



CARTER CITY SCHOOL IMPROVEMENT PLAN

2024-2025

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.

- Alignment of instruction to standards (deeper knowledge of standards, use of formative assessment/questioning, assignment review protocols).
- Clear MTSS systems, procedures, resources
- Continued development of personalized professional learning
- Continued professional learning in new HQIR (Amplify CKLA and iReady Classroom Mathematics) in grades K-5.

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.

- Clearly defined RTI school/district-wide process with applicable checklist(s), documentation tools, including such information as service frequency, intervention, programs/strategies/SMART goal measurement and progress monitoring checks
- Ongoing use of interim benchmark data (iReady) and classroom formative assessment data to make instructional decisions for individual students.
- District PLCs for ongoing curricular alignment reviews

Indicator	Status – CCES	Change – CCES
State Assessment Results in reading and mathematics	CCES=90.9	CCES=+9.6
State Assessment Results in science, social studies and writing	CCES=76.5	CCES=+3.8
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	CCES=97.2	CCES=-2.8

Indicator

List the overall scores of status and change for each level – elementary school (ES), middle school (MS) and high school (HS) on each indicator.

State Assessment Results in reading and mathematics

Goal 1: By October 2027, 80% of all students will score at the proficient level on the Kentucky State Assessment in reading and 72% will score proficient or higher in math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1.1 By October 2026, 75% of students in grades 3-5 will score proficient or above in reading on the KSA.</p> <p>Objective 2.1 By October 2026, 68% of students in grades 3-5 will score proficient or above in math on the KSA.</p> <p>Projected School Goals Reading 2025-75% 2026-78% 2027-80%</p> <p>Math 2025-68% 2026-70% 2027-72% %</p>	<p>KCWP2: Design and Deliver Instruction All teachers will utilize high-yield, evidence- based instructional strategies (District Instructional Playbook) and all teachers will engage in collaborative professional learning opportunities focused on evidence-based instructional strategies.</p>	Carter County Schools will implement a HQIR in grades K-5 for reading and K-5 for math. A group of stakeholders have collaborated to engage in the KDE recommended process to review and select a HQIR and selected Amplify CKLA/Reading and iReady Classroom Mathematics. Ongoing training will be provided to teachers in the implementation of the resources.	<ul style="list-style-type: none">• Training records• Classroom observations• Lesson Internalization protocols	<ul style="list-style-type: none">• Observations by Principal and district instructional leads• 30-60-90 day plans• Professional learning plan implementation• 	RDIF grant RTA MAF grant
		Teachers will participate in school level facilitated PLCs (by grade level and content area) to focus on standards and curriculum as well as implementation of the HQIR in K-5.	<ul style="list-style-type: none">• Agendas• PLC Protocol Notes	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	Title I
		District MTSS system will continue to be reviewed, revised and refined for continuous improvement. School MTSS committees implemented.	<ul style="list-style-type: none">• Agendas• MTSS plan• MTSS documentation	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	Title I
		A core group of teachers will be trained in PBL and will share their PBL developed instruction district-wide at Opening Conference and as needed/requested.	<ul style="list-style-type: none">• PBL training records	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.	N/A

			<ul style="list-style-type: none">• PBL lessons available in repository	<ul style="list-style-type: none">• January 2025-December 2025	
		Teachers will participate in district level, content-specific, professional learning networks (clubs) to deepen their understanding of the KAS.	<ul style="list-style-type: none">• Agendas• Professional Learning Scans	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	Title I RLIS
		All teachers will clearly post PACE/KAS aligned learning targets, utilize targets for instruction and assessment and communicate learning targets with students.	<ul style="list-style-type: none">• Walkthrough data• Lesson Plans	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	N/A
	KCWP2: Design and Deliver Instruction All teachers will implement research-based best practices to deliver instruction. District priorities for 2025-2027 are: <ul style="list-style-type: none">1. High quality questions and questioning strategies2. Formative Assessment to advance individual student outcomes3. Ongoing PL around standards	Instructional coaches will schedule instructional visits with principals to each school to calibrate walkthrough observations and feedback to teachers focused on District priorities.	<ul style="list-style-type: none">• Walkthrough data• Schedule of instructional visits• Feedback	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed. January 2025-December 2025	N/A
		All teachers will receive training in effective question development and questioning instructional strategies.	<ul style="list-style-type: none">• Observations• PL data• Lesson Plans• 	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	N/A
		All teachers will utilize explicit instruction and explicit instructional strategies as the	<ul style="list-style-type: none">• Walkthrough data Lesson Plans	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.	N/A

