2026-2027 Phase Two: The Needs Assessment for Districts

The needs assessment will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the needs assessment will lead to priorities to be addressed in the CDIP to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the aspects of teaching and learning that affect performance must guide the work. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all districts to clearly and honestly identify their most critical areas for improvement that they will address later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district to complete the needs assessment between October 1st and November 1st of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Review of Previous Plan

1. Analyze and summarize the implementation of the goals, objectives, strategies and activities from the previous year's CDIP. Include specific examples of what was implemented, what was successful and what adjustments are needed. How will these findings directly inform the development of goals, strategies or activities in this year's CDIP?

Based on the review of TCS 2025-26 comprehensive improvement plan for district (1), Todd County Schools implemented multiple district-wide strategies focused on increasing academic achievement, closing achievement gaps, improving instructional practices, strengthening MTSS systems, and enhancing postsecondary readiness opportunities.

Achievement Gap Goal
Strategies and Activities Implemented

The district focused on KCWP 5: Design, Align and Deliver Support through:
Analysis of subgroup performance data to establish baseline performance and identify achievement gaps.
Expansion of MTSS intervention services and intervention classrooms for reading and mathematics.
Progress monitoring of Tier 2 and Tier 3 students.
Collaboration with Family Resource and Youth Services Centers (FRYSCs) to provide supports for economically disadvantaged students.
Implementation of mentoring supports for identified gap students.
Schedule adjustments to increase intervention opportunities.
Professional learning for co-teaching teams through Close the Gap Kentucky and GRREC.
Monthly PLC meetings for special education teachers.
Increased coaching support for new teachers and co-teaching teams.
Successes

Several implementation strengths emerged:
Consistent use of MTSS processes and intervention classrooms provided a systematic approach for supporting struggling learners.
Regular PLC meetings created opportunities for educators to analyze data and make instructional adjustments.
Increased collaboration between special education teachers, general education teachers, and support staff strengthened instructional supports for students with disabilities and other identified subgroups.
Partnerships with FRYSCs helped address non-academic barriers impacting student achievement.
Professional learning focused on co-teaching and educator effectiveness increased staff capacity to support diverse learners.
Adjustments Needed

While strong systems were implemented, several areas require refinement:
Strengthen monitoring protocols for subgroup-specific outcomes to ensure intervention effectiveness can be measured more precisely.
Increase the use of individualized intervention plans for students demonstrating limited growth despite interventions.
Continue refining master schedules to maximize intervention, enrichment, and resource periods.
Expand mentoring and attendance supports for economically disadvantaged and minority students.
Enhance data analysis processes to identify successful interventions and reallocate resources where growth remains stagnant.
Implications for the Current CDIP

These findings support continuing the focus on MTSS, intervention services, co-teaching, and targeted subgroup supports. This year's CDIP should include:
More specific subgroup growth targets.
Improved monitoring tools for intervention effectiveness.
Expanded mentoring, attendance, and student support systems.
Continued investment in co-teaching and inclusion practices.

Reading and Mathematics Goal
Strategies and Activities Implemented

The district implemented multiple KCWPs to improve reading and mathematics performance:
Regular PLC cycles for curriculum alignment and instructional planning.
Professional learning through GRREC focused on Kentucky Academic Standards.
Classroom walkthroughs to monitor instructional practices.
Implementation of research-based curriculum resources.
Coaching and mentoring for new teachers.
Item analysis of common assessments and benchmark data.
Student goal setting using assessment results.
District-wide use of MAP, IXL, and classroom assessments to monitor progress.
Successes

Successful implementation included:
Establishment of a district-wide PLC structure to guide instructional decision-making.
Increased teacher collaboration around standards, pacing, and assessment.
Greater emphasis on instructional alignment between standards, assessments, and classroom practices.
Regular benchmark and diagnostic assessments provided timely student performance data.
Instructional coaching supported teacher development and consistency across schools.
Adjustments Needed

Continued improvement efforts should focus on:
Increasing instructional rigor and student engagement, particularly in mathematics.
Ensuring consistent implementation of research-based instructional practices across schools and grade levels.
Strengthening student ownership of learning through goal setting and data tracking.
Providing additional support to teachers in analyzing and responding to assessment data.
Enhancing intervention structures for students who remain below proficiency.
Implications for the Current CDIP

This year's plan should continue:
PLC implementation focused on data-driven decision-making.
Professional learning around high-impact instructional practices.
Frequent progress monitoring using formative and benchmark assessments.
Curriculum alignment work and instructional walkthroughs.
Focused support for students not meeting proficiency benchmarks.

Science, Social Studies, and Writing Goal
Strategies and Activities Implemented

The district implemented activities including:
Curriculum alignment meetings.
Daily writing opportunities across content areas.
PLC data analysis cycles.
Literacy and vocabulary professional learning through GRREC.
Use of formative assessments and common writing tasks.
Increased focus on assessment literacy and instructional planning.
Successes
Daily writing expectations promoted literacy across all subject areas.
PLC structures supported regular review of student performance data.

Professional learning increased teacher capacity to integrate literacy standards within content instruction.
Curriculum and pacing discussions improved alignment to standards.
Adjustments Needed
Increase consistency in writing expectations across all classrooms.
Utilize common rubrics and scoring protocols to improve instructional feedback.
Enhance vocabulary and disciplinary literacy instruction.
Increase opportunities for students to engage in extended and constructed response writing.
Implications for the Current CDIP

Future planning should include:
Continued emphasis on writing across the curriculum.
Expanded literacy professional learning.
More frequent analysis of writing samples and assessment data.
Increased focus on higher-order thinking and content-specific literacy skills.

Postsecondary Readiness Goal
Strategies and Activities Implemented

The district focused on:
Placement of students into career and academic pathways by grade 10.
Expansion of advising programs.
Partnerships with Logan County CTC, Hopkinsville Community College, and Southcentral Kentucky Community and Technical College.
Career coaching and mentoring.
Implementation of Individual Learning Plans (ILPs).
Job fairs and workforce partnerships.
Successes
Strong partnerships expanded postsecondary opportunities for students.
Career coaching and pathway planning improved student awareness of career options.
Increased emphasis on industry certifications, dual credit, and work-based learning.
ILP implementation supported career exploration and planning.
Adjustments Needed
Increase monitoring of pathway completion and credential attainment.
Expand employer and internship partnerships.
Ensure all students regularly review and update ILPs.
Provide additional supports for students who are not currently on track for postsecondary readiness benchmarks.
Implications for the Current CDIP

The current CDIP should continue to:
Expand career pathway opportunities.
Strengthen dual credit and industry certification participation.
Increase student access to postsecondary advising and career exploration.
Monitor readiness indicators more frequently throughout the school year.

Trends

2. Analyze data trends from the previous two academic years. After reviewing data derived from multiple sources and perspectives describe the identified trends. Please use precise numbers and percentages in your trend analysis.

Examples of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2024-2025 to 288 in 2025-2026.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

The district experienced notable gains in Reading and Mathematics performance at the elementary and middle school levels over the three-year period.

Elementary Reading and Mathematics increased from 53.5 in 2024 to 83.1 in 2025, before settling at 69.4 in 2026. Despite the decline from 2025, the 2026 score remained 15.9 points higher than 2024, representing a 29.7% increase.
Middle School Reading and Mathematics improved from 40.6 in 2024 to 57.2 in 2026, a gain of 16.6 points or 40.9%.
High School Reading and Mathematics declined from 85.5 in 2024 to 77.0 in 2025 and 63.2 in 2026, representing an overall decrease of 22.3 points, or 26.1%, across the three years.

Performance in Science, Social Studies, and Writing improved significantly across all levels.

Elementary scores increased from 45.5 in 2024 to 74.3 in 2026, an increase of 28.8 points or 63.3%.
Middle school scores increased from 30.6 in 2024 to 50.1 in 2026, a gain of 19.5 points or 63.7%.
High school scores rose from 41.7 in 2024 to 64.7 in 2026, an improvement of 23.0 points or 55.2%.

These trends indicate sustained growth in content-area achievement, particularly in science, social studies, and writing, across all grade spans.

Current State of Academics and Climate and Culture

3. Using precise numbers and percentages as revealed by multiple sources of your most recent data, describe in narrative form the current academic state of the district. Cite the source of data used. Consider the following data sources:

Academics:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments

- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Examples of Current Academic Narratives:

- Thirty-four percent of students in the achievement gap scored Proficient on Kentucky Summative Assessment (KSA) in Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored Proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Todd County Schools is engaged in a continuous improvement process focused on increasing student achievement, closing achievement gaps, strengthening instructional practices, and expanding college and career readiness opportunities. The district has established foundational systems that support academic growth, including Professional Learning Communities (PLCs), a Multi-Tiered System of Supports (MTSS), instructional coaching, data-driven decision-making processes, and expanded intervention services.

Academically, the district continues to prioritize improved performance in reading, mathematics, science, social studies, and writing. District leaders and school staffs regularly analyze assessment data, including state assessments, benchmark assessments, and classroom performance measures, to identify student needs and guide instructional decisions. The use of PLCs has fostered greater collaboration among educators, resulting in stronger curriculum alignment, more consistent instructional practices, and a shared focus on student learning.
Elementary Reading and Mathematics performance increased from 53.5 in 2024 to 69.4 in 2026, a gain of 15.9 points.
Middle school Reading and Mathematics increased from 40.6 to 57.2, a gain of 16.6 points.
High school Science, Social Studies, and Writing performance improved from 41.7 to 64.7, a gain of 23.0 points.

The district has made significant efforts to address the needs of students performing below proficiency. Through MTSS structures, intervention classrooms, targeted small-group instruction, and specialized support services, schools are providing additional academic assistance to students who require accelerated learning opportunities. These supports have helped establish a systematic approach to addressing learning gaps while ensuring that students receive increasingly targeted interventions based on their individual needs.

Todd County Schools has also focused on reducing achievement gaps among student groups, including students with disabilities, economically disadvantaged students, and other identified populations. Through co-teaching models, professional learning, mentoring programs, family supports, and collaboration with community agencies, the district has increased its capacity to meet the diverse academic and social-emotional needs of all learners. While progress has been made, reducing performance disparities among student groups remains a priority area for continued improvement.

Instructionally, the district has invested in building educator capacity through ongoing professional learning opportunities. Teachers and administrators participate in training focused on Kentucky Academic Standards, effective instructional practices, formative assessment, data utilization, literacy strategies, and intervention implementation. Classroom observations and coaching cycles support continuous improvement in teaching practices and help ensure instructional consistency across schools.

The district has also placed increased emphasis on literacy development and writing across content areas. Students are provided opportunities to engage in reading, writing, and vocabulary development throughout the curriculum. District leaders recognize that continued attention to literacy skills will be essential for improving performance across all academic content areas.

At the secondary level, Todd County Schools has expanded efforts to prepare students for postsecondary success. Students participate in career exploration activities, Individual Learning Plan (ILP) development, career pathway programs, dual credit opportunities, industry certification programs, and partnerships with regional colleges and technical schools. These opportunities help students make informed decisions about their future while increasing college and career readiness outcomes.

The high school achieved a 100.0% graduation rate in 2026, an increase from 99.9% in 2025 and 93.2% in 2024.
The 4-Year Cohort Graduation Rate increased from 95.7% in 2024 to 99.2% in 2026.
Postsecondary Readiness increased from 68.5% in 2024 to 74.3% in 2025 and remained strong at 71.1% in 2026.
More than seven out of every ten graduates are leaving high school prepared for college, career, military, or workforce opportunities.

Overall, the current academic state of the district reflects a school system with strong improvement structures in place and a commitment to student success. The district has developed effective systems for intervention, professional collaboration, and instructional support; however, continued emphasis is needed on increasing proficiency rates, accelerating growth for struggling learners, closing achievement gaps, strengthening instructional rigor, and monitoring the effectiveness of interventions. Moving forward, Todd County Schools is well-positioned to build upon these foundations through focused implementation of evidence-based practices, ongoing professional learning, and strategic use of student achievement data to drive continuous improvement.

4. Using precise numbers and percentages as revealed by multiple sources of your most recent data, describe in narrative form the current climate and culture conditions of the district. Cite the source of data used. Consider the following data sources:

Climate and Culture:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Examples of Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2025-2026 academic year.
- 2024-2025 Impact survey data shows that 71% of staff feel like they belong at their school.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Analysis of Kentucky accountability data from 2024 through 2026 indicates that Todd County Schools has maintained generally positive school climate and culture conditions, particularly at the elementary and high school levels, although some decline in climate and safety indicators occurred during the most recent reporting year.

The Quality of School Climate and Safety indicator remained one of the district's strongest performance measures across all grade spans. At the elementary level, the climate and safety score increased significantly from 72.7 in 2024 to 88.6 in 2025, before declining to 76.1 in 2026. Despite the decrease of 12.5 points from the previous year, the elementary score remained 3.4 points higher than the 2024 baseline, suggesting that positive school culture practices continue to be evident across elementary schools.

At the middle school level, climate and safety performance has remained relatively stable. The score improved from 65.2 in 2024 to 68.9 in 2025, then decreased slightly to 67.8 in 2026. This represents a net gain of 2.6 points over the three-year period, indicating a generally consistent school environment where students report feeling supported and safe.

At the high school level, the climate and safety indicator increased from 60.9 in 2024 to 68.1 in 2025, reflecting substantial improvement in student perceptions of school climate. While the score fell to 60.0 in 2026, nearly returning to the 2024 level, supporting indicators suggest that students continue to experience a positive educational environment characterized by strong graduation outcomes and college- and career-readiness opportunities.

Several additional accountability measures reinforce the district's positive climate and culture. Todd County High School achieved a 100.0% graduation rate in 2026, increasing from 93.2% in 2024 and 99.9% in 2025. The district's 4-year cohort graduation rate also improved from 95.7% in 2024 to 99.2% in 2026, demonstrating that students are remaining engaged and connected to school through graduation. Postsecondary readiness remained strong at 71.1% in 2026, indicating that a majority of graduates successfully met college and career readiness benchmarks.

Overall accountability ratings further illustrate the district's climate and culture strengths. The elementary level improved from an Orange rating (53.2) in 2024 to a Blue rating (84.7) in 2025 and remained at a Green rating (71.4) in 2026. Middle schools improved from Orange (36.9) in 2024 to Yellow (54.3) in 2026, while the high school maintained performance levels within the Green/Yellow range, scoring 72.2, 73.1, and 67.4 respectively across the three years.

Collectively, these data suggest that Todd County Schools maintains a generally positive and supportive learning environment. Strong graduation outcomes, high postsecondary readiness rates, and consistently favorable school climate and safety scores indicate that district staff have fostered a culture centered on student success, engagement, and well-being. While the decline in climate and safety scores during 2026 warrants continued monitoring and targeted improvement efforts, the district's overall performance reflects a school system where students experience positive relationships, supportive learning conditions, and opportunities for academic and personal growth.

Strengths

5. Using precise numbers and percentages as revealed by multiple sources of your most recent data, plainly state the strengths of the district.

Examples of Strengths:

- We have active partnerships with 12 community organizations and 83% of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

Based on the 2024-2026 Kentucky accountability results, Todd County Schools demonstrates several notable strengths related to school climate, culture, student engagement, and overall school effectiveness.

Todd County Schools' greatest strengths include:

100% graduation rate
99.2% four-year cohort graduation rate
71.1% postsecondary readiness
Strong school climate and safety indicators
Improving academic performance across all grade spans
Improving accountability ratings
Effective support for English Learners
A positive culture that promotes student engagement, belonging, and success

Elementary schools advanced from Orange to Green over the three-year period.
Middle schools improved from Orange (36.9) to Yellow (54.3).
High schools maintained strong performance levels, earning Green ratings in 2024 and 2025 before narrowly moving to Yellow in 2026.
English Learner Progress improved from 58.8 in 2025 to 63.9 in 2026, demonstrating increased success in supporting multilingual learners.

Elementary Reading and Mathematics performance increased from 53.5 in 2024 to 69.4 in 2026, a gain of 15.9 points.
Middle school Reading and Mathematics increased from 40.6 to 57.2, a gain of 16.6 points.
High school Science, Social Studies, and Writing performance improved from 41.7 to 64.7, a gain of 23.0 points.

These data indicate that Todd County Schools has established a culture where students are graduating at exceptionally high rates, preparing for life beyond high school, and learning in environments that are safe, supportive, and focused on continuous improvement.

Leverages/Assets

6. Explain how the district will utilize its strengths and leverages, including academic achievements, culture and climate effectiveness, community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve the areas for improvement mentioned previously. Clearly connect each leverage or asset to one or more identified areas for improvement.

Examples of Leverages/Assets:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

Todd County Schools will build upon its existing strengths and community partnerships to address identified areas for improvement, including increasing academic proficiency, closing achievement gaps, strengthening literacy and mathematics outcomes, improving intervention effectiveness, and expanding college and career readiness opportunities. By leveraging the district's established systems, positive culture, and strong community connections, the district is well-positioned to accelerate student achievement and support continuous improvement.

One of the district's greatest strengths is its commitment to collaborative professional learning through Professional Learning Communities (PLCs), instructional coaching, and data-driven decision-making. These structures have created a culture of continuous improvement among educators and will continue to support efforts to increase student achievement in reading, mathematics, science, social studies, and writing. PLCs will be utilized to analyze assessment data, identify learning gaps, develop targeted interventions, and monitor student progress. Instructional coaches and district leaders will provide ongoing support to ensure high-quality instructional practices are consistently implemented across all schools.

The district's established Multi-Tiered System of Supports (MTSS) serves as a critical leverage for addressing achievement gaps and supporting struggling learners. Existing intervention classrooms, resource programs, and student support teams will be used to provide targeted academic and behavioral interventions. By strengthening progress-monitoring processes and increasing the use of evidence-based interventions, the district will improve learning outcomes for students who are economically disadvantaged, students with disabilities, and other identified student groups.

Todd County Schools also benefits from a positive school culture that emphasizes collaboration, student support, and strong relationships among students, staff, families, and community members. Family Resource and Youth Services Centers (FRYSCs), school counselors, and community agencies will continue to provide services that address barriers to learning, including attendance, mental health, family engagement, and basic student needs. These supports directly contribute to improving student engagement, attendance, and overall academic success.

The district's partnerships with regional higher education institutions provide valuable opportunities to improve college and career readiness. Collaborations with area community and technical colleges allow students to participate in dual-credit courses, career pathway programs, and industry certification opportunities. These partnerships will continue to be expanded to increase the percentage of students demonstrating postsecondary readiness while helping students connect academic learning to future career opportunities.

Strong relationships with local businesses, industries, and workforce partners provide additional leverage for improving student outcomes. Through career fairs, job-shadowing experiences, internships, apprenticeships, and career exploration activities, students gain real-world experiences that increase engagement and motivation. These partnerships support district goals related to transition readiness and help ensure students graduate prepared for college, careers, and military service.

The district will also leverage its dedicated and highly qualified staff to strengthen instructional effectiveness. Ongoing professional development focused on literacy, mathematics instruction, co-teaching, differentiated instruction, assessment literacy, and student engagement strategies will help teachers address learning gaps and increase academic rigor. Teacher leaders and administrators will continue to facilitate learning opportunities that promote innovation, collaboration, and instructional excellence.

Technology resources and assessment systems currently utilized throughout the district will support

efforts to improve student achievement. Digital instructional tools, benchmark assessments, and progress-monitoring platforms provide teachers with timely data that can be used to personalize instruction and identify students requiring additional support. These resources will help improve intervention effectiveness and ensure instructional decisions are based on current student performance data.

Finally, the district will leverage its culture of continuous improvement and strategic planning to sustain progress toward identified goals. The systems established through previous Comprehensive District Improvement Plans provide a strong foundation for ongoing monitoring, evaluation, and adjustment of district initiatives. By utilizing data, engaging stakeholders, and maintaining strong partnerships with families and community organizations, Todd County Schools will continue building on its strengths while addressing areas requiring improvement.

Through the intentional use of these district strengths and community assets, Todd County Schools will enhance student achievement, reduce achievement gaps, increase college and career readiness, strengthen instructional practices, and ensure that all students have access to the support and opportunities necessary for success.

Identified Needs

7. Following the review of the previous plan, data trends and the current state, list the priority needs that will be fully addressed in the district's comprehensive improvement and professional development plans this year.

Priority Needs
While elementary and middle school Reading and Mathematics scores improved significantly over the past three years, performance remains below desired levels, particularly at the middle school level. Additionally, high school Reading and Mathematics scores declined from 85.5 in 2024 to 63.2 in 2026, a decrease of 22.3 points (26.1%). Targeted instructional strategies, high-quality Tier I instruction, intervention systems, and data-driven decision-making are needed to accelerate student achievement and close learning gaps.

8. Alignment to Needs: When developing goals, all districts must establish achievement gap targets and set goals in state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas through the needs assessment process are optional. Identify any additional indicators that will be addressed by the district to build staff capacity and increase student achievement, as well as any additional areas based on local data that you would like to include in your plan (identified as Other).

