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# CARTER COUNTY DISTRICT IMPROVEMENT PLAN

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## 2023-2024

## 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

Explanations/Directions

<p><b>Goal:</b> Districts should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Districts should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative.</p>

1: State Assessment Results in reading and mathematics

Goal 1 : By May 2026, 70% of students will score at the proficient level on the Kentucky State Assessment in reading and 60% will score proficient or higher in math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b> By May 2024, 60% of elementary, 60% of middle, and 60% of high school students will score proficient or above in reading on the KSA.</p> <p><b>Objective 2</b> By May 2024, 50% of elementary, 50% of middle, and 50% of high school students will score proficient or above in math on the KSA.</p> <p>Projected District Goals</p> <p>Reading</p> <p>2024-60%</p> <p>2025-65%</p> <p>2026-70%</p> <p>2027-75%</p> <p>Math</p> <p>2024-50%</p> <p>2025-55%</p> <p>2026-60%</p> <p>2027-65%</p>	<p><b>KCWP2: Design and Deliver Instruction</b> 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>	<p>Carter County Schools will implement a HQIR in grades K-3 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.</p>	<p>Training records Classroom observations Lesson Internalization protocols</p>	<p>Observations by Principal and district instructional leads 30-60-90 day plans Professional learning plan implementation</p>	<p>RDIF grant RTA ESSER MAF grant</p>
		<p>Teachers will participate in monthly district facilitated PLCs (by grade level and content area) to focus on standards and curriculum as well as implementation of the HQIR in K-5.</p>	<p>Agendas Professional Learning Scans PLC Protocol Notes</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>Title I</p>
		<p>Teachers will participate in district level, content-specific, professional learning networks (clubs) to deepen their understanding of the KAS.</p>	<p>Agendas Professional Learning Scans</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>ESSER/ARP Title I RLIS</p>
		<p>Academy 101 (new teacher academies/networks) will be held three times per year to build new teacher capacity to design and deliver high quality instruction.</p>	<p>Agendas Professional Learning Scans</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>ESSER/ARP Title I, Title IV</p>
	<p><b>KCWP2: Design and Deliver Instruction</b> All teachers will implement research-based best practices to deliver instruction.</p>	<p>All teachers will clearly post PACE/KAS aligned learning targets, utilize targets for instruction and assessment and communicate learning targets with students.</p>	<p>Walkthrough data Lesson Plans</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>NA</p>

		Instructional coaches will schedule instructional visits with principals to each school to calibrate walkthrough observations and feedback to teachers	Walkthrough data Schedule of instructional visits Feedback	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	N/A
		All teachers will utilize explicit instruction and explicit instructional strategies as the instructional delivery model in their classroom.	Walkthrough data Lesson Plans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA
		K-5 teachers will implement iReady Classroom Mathematics (selected through HQIR review process in Math Achievement Grant Fund selection Process).	Observations Curriculum pacing guides Assessment maps Lesson Plans Student data	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	MAF ESSER Title I
	<b>KCWP 3: Design and Deliver Assessment Literacy</b> All grades will utilize a variety of diagnostic, formative, and summative assessments.	All grades levels will administer the I-Ready diagnostic assessment three times per year and use the results to adjust Tier 1, 2, and 3 instruction.	I-Ready Data Lesson Plans Data Visualization	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	ESSER/ARP Title I
		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.	PLC Agendas	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA
		Teachers will use the district instructional playbook to identify appropriate formative assessment and explicit instructional strategies and use them in daily classroom instruction.	Walkthrough data Lesson Plans Student work samples	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	ESSER/ARP
	<b>KCWP 1: Design and Deploy Standards</b> Teachers will receive specialized professional learning experiences to build teacher capacity to design	Kystandards.org and alignment of instruction/assessment to standards will be the focus of district academies and district-facilitated PLCs beginning in August 2024.	Agendas Professional Learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA

	instruction and assessment congruent with KAS for reading/writing and mathematics.	½ of all K-3 teachers are enrolled in the Big Dippers science of reading course to improve instruction in the foundational reading standards.	Agendas Professional Learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	Read to Achieve Grant
		The district will pilot the Algebra 1 badging system at WCHS and implement the course in 2023-2024 school year	Students earning badges Sample student work	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	KDE Algebra Badging Grant
		A number of 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).	Agendas Professional Learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	KDE Reading Grant
		Adoption and implementation of common high quality instructional resource for K-3 literacy that encompasses Science of Reading and accompanying professional learning and coaching	Instructional Review Process training, agenda, sign ins	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	Title I ESSER RDIF
		Training for teachers in University of Florida Literacy Institute (UFLI) instructional program and utilize the program for MTSS.	Agendas Sign ins MTSS usage	This strategy will be included in the monthly 30-60-90 day plans as needed January 2024-December 2024	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.	MTSS schedule MTSS data	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	N/A
		District instructional coaches will provide individual mentoring sessions with teachers (especially new teachers) via Academy 101.	Coaches schedules Agendas	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	Title I