	4. District PLCs.	instructional delivery model in their classroom.		<ul style="list-style-type: none"> January 2025-December 2025 	
		K-5 teachers will implement Amplify CKLA as our literacy instructional resources and receive training in effective implementation.	<ul style="list-style-type: none"> Training data Observations Lesson Internalization Protocols 	<ul style="list-style-type: none"> This strategy will be included in the monthly 30 Day Plan as needed. January 2025-December 2025 	ESSER RDIF grant
		K-8 teachers will implement iReady Classroom Mathematics (selected through HQIR review process in Math Achievement Grant Fund selection Process).	<ul style="list-style-type: none"> Observations Curriculum pacing guides Assessment maps Lesson Plans Student data 	<ul style="list-style-type: none"> This strategy will be included in the monthly 30 Day Plan as needed. January 2025-December 2025 	MAF ESSER Title I
		Flexible professional learning will be offered to help teachers utilize Assignment Review Protocols to ensure instruction is congruent to standards.	<ul style="list-style-type: none"> Agendas Professional Learning Scans 	<ul style="list-style-type: none"> This strategy will be included in the monthly 30 Day Plan as needed. January 2025-December 2025 	Title I
		Grades K-5 will administer the I-Ready diagnostic assessment three times per year and analyze/ use the results to adjust Tier 1, 2, and 3 instruction.	<ul style="list-style-type: none"> I-Ready Data Lesson Plans Data Visualization 	<ul style="list-style-type: none"> This strategy will be included in the monthly 30 Day Plan as needed. January 2025-December 2025 	ESSER/ARP Title I
	KCWP 3: Design and Deliver Assessment Literacy All grades will utilize a variety of diagnostic, formative, and summative assessments to advance outcomes for each student.	All grades will follow the District Assessment Map and Curriculum Hub and/or contribute to ongoing alignment to the map/curriculum documents) to administer unit assessments and share data results in school and district PLCs (as allowed) in order to improve and adjust teaching and learning.	<ul style="list-style-type: none"> PLC Agendas 	<ul style="list-style-type: none"> This strategy will be included in the monthly 30 Day Plan as needed. January 2025-December 2025 	N/A

		Teachers will use the district instructional playbook as well as other research-based, evidence-based instructional strategies to identify appropriate formative assessment and explicit instructional strategies and use them in daily classroom instruction.	<ul style="list-style-type: none">• Walkthrough data• Lesson Plans• Student work samples	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	N/A
		Kystandards.org and alignment of instruction/assessment to standards will be the focus of district seminars and school-facilitated PLCs beginning in August 2024.	<ul style="list-style-type: none">• Agendas• Professional Learning Scans	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	N/A
		Summer flexible PL sessions will allow for curriculum alignment review to be continued during school level PLCs and district seminars.	<ul style="list-style-type: none">• Agendas• Professional Learning Scans• 	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	Title I
	KCWP 1: Design and Deploy Standards Teachers will receive specialized professional learning experiences to build teacher capacity to design instruction and assessment congruent with KAS for reading/writing and mathematics.	K-3 Reading teachers are engaged in completing the Getting to Know the KAS Modules.	<ul style="list-style-type: none">• Agendas• Professional Learning Scans	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	Read to Achieve Grant
		Elementary schools will be using Rewards program for reading interventions for 3 rd and 4 th grade students.	<ul style="list-style-type: none">• Reading Intervention Plans i-Ready and other MTSS Data	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	RTA Grant
		Six teachers are enrolled in KDE’s Reading Academy (LETRS) and will continue in Year 2. New teachers will be enrolled in Cohort 2 (dependent on KDE acceptance).	<ul style="list-style-type: none">• Agendas• Professional Learning Scans	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	KDE Reading Grant

