# Phase Three: Comprehensive Improvement Plan for Districts_12192018_14:49

Phase Three: Comprehensive Improvement Plan for Districts

**Carlisle County**
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4557 State Route 1377
Bardwell, Kentucky, 42023
United States of America

Last Modified: 12/26/2018
Status: Open

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## Phase Three: Comprehensive Improvement Plan for Districts

## Comprehensive Improvement Plan for Districts

**Rationale:** District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

**Operational definitions of each area within the plan:**
**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

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

**Measure of Success:** The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Districts below. If you do not have an optional narrative, enter N/A.

N/A

## ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|---|---|
| DOC Carlisle County CDIP | Goal Builder Template | |

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# Phase Three: Executive Summary for Districts_12262018_09:12

Phase Three: Executive Summary for Districts

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## Phase Three: Executive Summary for Districts

## Executive Summary for Districts

### Description of the District

Describe the district size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

Carlisle County Schools serves students from pre-k to 12. Preschool and Headstart jointly serve 3 and 4 year old students. Carlisle County Elementary School serves students through the fifth grade and has 325 students. Carlisle County Middle School serves grades 6-8 and has 180 students and Carlisle County High School serves grades 9-12 and has 225 students. Adult Education services off campus are provided by WKEC. Mayfield Area Technology Center in Mayfield provides vocational courses to high school students and West KY Community and Technical College and Murray State University offer high school students the opportunity to earn college credit. The Carlisle County Virtual High School provides an alternative to students seeking high school diploma in a non-traditional manner. 100% of the faculty is highly qualified. Carlisle County High School was consolidated in 1957 from Arlington, Bardwell, Cunningham, and Milburn High schools. The first Carlisle Comet basketball season was 1957-58, the first graduating class in the spring of 1958. Carlisle County was formed in 1886. As of 2010, the population was 5,104. Its county seat is Bardwell, Kentucky. The county is named for John Griffin Carlisle, a Speaker of the United States House of Representatives from Kentucky. According to the U.S. Census Bureau, the county has a total area of 199 square miles (515 km²), of which, 192 square miles (499 km²) of it is land and 7 square miles (17 km²) of it (3.29%) is water. As of the census of 2010, there were 5,104 people, 2,034 households, and 1,574 families residing in the county. The population density was 26.9 people per square mile (11/km²). There were 2,424 housing units at an average density of 13 per square mile (5/km²). The racial makeup of the county was 96.5% White, 1.2% Black or African American, 0.7% Native American, 0.3% Asian, 0.3% from other races, 2.0% of the population was Hispanic or Latino of any race. There were 2,116 households out of which 27.60% had children under the age of 18 living with them, 54.4% were married couples living together, 10.1% had a female householder with no husband present, and 31.3% were non-families. 9.4% had someone living alone who was 65 years of age or older. The average household size was 2.38 and the average family size was 2.88. In the county the population was spread out with 23.40% under the age of 18, 7.80% from 18 to 24, 26.40% from 25 to 44, 24.10% from 45 to 64, and 18.30% who were 65 years of age or older. The median age was 40 years. For every 100 females there were 95.20 males. For every 100 females age 18 and over, there were 92.90 males. A definite impact and concern is the economy. As we review the financial situation each year, it is a struggle to balance the budget with minimal negative impact on instruction. However, we have maintained the required state balance reserves and continue to receive excellent audit reports.

### ATTACHMENTS
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### District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district embodies its purpose through its program offerings and expectations for students.

Our mission is to provide an atmosphere of educational excellence and equity within a positive learning environment, thus allowing all students to learn and achieve at a high level of academic

performance and physical development. The small student/teacher ratio provides an ideal environment for both students and teachers. The district is composed of one elementary school(pre-school through 5th grade),one middle school(6th-8th grade), and one high school(9th through 12th grade). All schools, FRYSC and the District Administrative Offices are located on one campus. Each classroom has internet access, and every student has access to computer training and usage. Individual needs of students are met through vocational, gifted, exceptional, and alternative education programs. We will continue to focus on new opportunities for students and to expand and improve facilities, equipment, and curriculum to meet our responsibility to the citizens of Carlisle County. We have high expectations for students through are school and district plans to reach proficiency. We offer a rigorous curriculum which includes many dual credit offerings at the high school. Our Local Planning Committee has identified the major facility need as a new elementary school and the construction project is in the final stages. It is anticipated that we will be moving into the building soon after the submission of this document. One of the major challenges Carlisle County faces is a lack of industry and a declining population. Most of our students have to leave the county for jobs when they graduate. The County is extremely rural, but we believe through the hard work and forward thinking of the staff and administration, we continue to meet our vision and purpose for our students and give them a high quality education which prepares them to be "Learners today and leaders tomorrow."