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

Goal 2: By May 2026, the percentage of students scoring proficiently in science, social studies, and writing will increase by $\geq 10\%$ .					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>By 2024 Carter County elementary schools will increase the percentage of students scoring proficient in Science to 50%, Social Studies to 45% and Writing to 60%</p> <p>Carter County middle schools will increase the percentage of students scoring proficient in Science to 40%, Social Studies to 40% and Writing to 60%</p> <p>Carter County high schools will increase the percentage of students scoring proficient in science to 30%, social studies to 52% and Writing to 65%.</p>	<p><b>KCWP 1: Design and Deploy Standards</b> <b>KCWP1: Design and Deliver Instruction</b></p>	Teachers will participate in monthly district facilitated PLCs (by grade level and content area) to focus on standards and curriculum as well as implementation of the HQIR in K-5.	Agendas Professional Learning Scans Book Study Purposes for Reading	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	Title I
		Teachers will participate in district level, content-specific, professional learning clubs to deepen their understanding of the KAS.	Agendas Professional Learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	ESSER/ARP Title I
	<p><b>KCWP2: Design and Deliver Instruction</b> All teachers will implement research-based best practices to deliver instruction.</p>	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.	Walkthrough data Lesson Plans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA
		All teachers will utilize the gradual release model (I do, We do, You do) as the instructional delivery model in their classroom.	Walkthrough data Lesson Plans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA
<p><b>KCWP 3: Design and Deliver Assessment Literacy</b> All grades will utilize a variety of diagnostic, formative, and summative assessments.</p>	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)	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA	

Goal 2: By May 2026, the percentage of students scoring proficiently in science, social studies, and writing will increase by  $\geq 10\%$ .

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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.	Walkthrough data Lesson Plans Student work samples	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	ESSER/ARP Title I
	<p><b><i>KCWP 1: Design and Deploy Standards</i></b>  <b><i>KCWP1: Design and Deliver Instruction</i></b></p> <p>Teachers will receive specialized professional learning experiences relevant to the KAS for social studies/science/writing.</p>	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.	Agendas 2024-2025 Carter County Professional Learning Calendar Professional Learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	ESSER/ARP Title I
		Writing Networks will be held monthly to guide teachers throughout the district writing process in order to ensure successful implementation and adherence to the KAS/Writing Rubric.	Agendas Professional Learning Scans 2024-2025 Carter County Professional Learning Calendar Walkthrough data Lesson Plans Student work samples	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	ESSER/ARP Title I
		District instructional coaches will provide additional mentoring and support in writing classrooms at principal and/or teacher request.	Coaches' schedules	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA



**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><b>Objective 1—Low Income Gap</b> By May 2024, 50% of elementary, 50% of middle school students and 50% of high school students in the free/reduced lunch gap will score at or above proficiency in reading.</p> <p>By May 2024, 50% of elementary, 50% of middle school students, and 50% of high schools students in the free/ reduced lunch gap will score at or above proficiency in math.</p>	<p><b>KCWP5: Design, Align, and Deliver Support Processes</b> All teachers will be equipped to provide appropriate interventions and support services to students.</p>	<p>The district will support schools in implementing the District MTSS Process with fidelity.</p>	<p>PLC agendas with MTSS noted 2024-2025 Carter County Professional Learning Calendar MTSS team meeting agendas Coaches' schedules/agendas</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>NA</p>
		<p>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</p>	<p>Community Schools meeting agendas, minutes Community School Plan Community School observation Community Schools sign in sheets</p>	<p>Regular meetings with Prichard Committee for Academic Excellence Monthly board reports Monthly EILA reports</p>	<p>Prichard KCSI grant</p>
	<p><b>KCWP2: Design and Deliver Instruction</b> All teachers will implement the explicit model of instruction.</p>	<p>Teachers at all grade levels will implement the explicit model of instruction</p>	<p>Walkthrough data Lesson Plans Student work samples</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>NA</p>
		<p>All teachers will participate in District Academies/ District PLCs to ensure all strategies and standards are implemented with fidelity and utilize high quality formative assessment to identify student learning needs. (Collaborative vs.</p>	<p>Agendas Professional Learning Scans</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>NA</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Individualistic, Teacher Credibility, Teacher Clarity)			
<p><b>Objective 2—Students with IEP’s Gap</b>                      By May 2024, of 50% elementary students, 45% of middle school students and 40% of high school students receiving special education services will score at or above proficiency in reading.</p> <p>By May 2024, of 40% elementary students, 40% middle school students and 40% of high school students receiving special education services will score at or above proficiency in math.</p>	<p><b>KCWP1: Design and Deploy Standards</b>                      All teachers will participate in professional learning academies 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>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.</p>	<p>Agendas                      Professional Learning Scans</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed.                      January 2024-December 2024</p>	<p>NA</p>
	<p><b>KCWP5: Design, Align, and Deliver Support Processes</b>                      All teachers will be equipped to provide appropriate interventions and support services to students.</p>	<p>Collaborating and regular education teachers (P-12) will be provided professional learning during opening conference sessions that will enable them to supply meaningful interventions to students.</p>	<p>Agendas                      2024-2025 Carter County Professional Learning Calendar                      Professional Learning Scans</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed.                      January 2024-December 2024</p>	<p>NA</p>
	<p><b>KCWP5: Design, Align, and Deliver Support Processes</b>                      The DLT will support all schools in support services for students through instructional calibration, academies, EILA meetings, content networks, new</p>	<p>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,</p>	<p>Sign In sheets                      Social media posts                      Sample communications                      Photos and other evidence                      Title I surveys                      Revised parent engagement plan</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed.                      January 2024-December 2024</p>	<p>Title I</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	teacher networks, and other instructional support.	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.	Agendas Professional Learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	Title IV Title V ESSER
		The district will facilitate a Preschool teacher cadre that will meet regularly to identify and solve Preschool problems of practice	Agendas Professional learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	ESSER Preschool

4: English Learner Progress

Goal 4: By May 2025, 70% of ELL students will score proficiently in reading and math on the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, 70% of ELL students at all grade levels will score proficiently in reading on the KSA.	<b>KCWP5: Design, Align, and Deliver Support Processes</b> The district will provide support for all schools as they deliver support services for ELL students.	The district ELL coordinator will provide support services during the creation of LEP's.	Documentation of support services Parent surveys	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA
Objective 2 By May 2024, 70% of ELL students at all grade levels will score proficiently in math on the KSA.	<b>Strategy – KCWP1: Design and Deploy Standards</b> The district will continue to seek and train ELL instructors and to provide professional learning opportunities for ELL instructors to improve professional practice.	The district ELL teacher will attend professional learning sessions to learn best practices strategies for reading, math, and the KAS for these content areas.	Proof of attendance (certificate, etc.) Lesson plans Student work	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	ESSER

5: Quality of School Climate and Safety

Goal 5: By May 2025, the district quality of school climate and safety score will reach 90.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b> By May 2024, all district schools will have a quality of school climate and safety score of 85 or higher with the long term goal of reaching 90 by 2025.</p>	<p><b>KCWP 6: Establishing Learning Culture and Environment</b> The district will support schools as they create caring, nurturing, and safe learning environments in which opportunities for student success are being optimized.</p>	<p>The district will adopt and implement an SEL curriculum for elementary (P-5) including required professional learning</p>	<p>Sample curriculum Student work Professional learning records</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>ESSER/ARP RLIS Title I</p>
		<p>Ripple Effects Teen and Bouncy will be piloted at two middle and two elementary schools (including Preschool) to determine effectiveness in meeting SEL needs of students.</p>	<p>Program data Observations Teacher Feedback</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed at appropriate schools January 2024-December 2024</p>	<p>McKinney-Vento</p>
		<p>PBIS will be implemented at all district schools.</p>	<p>IC data</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>RLIS Title I McKinney-Vento</p>
		<p>District parent events will be held quarterly. An intentional focus will be made to ensure events are focused on parent learning and efficacy.</p>	<p>Sign in sheets Social media Other evidence</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>Title I</p>
		<p>Title I parent engagement funds will be allocated to support school parent engagement events and activities.</p>	<p>GMAP/MUNIS budget and expenditures Photos, etc.</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>Title I</p>