		Adoption and implementation of common high quality instructional resource for K-5 literacy that encompasses Science of Reading and accompanying professional learning and coaching	<ul style="list-style-type: none">• Instructional Review Process training, agenda, sign ins	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	Title I ESSER RDIF
		Training for K-3 Instructional Assistants in University of Florida Literacy Institute (UFLI) instructional program and utilize the program for MTSS.	<ul style="list-style-type: none">• Agendas• Sign ins• MTSS usage	<ul style="list-style-type: none">• This strategy will be included in the monthly 30-60-90 day plans as needed• January 2025-December 2025	District ESSER/Title I
		Each school will have district support in developing a school-specific MTSS program that adheres to district guidelines and provides support for all students in Reading and Math.	<ul style="list-style-type: none">• MTSS schedule• MTSS data	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	N/A
		District Leadership Team will provide individual mentoring sessions with teachers (especially new teachers) via New Teacher Seminar.	<ul style="list-style-type: none">• DLT schedules• Agendas	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	Title I

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

Goal 2: By October 2027, the percentage of students scoring proficient in science, social studies, and writing will increase by $\geq 20\%$.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2.1: By October 2025, Carter County elementary schools will increase the percentage of students scoring proficient in Science to 50%, Social Studies to 67% and Writing to 62%	KCWP 1: Design and Deploy Standards Teachers will be provided personalized professional learning opportunities aligned to content standards and grade level.	Teachers will participate in school-facilitated PLCs (by grade level and content area) to focus on standards and curriculum as well as implementation of the HQIR in K-5.	<ul style="list-style-type: none"> Agendas Professional Learning Scans 	<ul style="list-style-type: none"> This strategy will be included in the monthly 30 Day Plan as needed. January 2025-December 2025 	Title I
		Summer flexible professional learning sessions will be provided to focus on Science, Social Studies and Writing standards.	<ul style="list-style-type: none"> Agendas Professional Learning Scans 	<ul style="list-style-type: none"> This strategy will be included in the monthly 30 Day Plan as needed. January 2025-December 2025 	Title I
		Teachers will participate in district level, content-specific, professional learning clubs to deepen their understanding of the KAS.	<ul style="list-style-type: none"> Agendas Professional Learning Scans 	<ul style="list-style-type: none"> This strategy will be included in the monthly 30 Day Plan as needed. January 2025-December 2025 	Title I
		Flexible professional learning will be offered to help teachers utilize Assignment Review Protocols to ensure instruction is congruent to standards.	<ul style="list-style-type: none"> Agendas Professional Learning Scans 	<ul style="list-style-type: none"> This strategy will be included in the monthly 30 Day Plan as needed. January 2025-December 2025 	Title I
		Summer flexible PL sessions will allow for curriculum alignment review to be continued during district PLCs.	<ul style="list-style-type: none"> Agendas Professional Learning Scans 	<ul style="list-style-type: none"> This strategy will be included in the monthly 30 Day Plan as needed. January 2025-December 2025 	Title I
	KCWP2: Design and Deliver Instruction All teachers will implement research-based best practices to deliver instruction.	All teachers will clearly post PACE or an otherwise clearly stated learning target clearly aligned to KAS and communicate the target with students during instruction.	<ul style="list-style-type: none"> Walkthrough data Lesson Plans 	<ul style="list-style-type: none"> This strategy will be included in the monthly 30 Day Plan as needed. January 2025-December 2025 	N/A

Goal 2: By October 2027, the percentage of students scoring proficient in science, social studies, and writing will increase by ≥20%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		All teachers will utilize the gradual release model (I do, We do, You do) as the instructional delivery model in their classroom.	<ul style="list-style-type: none">Walkthrough dataLesson Plans	<ul style="list-style-type: none">This strategy will be included in the monthly 30 Day Plan as needed.January 2025-December 2025	N/A
	KCWP 3: Design and Deliver Assessment Literacy All grades will utilize a variety of diagnostic, formative, and summative assessments.	All grades will follow the District Assessment Map and Curriculum Hub to administer unit assessments (and continue to revise assessments and Curriculum that need revision to be aligned to KAS) and share data results in school and district PLCs (as allowed) in order to improve and adjust teaching and learning.	Data collection and reporting (principals)	<ul style="list-style-type: none">This strategy will be included in the monthly 30 Day Plan as needed.January 2025-December 2025	N/A
		Teachers will receive professional learning in CCSSOs Revised Definition of Formative Assessment and use the district instructional flipbook to support the identification of appropriate formative assessment strategies to use them in daily classroom instruction.	<ul style="list-style-type: none">Walkthrough dataLesson PlansStudent work samples	<ul style="list-style-type: none">This strategy will be included in the monthly 30 Day Plan as needed.January 2025-December 2025	Title I
	KCWP 1: Design and Deploy Standards Teachers will be provided personalized professional learning opportunities aligned to content standards and grade level.	KEDC and KVEC will provide specialized professional learning for science and social studies teachers at opening conference and during professional learning days throughout the year to enhance their knowledge and application of the KAS.	<ul style="list-style-type: none">Agendas2024-2025 Carter County Professional Learning Calendar	<ul style="list-style-type: none">This strategy will be included in the monthly 30 Day Plan as needed.January 2025-December 2025	Title I

Goal 2: By October 2027, the percentage of students scoring proficient in science, social studies, and writing will increase by $\geq 20\%$.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP1: Design and Deliver Instruction Teachers will receive specialized professional learning experiences relevant to the KAS for Social Studies/Science/Writing.		<ul style="list-style-type: none">Professional Learning Scans		
		Writing Networks will be held quarterly to guide teachers throughout the district writing process in order to ensure successful implementation and adherence to the KAS/Writing Rubric.	<ul style="list-style-type: none">AgendasProfessional Learning Scans2025 Carter County Professional Learning CalendarWalkthrough dataLesson PlansStudent work samples	<ul style="list-style-type: none">This strategy will be included in the monthly 30 Day Plan as needed.January 2025-December 2025	Title I
		DLT will provide additional mentoring and support in writing classrooms at principal and/or teacher request.	DLT schedules	<ul style="list-style-type: none">This strategy will be included in the monthly 30 Day Plan as needed.January 2025-December 2025	N/A

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><u>Objective 3.1</u>—Low Income Gap Reading By October 2025, 65% of students in the free/reduced lunch gap will score at or above proficiency in reading.</p> <p><u>Objective 3.2</u> Low Income Gap Math By October 2025, 60% students in the free/ reduced lunch gap will score at or above proficiency in math.</p>	<p><i>KCWP5: Design, Align, and Deliver Support Processes</i> All teachers will be equipped to provide appropriate interventions and support services to students.</p>	The district will support schools in implementing the District MTSS Process with fidelity.	<ul style="list-style-type: none">• PLC agendas with MTSS noted• 2024-2025 Carter County Professional Learning Calendar• MTSS team meeting agendas• DLT schedules/agendas	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	N/A
		Carter County will implement a Kentucky Community Schools Grant at Olive Hill and Prichard Elementary. A district community schools director will facilitate implementation and support expansion to other schools	<ul style="list-style-type: none">• Community Schools meeting agendas, minutes• Community School Plan• Community School observation• Community Schools sign in sheets	<ul style="list-style-type: none">• Regular meetings with Prichard Committee for Academic Excellence• Monthly board reports• Monthly EILA reports	Prichard KCSI grant
	<p><i>KCWP2: Design and Deliver Instruction</i> All teachers will implement the explicit model of instruction.</p>	Teachers at all grade levels will implement the explicit model of instruction.	<ul style="list-style-type: none">• Walkthrough data• Lesson Plans• Student work samples	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	N/A
		All teachers will participate in District Seminars and School PLCs to ensure all strategies and standards are implemented with fidelity and utilize high quality formative assessment to identify student learning needs. (Collaborative vs. Individualistic, Teacher Credibility, Teacher Clarity)	<ul style="list-style-type: none">• Agendas• Professional Learning Scans	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><u>Objective 3.3</u>—Students with IEP’s Gap Reading By October 2025, 65% of students receiving special education services will score at or above proficiency in reading.</p> <p><u>Objective 3.4</u> Students with IEP Gap Math By October 2025, 60% of students receiving special education services will score at or above proficiency in math.</p>	<p><i>KCWP1: Design and Deploy Standards</i> All teachers will participate in professional learning seminars with an intense focus on kystandards.org and the KAS (including all professional learning modules provided at kystandards.org relevant to school needs assessments).</p> <p><i>KCWP5: Design, Align, and Deliver Support Processes</i> All teachers will be equipped to provide appropriate interventions and support services to students.</p>	Special education teachers will participate in professional learning academies with an intense focus on kystandards.org and the KAS as well as specially designed instruction and co-teaching for gap closure.	<ul style="list-style-type: none">• Agendas• Professional Learning Scans	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	N/A
		Collaborating and regular education teachers (P-12) will be provided professional learning during opening conference sessions and ongoing through district Special Education PLCs that will enable them to supply meaningful interventions to students.	<ul style="list-style-type: none">• Agendas• 2024-2025 Carter County Professional Learning Calendar• Professional Learning Scans	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	N/A
		The district will facilitate a counselor cadre with a focus on at-risk students and the types of support services that can be offered to enhance achievement and school success. Explicit partnership with foster and social service agencies will be made during these cadres.	<ul style="list-style-type: none">• Agendas• Professional Learning Scans	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	Title IV Title V
		The district will facilitate a Preschool teacher cadre that will meet regularly to identify and solve Preschool problems of practice	<ul style="list-style-type: none">• Agendas• Professional learning• Scans	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	Preschool

5: Quality of School Climate and Safety

Goal 5: By October 2027, the school’s quality of school climate and safety score will reach 90.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 5.1 By October 2025, all district schools will have a quality of school climate and safety score of 90 or higher.	KCWP 6: Establishing Learning Culture and Environment The district will support schools as they create caring, nurturing, and safe learning environments in which opportunities for student success are being optimized.	The district will adopt and implement an SEL curriculum for elementary (P-5) including required professional learning.	<ul style="list-style-type: none">• Sample curriculum• Student work• Professional learning records	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	RLIS Title I
		Carter County will implement a Kentucky Community Schools Grant at Olive Hill and Prichard Elementary. A district community schools director will facilitate implementation and support expansion to other schools	<ul style="list-style-type: none">• Community Schools meeting agendas, minutes• Community School Plan• Community School observation• Community Schools sign in sheets	<ul style="list-style-type: none">• Regular meetings with Prichard Committee for Academic Excellence• Monthly board reports• Monthly EILA reports	Prichard KCSI grant
		PBIS will be implemented at all district schools.	IC data	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	RLIS Title I McKinney-Vento
		All FRYSC coordinators will meet bi-monthly as a PLC to continue to provide services and supports to students and families.	PLC agendas for FRYSC	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	

Goal 5: By October 2027, the school’s quality of school climate and safety score will reach 90.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		District parent events will be held quarterly. An intentional focus will be made to ensure events are focused on parent learning and efficacy.	<ul style="list-style-type: none">• Sign in sheets• Social media• Other evidence	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	Title I
		Title I parent engagement funds will be allocated to support school parent engagement events and activities.	GMAP/MUNIS budget and expenditures Photos, etc.	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	Title I
		The district will seek to develop increased relations with parent and community members by enlisting support and providing information on school and assessment related topics. The district will host at least two parent learning sessions focused on Kentucky Academic Standards.	<ul style="list-style-type: none">• Sign In sheets• Social media posts• Sample communications• Photos and other evidence• Title I surveys• Revised parent engagement plan	<ul style="list-style-type: none">• This strategy will be included in the monthly 30 Day Plan as needed.• January 2025-December 2025	Title I