Click the blue button to add a New Priority Indicator. Any indicator noted as a priority will populate options for a new optional goal in the CDIP.

Priority Indicators
Postsecondary Readiness (high schools and districts only)

Strategies to Address Identified Needs

Evaluate the teaching and learning environment. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six key core work processes (KCWPs) outlined below or another established improvement approach:

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 Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

9. Click the blue button to select a maximum of three KCWPs (or another established improvement framework) to direct your district's resources and efforts toward meaningful change. Priority elements will automatically appear as strategy options in the CDIP.

KCWP Framework	
KCWP 2: Design and Deliver Instruction	View/Edit

Protocol

10. Clearly summarize the process used to identify the priorities for this year's improvement plan. Ensure the description demonstrates a needs-driven process to inform this year's goals and strategies. Include the following information in your response:

- Names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process-
- a timeline of the process-
- the specific data reviewed and analyzed and
- how and where the meetings were documented.

The District Leadership Team includes:
Jessica Addison, Superintendent
Kenneth Anderson, Assistant Superintendent
Dr. Cherise Williams, Director of District Wide Services
Kim Justice, Director of Special Education and Preschool

The development of this year's Comprehensive District Improvement Plan (CDIP) was driven by a comprehensive review and analysis of multiple sources of data to ensure that identified priorities reflect the most critical needs of Todd County Schools. District and school leadership teams, teachers, support staff, students, families, and community stakeholders participated in a collaborative needs assessment process designed to identify strengths, challenges, and opportunities for improvement.

The planning process began with an examination of student achievement data, including Kentucky Summative Assessment (KSA) results, local benchmark assessments, progress-monitoring data, graduation rates, postsecondary readiness indicators, attendance data, and achievement gap data. District leaders analyzed trends over multiple years to identify areas of growth as well as persistent performance challenges. Particular attention was given to reading and mathematics proficiency, science and social studies performance, writing achievement, and the performance of student groups, including students with disabilities, economically disadvantaged students, English learners, and other identified populations.

In addition to student achievement data, the district reviewed implementation data from the previous Comprehensive District Improvement Plan to evaluate the effectiveness of existing goals, strategies, and activities. This review included examining progress toward performance targets, analyzing intervention outcomes, evaluating professional learning initiatives, and assessing the impact of instructional support systems such as Professional Learning Communities (PLCs), Multi-Tiered System of Supports (MTSS), and instructional coaching. Successful practices were identified for continuation, while areas requiring additional attention informed the development of new priorities.

The district also examined culture and climate data, including attendance rates, behavior data, stakeholder survey results, family engagement information, and school safety indicators. Feedback from staff, students, families, and community members helped district leaders better understand factors affecting student success and identify opportunities to strengthen academic and social-emotional supports.

Following the data review process, district and school leadership teams conducted a root-cause analysis to determine the underlying factors contributing to identified performance gaps and areas of need. Through collaborative discussions and data analysis protocols, stakeholders identified key themes that emerged across schools and student groups. These themes included the need to increase academic proficiency, strengthen literacy and mathematics outcomes, improve intervention effectiveness, reduce achievement gaps, enhance instructional consistency, and expand college and career readiness opportunities.

The district then prioritized needs based on several criteria:

The magnitude of the identified performance gap.
The number of students impacted.
Alignment with state accountability measures and district strategic priorities.
Availability of resources and supports.
Potential impact on student achievement and long-term success.

Stakeholder feedback and recommendations.

As a result of this needs-driven process, the district identified the following priority areas for the current CDIP:

Increasing student proficiency and growth in reading and mathematics.
Closing achievement gaps among identified student groups.
Strengthening high-quality instructional practices through professional learning and instructional coaching.
Improving the effectiveness of intervention and support systems through MTSS.
Increasing student engagement, attendance, and overall school success.
Expanding college, career, and military readiness opportunities for all students.
Strengthening writing, literacy, and disciplinary learning across all content areas.

These priorities directly reflect the district's analysis of achievement, growth, readiness, and climate data and are designed to address the areas with the greatest potential to improve outcomes for students. The resulting goals, strategies, and activities included in this year's CDIP were intentionally selected to address identified root causes, build upon existing strengths, and accelerate progress toward the district's vision of ensuring high levels of learning and success for every student.