Goal 5: By May 2025, the district quality of school climate and safety score will reach 90.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Professional learning sessions will be offered at opening conference to help teachers enhance learning culture and environment.	Agenda/Program 2024-2025 Carter County Professional Learning Calendar Attendance/Sign ins	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): By May 2025, 95% of high school seniors will attain postsecondary readiness as defined by KDE.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b> By May 2024, high school students will receive an average composite score of 19 on the ACT.</p>	<p><b>KCWP 1: Design and Deploy Standards</b> <b>KCWP 3: Design and Deliver Assessment Literacy</b> ACT data will be analyzed for strengths and weaknesses in student performance and steps will be taken to address weaknesses.</p>	<p>The district will provide support to schools and teachers during the data analysis process.</p>	<p>Needs Assessment process/sign in/agenda PLC agendas with data analysis</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>NA</p>
		<p>Teachers will provide intervention based on the ACT standards as a result of data analysis.</p>	<p>Student lists/spreadsheets with needs identified</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>ESS</p>
<p><b>Objective 2</b> By May 2024, 50% of students will meet the benchmark in English, 50% will meet the benchmark in math, and 50% will meet the benchmark in reading on the ACT</p>	<p><b>KCWP 2: Design and Deliver Instruction</b> Instruction relevant to the ACT standards and strategies needed for the ACT assessment will be shared with high school teachers in professional learning settings.</p>	<p>PLC and/or club meetings, etc. may be held to ensure teachers are aware of the ACT standards and necessary tools students need to be successful on the ACT.</p>	<p>Agendas Professional Learning Scans</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>NA</p>
		<p>Teachers with identified skills in areas of ACT-assessed content will provide tutoring for identified and interested students.</p>	<p>Tutoring schedules</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>ESS Title I ESSER/ARP</p>
		<p>The district will collaborate with counselors to ensure students are placed in appropriate intervention classes.</p>	<p>Students schedules will be aligned to meet individual needs so they can receive needed interventions and attain post-secondary readiness.</p>	<p>Class schedules</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>

7: Graduation Rate

Goal 7: By May 2025, the Carter County School System will maintain a 4 Year Cohort rate at least 98% and a 5 Year Cohort rate of at least 98.5%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b> By May 2025, both district high schools will maintain a 5 year cohort rate of 98.</p> <p><b>Objective 2</b> By May 2025, both high schools will maintain a 4 year cohort rate of 98.5.</p>	<p><b>KCWP6: Establishing a Learning Culture and Environment</b> All students will be identified and provided interventions such as course scheduling reflective of ILP career paths, counseling services, and planning meeting with district personnel.</p>	At-risk students will be identified and provided interventions such as course scheduling reflective of ILP career pathways, counseling services, and planning meeting with district personnel.	IC class schedules	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA
		Counselors will coordinate services to ensure students are provided with opportunities to experience career presentations, CTE opportunities, and ILP planning.	Individual student ILPs, schedules, etc.	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA
		The district will collaborate with external agencies to support student graduation rates.	Sample meeting agendas with ACTC, KCU, MSU, etc.	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	RLIS
		The district will collaborate with KEDS to ensure that measures are in place to effectively address disciplining students with special needs.	Agendas Sign In Sheets	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA
		An Alternative Program Classroom will be utilized prior to out of school suspension for at risk students.	Class Schedules in IC	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	ESSER/ARP





## 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:**  
The district will review the CSIP’s for Prichard Elementary and East Carter Middle School, two schools that are in TSI status for failing to meet special education proficiency targets. In addition, these schools will submit their 30 day plans for review and approval to the district each cycle.

The schools must include objectives, strategies, and activities that support the improved achievement of students with IEP’s, specifically in reading and mathematics. These should mirror those in the CDIP. The Director of Districtwide Programs and Special Education Director will closely monitor the schools’ 30 day plans for actionable, research-based practices.

The process for local board review and approval is:

1. Submission of the CDIP by November 17 2023.
2. Review by the BOE at the November meeting. (Nov. 20, 2020)
3. Public Review, Comment and Revision (as needed) by December 1, 2022.
4. Resubmission and approval by BOE at December meeting. (Date TBA)
5. Submission in EPROVE before Jan. 1, 2024.
6. Ongoing review and revision monthly at DLT/EILA meetings