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**Notable Achievements and Areas of Improvement**

> Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

Over the last years, Carlisle County School District has had several notable achievements and has continued to seek improvement in all areas. * Carlisle County Schools has been able to exceed both the delivery target and the state average for graduation rate over the past 3 years. With the new graduation requirements issued by the state we anticipate that Transition Readiness will need to be an area that we improve upon in order to meet the need of every student meeting that requirement. * The exiting of our district from being labeled a Focus District based on the performance of our students in our GAP Groups. We learned several new techniques for preparing these students that will continue to be an area we look for ways to improve upon. *Continued achievement on the ACT has been an area we are proud of. In the 16-17 school year our students achieved a high for our district with a composite score of 20.2 and we have a 3 year average of 19.4 over the past 3 years. We will need to continue to improve our preparations for our students through programs such as Jane Ross Tutoring and other supplemental training materials in order to assist them in meeting benchmarks required for graduation. *Kindergarten Readiness scores in our district have continued to be some of the highest in the region with this year's Kindergarten class being 68.2% ready. We will continue to work toward improvement in this area with the use of our Preschool Expansion Grants received over the past 3 years. * Our partnership with the Four Rivers Foundation has and will continue to provide for students to have increased learning opportunities by providing training and preparation programs for various assessments as well as numerous dollars donated that allow our students to earn many dual credit hours at no cost through Murray State University and West Kentucky Community and Technical College. *Our FRYSC continues to assist with daily needs of families and students as well as offering programs such as our PEEK Award winning PAL's program which puts at risk high school students in a role of assisting with preschool students on a daily basis so that they have a role in the district that encourages them.

## ATTACHMENTS

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**Additional Information**

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

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## ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
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# Phase Two: The Needs Assessment for Districts_11122018_09:06

Phase Two: The Needs Assessment for Districts

**Carlisle County**
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# Phase Two: The Needs Assessment for Districts

## Understanding Continuous Improvement: The Needs Assessment

**Rationale:** In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

## Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Despite the small size of the school district, data is reviewed, analyzed and applied differently at each level. At the building levels there are some consistencies in that data is broken down during Professional Learning Clubs (PLC), shared/analyzed during each of the Site Based Decision Making Council (SBDM) Meetings and revisited for monitoring of application during specific intervals throughout the school year by the principal, PLC and SBDM. At the district level the data process is done primarily through the DAC and the Superintendent working together during the initial data release times and then disseminating those results to the buildings for their processes to begin. Once the DAC and Superintendent have worked through the data and consulted with the buildings, the data is shared with the Board of Education in order to obtain their input into the processes. The district leadership team meets monthly in order to guide the processes and to monitor progress or adjust plans. Beginning in November of 2018, district and building leadership will begin meeting bi-monthly to review, analyze and suggest alterations or additions to instructional strategies.

## **ATTACHMENTS**
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## Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

**Example of Current Academic State:**
-32% of gap students scored proficient on KPREP Reading.
-We saw a 10% increase among gap students in Reading from 2017 to 2018.
-34% of our students scored proficient in math compared to the state average of 47%.

**Example of Non-Academic Current State:**
-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

-52% of our students are proficient or distinguished in reading -45% of our students are proficient or distinguished in math -61% of our students with IEP's scored novice in reading -57% of our students with IEP's scored novice in math -77% of our students scored novice or apprentice in writing -Novice/Apprentice percentage was over 50% for all content areas except reading.

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## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

**Example:** 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

- There needs to be a focus on moving students from novice/apprentice to proficient. -The percentages of students with IEP's and those on free/reduced lunch scoring novice or apprentice are over 60% in all content areas except reading. -Science scores indicate that over 75% of our students are novice or apprentice. -Writing scores indicate that over 75% of our students are scoring novice or apprentice in writing. -Reduce novice/apprentice percentages in all content areas.

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## Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

-Percentage of novice students in all content areas remains fairly consistently too high. (At or above 50% in all content areas) -Writing scores, while improved for one year, have declined to previous levels.

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## Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

- What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)? -What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)? -What systems are in place to ensure that student datais collected, analyzed, and being used to drive classroom instruction? -How do school/district leadership ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)?

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## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

**Example**: Graduation rate has increased from 67% the last five years to its current rate of 98%.

-Graduation Rate is at 94.6% -Growth at the MS (13.1)indicates that we are growing students and should begin to see that reflected in future results. -All content areas, particularly science(56%) and writing(48%) show a high percentage of students scoring apprentice which indicates lots of opportunity move students to proficient.

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