> | <p>Recruit EL certified teachers to work with area migrant families as well as service students in Todd County Schools.</p> | EL teacher highly qualified | Personnel department will recruit through local universities highly qualified teachers during semester graduate lists. | Title III, Migrant |
| | | <p>Early identification of students and families who need EL services</p> | Students are identified early. | Quarterly | |
| | | <p>Screen all preschool students whose parents have identified them as Spanish being the first language of the home.</p> | All EL identified preschoolers identified. | Quarterly | |
| | | <p>Complete a needs assessment on all P3-12 EL students.</p> | All learners' needs identified. | Yearly | |
| | | <p>Develop relationships with El families in the community.</p> | Barriers removed. | Documentation in IC of home visits, etc. | |
| <p>Objective 2: By May 2024 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.</p> | | | | | |

5: Quality of School Climate and Safety

Goal 5: By May 2024, the Quality of School Climate and Safety indicator will increase at the elementary level to 81.5, middle level to 69.0, and high level to 60.3. *Goals were calculated adding a reasonable growth factor of 5 points.*

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|--|---|--|--|--------------------------|
| <p>Objective 1: By May 2024, TC will create protocols and systems to monitor and evaluate culture and safety measures within the district.</p> | <p>KCWP6: Establish Learning Culture to Design, Align and Deliver Support to develop a protocol on district safety measures & culture building with students and community.</p> | <p>Hire an SROs for both elementary schools, middle school, and high school.</p> | <p>SRO employed</p> | <p>Personnel Hired</p> | <p>General, Title IV</p> |
| | | <p>Train staff on communication with students and parents on the culture and safety measures the district has implemented in 2023-2024 school year.</p> | <p>Survey results</p> | <p>Community meetings, and social media posts</p> | |
| | | <p>Communicate with Administrators and the community to develop school activities that promote academic and athletic events.</p> | <p>In Touch (district communication programs with families) documentation. Monthly Administration Meetings</p> | <p>Parent contacts documented in IC</p> | |
| | | <p>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.</p> | <p>Safe practices identified and in place</p> | <p>Walk throughs, teacher training, communication with local law enforcement.</p> | |
| | | <p>Create student learning sessions to address diversity among students to help develop respectful classrooms, peers, and promote shared leadership opportunities to elevate a positive and supportive culture for learning.</p> | <p>Learning Sessions have a positive impact on culture</p> | <p>Student Surveys</p> | <p>NA</p> |

6: Postsecondary Readiness

| Goal 6: By May 2024, TC Postsecondary Readiness Indicator will increase to 78.3 rating. <i>Goals were calculated adding a reasonable growth factor of 5 points.</i> | | | | | |
|--|--|---|---|---|-------------------------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Objective 1: By May 2024 the Postsecondary Readiness Academic and Career Readiness Rates at Todd County Central High School will increase to 82.8, as measured by the Academic and Career Readiness Rates. <i>Goals were calculated adding a reasonable growth factor of 5 points.</i></p> | <p>KCWP5: Design, Align and Deliver Support to develop processes and systems that ensure students are ready for post-secondary readiness.</p> | <p>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.</p> | <p>Schedules, Certification Completion, and successful passing grades in dual-credit classes</p> | <p>Formative grades each nine weeks, semester grades, certifications of completion</p> | <p>Title IV and General Funding</p> |
| | | <p>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)</p> | | | |
| | | <p>Use Career Coach, CTE teachers to mentor, monitor and help students pass their end of program assessments.</p> | | | |
| | | <p>Implementation of a meaningful ILP for students in grades 6-12 that relates to career interests and pathway identification.</p> | | | |
| <p>Objective 2: By May 2024 the Postsecondary Readiness Count <i>with bonus</i> for Todd County Central High School will increase to 93.</p> | | <p>Work with Southwestern KY Economic Development Council to provide job fairs and access to industry in both Christian and Todd Counties.</p> | <p>Schedules, Certification Completion, and successful passing grades in dual-credit classes</p> | <p>Formative grades each nine weeks, semester grades, certifications of completion</p> | <p>Title IV and General Funding</p> |
| | | <p>Implementation of a meaningful ILP for students in grades 6-12 that relates to career interests and pathway identification.</p> | | | |

7: Graduation Rate

| Goal 7: TCCHS graduation indicator rate will increase to 97.5 in (2024). | | | | | |
|---|--|---|--|--|----------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: By May 2024, the Graduation Indicator increases to 97.5 the 2024 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 in a class. Summer School (2024) 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 | | | | | |
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| Objective 2 | | | | | |
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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

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.

Response: