



North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Standards Assessment Report

Carlisle County Board of Education

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Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

Purpose of the Report

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help school systems prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, school systems must meet the AdvancED standards, engage in a process of continuous improvement, and demonstrate quality assurance through internal and external review.

The Standards Assessment Report engages the school system in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school system identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school system identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school system. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school system and to make an accreditation recommendation.

Structure of the Report

The Standards Assessment Report includes four sections: 1) a review of each standard; 2) a description of the school system's methods for quality assurance; 3) optional online peer-to-peer submission; and 4) conclusion.

The review of each standard is divided into three components: 1) the Indicators rubric; 2) focus questions; and 3) overall assessment rubric. The Indicators rubric enables the school system to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and Indicators. For each Indicator, the school system may check if the practices and/or processes are highly functional, operational, emerging, or not evident. The school system should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school system can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The focus questions allow the school system to expand on and think more deeply about the responses to the Indicators rubric. The focus questions provide an opportunity for the school system to describe the systematic and systemic processes that are in place to support its ability to meet the Indicators. The section asks, "How are the practices/processes implemented?"

The overall assessment describes how well the school system and its schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps the school system judge where it is in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the

standard overall?"

The description of the school system's methods for quality assurance should include an overview of the practices and methods the school system uses to monitor and document improvement, provide meaningful feedback and support across the district, ensure that the AdvancED standards are met and strengthened, and regularly collect, use, and communicate results.

The optional peer-to-peer submission section asks the school system to share an effective practice. The submission allows the school system to highlight a practice that it feels is indicative of the quality work occurring across the system and its schools. The review team may refer to the practice and use it as the basis for identifying other successful practices occurring in the school system. In addition, the practice is included in the online AdvancED Resource Network where it can be accessed by other AdvancED schools and school systems.

The conclusion provides an opportunity for the district to share final insights and information.

Completion and Submission of the Report

This Standards Assessment Report is to be completed by the school system between six months and six weeks prior to hosting a Quality Assurance Review (QAR) visit. It is strongly recommended that a wide and broad cross-section of the school system's community participate in completing this report. The report will become the basis of the Quality Assurance Review Team's review.

Directions for Completing the Report

Follow the instructions to complete each section of the report. Be thorough and concise in your answers, focusing on quality and depth over quantity.

Demographics

# Elementary Schools:	1
# Middle Schools:	1
# High Schools:	1
# Other:	0
Grade(s):	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Enrollment:	824

Executive Summary

Please provide an overview of the school system's profile. Please include:

- The school system's vision and goals;
- A description of the programs and services (including number and type of schools) under the jurisdiction of the system;
- Demographic information about school system's community;
- A summary of student performance across the system;
- An overview of any major trends or issues impacting the school system; and
- A summary of the major strengths and needs of the school system.

Carlisle County School District's Vision and Goals

Guiding Principle (Vision)

Expect effort, pursue excellence

Mission

The mission of the Carlisle County School Board Team is to provide an educational program that will enable all students to reach their potential as learners and as good citizens, now and for a lifetime.

Motto

Learners Today, Leaders Tomorrow

Operating Principles

Our Carlisle County School Board Team commits to:

- *Sustaining the focus on what is best for all students;
- *Leading through clear objectives, expectations, and policies;
- *Delegating authority and responsibility for action that supports our agreed mission;
- *Celebrating improvement and excellence;
- *Making decisions based on facts, competent advice and shared values;
- *Being truthful and honest;
- *Working as a team;
- *Valuing differing perspectives;
- *Doing our homework;
- *Respecting one another, disagreeing agreeably;

- *Promoting no personal or hidden agenda;
- *Supporting the Board's decision; and
- *Respectfully reminding one another of these commitments.

Expectations

- *All students will be treated fairly.
- *All students will be taught through individualized methods.
- *All resources will be used to benefit children.
- *All students will be at grade level in reading and math by the end of 3rd grade.
- *All students will be valued and cared for.
- *All students will learn what good citizenship requires.
- *All students will be provided with facilities, opportunities, instructors, and experiences sufficient to provide a good foundation educationally, socially, mentally, and physically.
- *All of our students will graduate.

Description of the schools

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 352 students. Carlisle County Middle School serves grades 6-8 and has 175 students and Carlisle County High School serves grades 9-12 and has 260 students. Adult Education services on 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 offers high school seniors the opportunity to earn college credit on their campus. 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. Since 1921, nearly 70 Carlisle County residents have served as members of the board of education. Many of those serving more than one term. During that time period the district has had 13 superintendents.

Carlisle County Demographics

Carlisle County was formed in 1886. As of 2000, the population was 5,351. 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 2000, there were 5,351 people, 2,208 households, and 1,574 families residing in the county. The population density was 28 people per square mile (11/km²). There were 2,490 housing units at an average density of 13 per square mile (5/km²). The racial makeup of the county was 97.78% White, 0.95% Black or

African American, 0.41% Native American, 0.07% Asian, 0.22% from other races, and 0.56% from two or more races. 0.82% of the population was Hispanic or Latino of any race.

There were 2,208 households out of which 30.60% had children under the age of 18 living with them, 58.50% were married couples living together, 9.30% had a female householder with no husband present, and 28.70% were non-families. 26.30% of all households were made up of individuals and 13.10% had someone living alone who was 65 years of age or older. The average household size was 2.40 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.

The median income for a household in the county was \$30,087, and the median income for a family was \$33,433. Males had a median income of \$29,523 versus \$19,792 for females. The per capita income for the county was \$16,276. About 10.50% of families and 13.10% of the population were below the poverty line, including 17.40% of those under age 18 and 11.00% of those age 65 or over.

Summary of Student Performance

Carlisle county students perform well in state testing and **Carlisle County has made No Child Left Behind goals each of the last five years.** Our ACT scores are at state average and our students rank well nationally in normed tests given locally. Following are the 2009 state testing results. At the time this report was done, we had not received 2010 scores. When the QAR visit takes place, we will have the 2010 scores. All scores, both local, state and national, will be available to the team.

- District wide, 64 percent of students scored proficient or above in reading
- District wide, 60 percent of students scored proficeint of above in math
- In the elementary school, 65 percent of students scored proficient or above in reading and 71 percent in math.
- In the high school, 64 percent of students scored proficient or above in reading and 42 percent in math.
- In the Middle school, 63 percent of students scored proficient or above in reading and 57 percent in math.

Overview of Major Trends

The major trends are identified by reviewing various data sources. Academically the area of focus continues to be math and reading instruction especially with our at-risk students. This involves an increased focus on instruction utilizing Thoughtful Ed strategies, differentiating instruction, Response to Intervention pyramids, Teacher Leader Teams, and continuous monitoring through internal quality assurance procedures such as learning walks and formative assessments.

A definite impact and concern is the economy. As with most school districts in the state over the past few years we have faced 7 cuts in various state programs. 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.

Our Local Planning Committee has identified the major facility need as new or major renovation of the elementary school. This includes a new cafeteria and PS-12 library along with changing the current structure from an open concept building to a building with “walls”. The district currently has essentially zero bonding potential but the Board of Education is committed to passing a construction tax. This is referred to in KY as a “recallable nickel”. This could generate over a million dollars in bonding potential and begin the elementary renovation in phases.

Strengths and concerns are discussed throughout this document. The major items were discussed in the summary but the data is used in formulating the district improvement plan and action plans for program areas.

Major Strength

The major strength of Carlisle County is Carlisle County. There is an excellent study body and parents that make-up the school system. They are proud to be Comets and support the schools. This is reflected in general support throughout the community and it strengthens our mission of *Learners Today, Leaders Tomorrow*.

Standard 1. Vision & Purpose

STANDARD: The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

Impact Statement: A system is successful in meeting this standard when it commits to a purpose and direction that is shared system-wide. The leadership establishes expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and district effectiveness. The system's vision guides allocations of time and human, material, and fiscal resources.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders:

Operational

Evidence Provided:

Leadership demonstrates stakeholder support

Mission Statement visible throughout the district

Policies/Procedures manuals/handbooks demonstrating stakeholder involvement in development of mission

Stakeholder perception data used to develop mission

Strategic Plans include mission

1.2 Communicates the system's vision and purpose to build stakeholder understanding and support:

Operational

Evidence Provided:

Handbooks include vision, mission

Meetings incorporate elements of vision, mission

Newsletters include vision, mission

Signage includes vision, mission

Website/page includes vision, mission

1.3 Identifies system-wide goals and measures to advance the vision:

Operational

Evidence Provided:

District and school improvement planning incorporates vision, mission

District Improvement Plan includes vision, mission

Goals distributed through publications and communication

Goals that are data-driven and measurable

Stakeholders demonstrate involvement in and knowledge of goal setting

Strategic Plan includes vision, mission

Strategic planning incorporates vision, mission

1.4 Develops and continuously maintains a profile of the system, its students, and the community :

Operational

Evidence Provided:

District Improvement Plan

District profile is used during parent/community meetings

Newsletters, articles

Publications, brochures, handbooks

Stakeholders demonstrate knowledge of District profile

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services:

Highly Functional

Evidence Provided:

District and school improvement planning demonstrates alignment with vision, mission

District Curriculum demonstrates alignment with vision, mission

District Improvement Plan demonstrates alignment of vision, mission with teaching and learning

Extra -curricular activities incorporate vision, mission

Policies on instructional practices demonstrate alignment with vision, mission

Policies on lesson plan development and deployment demonstrate alignment with vision, mission

Staff and Parent Handbooks demonstrate alignment of vision, mission with teaching and learning

Strategic Plan demonstrates alignment of vision, mission and teaching and learning

Student report cards demonstrate alignment with vision, mission

1.6 Reviews its vision and purpose systematically and revises them when appropriate:

Operational

Evidence Provided:

Agendas, minutes for strategic planning demonstrate review

Strategic planning process demonstrates review by stakeholders

Focus Questions:

1. What is the process for establishing and building understanding of and commitment to the vision statement among the school system and its stakeholders?

The vision and mission of the Carlisle County school district was determined through the guidance and facilitation of a representative through the Kentucky School Board Association (KSBA). A district team consisting of the superintendent, elementary principal, middle school principal, high school principal, elementary school guidance counselor, middle/high school guidance counselor, the district's pupil of personnel, the district's supervisor of instruction, the district's technology coordinator, and the district's director of special education attended a district retreat that was dedicated to developing the district's vision and mission. These district stakeholders are also parents whose children attend the Carlisle County School District. Each member of the team shared their goals for the Carlisle County School District. Expectations were discussed by each stakeholder and the stakeholders reached consensus that the most prevalent expectations included a focus on long term growth, continued CATS improvement, ownership of the district's vision by every staff member, and embedded professional development. District staff members also discussed creating a community of learners through enhancing the district's culture, discussing the programs/process, and planning that needs to take place. End results were shared by district staff which included statements such as Successful students who are educated, All staff stakeholders who believe all students can learn, Successful transitions are implemented, Students who feel valued and loved, and Success that is measured by one's own sense of success. The common belief that drove this district retreat is that each child's needs are met emotionally and physically by teaching to the whole child. Students should leave the Carlisle County School District as academically healthy young adults ready to become productive citizens. District staff believe that way to meet the district's vision and mission are to model success, use instructional strategies, teach and model, enhance character education programs, build positive relationships district-wide, be positive role models, expect the best, work toward a common goal, and instill a love of learning.

During the 2009-2010 school year, the Carlisle County Board of Education members met and enhanced the

plans developed by district staff in 2004. The plan included the adoption of Carlisle County Schools' current mission and vision statements. Mission: The mission of the Carlisle County School Board Team is to provide an educational program that will enable all students to reach their potential as learners and as good citizens, now and for a lifetime. The Carlisle County Board of Education set forth the vision/guiding principle Expect effort, pursue excellence. The board also set forth operating principles for the district.

Since the adoption of the original vision and mission for Carlisle County Schools, the District Leadership Team has annually reviewed the statements to ensure awareness and fulfillment of the vision and mission district wide. During the 2009-2010 school year, the committee further discussed the vision and mission. Even though a motto is evident at each school in the district, the committee adopted the motto Learners Today, Leaders Tomorrow as a summary of the existing mission statement for the Carlisle County School District.

Carlisle County Schools is now in the process of publicizing the summarized motto, vision and mission to all stakeholders in a variety of ways. The district's motto, vision and mission now appear on Carlisle County Schools' website www.carlisle.kyschools.us. Further efforts are underway to continue the process of taking our long held mission and linking the vision and motto of the district to all stakeholders through various strategies. A poster, inclusive of the district's motto, was developed and distributed for display in every school. Teachers have discussed the motto, vision and mission with students. A flyer with a printed version of the motto, vision and mission was given to parents at Back to School Night. The Behavior Code, which is distributed to every student in the district, also contains the district's mission and beliefs. Efforts are also underway to include the motto, vision and mission on letterhead stationary for written correspondence throughout the district.

2. What is the system's process for maintaining and using information that describes the school system, its programs, services, and schools and their performance?

All Carlisle County Schools use a variety of means to address the topics listed in question two. The district website contains information for district stakeholders related to all areas. The website (www.carlisle.kyschools.us) lists current district demographic information in conjunction with the district's motto, vision, mission, foundational documents, guiding principles, and beliefs. Additionally, community members can obtain information related to system programs. For instance, contact information for Family Resource Youth Services Center is available to the public via the web. Transportation, enrollment, food service, and school calendar data are readily available to the public to provide detailed information to ensure the success of all students. Information regarding curriculum mapping and state standards are listed as well as distributed throughout the district to teachers. Student performance data in the forms of NCLB reports for each school as well as the district, the Interim Performance Report (IPR) for the district and each school, each school's Comprehensive School Improvement Plan (CSIP) and the district's Comprehensive District Improvement Plan (CDIP), and school and district report cards are all available via the web. Each individual school report card is distributed to every family. The district's professional development plan is also included on the district's website. Media outlets publish results of school and district assessment data annually so that the public is informed regarding district performance. The achievement and success of students in Carlisle County are celebrated at each school through an awards and celebration ceremony. Parents and community members are encouraged to attend these celebration ceremonies.

Additional efforts are made throughout the year to review the vision and mission with school personnel. Shirts displaying the school's motto were distributed on opening day. The school's motto was included on materials distributed during the Back to School Bash and registration forms.

Teachers and administrators at each school meet to disaggregate student data when the state assessment scores are released each fall. Teachers are able to analyze their students' scores and set goals for improving these scores.

By analyzing student data, teachers are able to target strengths and weaknesses and adjust their teaching accordingly. Implementation and Impact checks are held three times a year to ensure that the activities included on the CSIP are being successfully implemented. The principal reports the progress of the Implementation and Impact checks to the Site Based Decision Making (SBDM) Council at each school. Progress toward meeting the goals and activities are discussed by the SBDM council members and the school's CSIP is amended only as needed. Formative assessments are conducted and regularly throughout the school year. This continuous monitoring process allows the district to track the progress of each student.

3. How does the leadership ensure that the system's vision, purpose, and goals guide the work of the school system and its schools?

Development of the Comprehensive District Improvement Plan (CDIP), guided by the individual school's Comprehensive School Improvement Plans (CSIP) formulated specifically to meet the needs of students at each school site, provides oversight in ensuring that the school system is guided by the vision and mission. The district and each school conduct an implementation and impact checklist for each item listed on the district and school plans to monitor progress in meeting district and school goals. The plans are reviewed and revised annually by all stakeholders to ensure the information is current and aligned with district and school goals. This process is led by district and building administrators throughout the system.

All certified employees are required to develop professional growth plans that have target goals related to the implementation of the vision and mission. Plans are developed for the upcoming school year, and progress is monitored by district and building administrators throughout the school year. A conference summary between certified teachers and building administrators is conducted to discuss progress on growth plans. District administration guides the process of professional growth and development of staff.

The system of improvement planning at the school and district levels, combined with the commitment to continuous professional growth, ensures that the district is striving to achieve the district's guiding principle/vision Expect effort, pursue excellence and the mission of creating learners today, leaders tomorrow.

4. What process is used to ensure that the vision and purpose of the school system remain current and aligned with the system's expectations in support of student learning and the effectiveness of the school system and its schools?

The Comprehensive District Improvement Planning committee meets annually to review current school year Comprehensive School Improvement Plans. The planning committee, comprised of district and building level administrators, teachers, classified staff, students, business representatives, and community stakeholders, reviews current achievement data from KCCT state assessment and the NCLB report to determine the current needs of the district. The committee also annually reviews the mission and vision to ensure the work in drafting the district improvement plan aligns with current system expectations. Through analyzing the implementation and impact of district level initiatives, district personnel can determine the effectiveness of current plans.

Additionally, each School Based Decision Making Council analyzes KCCT data in the IPR and No Child Left Behind (NCLB) report. The findings of each school council are reported to the board of education as a means of ensuring progress in the areas of gap reduction.

The district also provides a curricular framework that is aligned with the Program of Studies for Kentucky schools. The document is continually updated as the state of Kentucky further streamlines the curriculum for students. The constant revision of the curriculum documents keeps the district current with providing high quality instruction aligned with state standards.

Teachers and district administrators spend a day each fall after school begins reviewing student performance results from the previous school year. The analysis of this student data and test scores drive district decisions that are made regarding professional development, interim assessment, curriculum, and instruction. The district

leadership team, which is comprised of teacher leaders from each school and district administration, analyzes the test scores as well to plan district professional development for the school year. The district's leadership team determines the direction and topic of professional development for the district. Then the SBDM council at each school approves the professional development topic and training.

During the 2009-2010 data disaggregation day, it was determined through analysis of the data that several students scored lower than expected in answering open response questions. Therefore, a training was planned and held regarding answering open response questions and teachers implemented this new strategy into their teaching methods. The Carlisle County School District anticipates higher scores in open response questions as a result of this training.

Overall Assessment:

Operational: The school system has committed to a shared purpose and direction. The system and its schools have clearly defined expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance, system and school effectiveness. The vision guides allocations of time and human, material, and fiscal resources.

Standard 2. Governance & Leadership

STANDARD: The system provides governance and leadership that promote student performance and system effectiveness.

Impact Statement: A system is successful in meeting this standard when it has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders function with clearly defined authority and responsibility and encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system operates under the jurisdiction of a governing authority that:

2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system :
Operational

Evidence Provided:
Agendas, minutes of governing authority meetings

District-wide Staff and/or student handbooks

Governance Policy handbooks: board, district, school

Governing authority affirms understanding of their role in the operation of the school/district

Local, state, and federal policy handbooks

Procedural policies: emergencies, contact information, calling tree, discipline, due process, logistics, placement and transfer

Staff and students affirm their understanding of emergency and operational procedures

Stakeholders affirm understanding of operational procedures

Students and staff affirm their understanding of discipline policies and due process

2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system:

Operational

Evidence Provided:

District staff are knowledgeable about leadership prerogatives

District staff are knowledgeable about organizational chart

District staff demonstrate knowledge about due process

Governing Board Policies demonstrate leadership prerogatives

Policies demonstrate protocols for remediation and due process

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:

Operational

Evidence Provided:

District staff are knowledgeable about curriculum standards

District staff demonstrates knowledge and use of curriculum standards in the teaching and learning process

District staff responsible for the implementation of state and/or federal programs are knowledgeable about compliance

Documentation of adherence to ethical business practices

Documentation of compliance with all regulations regarding copyright law, intellectual property, and international restrictions

Documentation of State and Federal Compliances and Assurances, including NCLB/Title I, EEO, Title IX

Documentation of utilization of all requirement elements of curriculum standards

Documentation with all regulations that apply to accreditation by NCA CASI, SACS CASI, or AdvancED

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

Stakeholders are involved in the establishment and monitoring of adherence to all regulations

2.4 Implements policies and procedures that provide for the orientation and training of the governing board:

Highly Functional

Evidence Provided:

District staff and governing board members affirm their knowledge of governing board policies and procedures

District staff and governing board members affirm their participation in orientation and training

Policies and procedures for governing board training and orientation

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources:

Operational

Evidence Provided:

Documentation of adherence to ethical business practices

Policies and procedures for fiscal planning: short-term and long-range

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations:

Operational

Evidence Provided:

District staff are knowledgeable about due process and complaint resolution

District staff are knowledgeable about access to legal counsel

Documentation of access to legal counsel

Documentation of resolutions of any complaints

Staff and students affirm their involvement in the accreditation process

2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations:

Operational

Evidence Provided:

District staff affirm knowledge and support for the district's fiscal responsibility

District staff affirm knowledge of district's insurance carrier, policies, and procedures

Policies and procedures for investments

Policies and procedures for protecting assets and financial resources

INDICATORS: In fulfillment of this standard, the system has leadership that:

2.8 Provides for systematic analysis and review of student performance and school and system effectiveness :
Operational

Evidence Provided:

Advisory Committee: agenda, minutes

District staff affirm the use of student performance and organizational effectiveness data for planning

District Staff meetings: agenda, minutes, decision points

Evaluation results: professional development, efficiency, effectiveness, instructional programming, etc.

Record of student performance data analysis

Staff and students affirm their involvement in the accreditation process

Student database management system

Student performance data are used during district staff meetings

Student performance data are used for extra-curricular planning

Student performance database for formative assessments

2.9 Creates and supports collaborative networks of stakeholders to support system programs:
Operational

Evidence Provided:

Accreditation team members are representative of staff and students

Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Parent/community compacts

Policies for staff/student leadership opportunities outside the district environment

Record of Advisory Committees: calendars, membership, minutes

Record of co-curricular organizations and activities: calendars, membership, sponsors

Stakeholder survey data

Stakeholders affirm a sense of belonging and engagement

Stakeholders affirm that leadership hears and acts upon their suggestions and recommendations

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement in the accreditation process

Stakeholders affirm their involvement on committees

Website provides forum for feedback and dialogue

2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals:

Operational

Evidence Provided:

Budget reflects allocation of support for student performance targets

District staff are knowledgeable about student performance targets

District staff are knowledgeable about the alignment of resources to support student performance

District-wide walk-about demonstrate monitoring of instructional practices

Guidelines outline expectations for instructional standards

Guidelines outline expectations for student performance

Policies demonstrate established student performance targets, measures, and strategies

2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:

Operational

Evidence Provided:

Accreditation team members are representative of stakeholder groups

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Parent/community compacts

Policies and procedures established for the inclusion of all stakeholders into appropriate district-wide decision making processes

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement on committees

2.12 Assesses and addresses community expectations and stakeholder satisfaction:

Operational

Evidence Provided:

Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities

District staff are knowledgeable about the results of a community satisfaction survey

Record of Advisory Committees: calendars, membership, minutes

Stakeholder survey data

Stakeholders affirm their satisfaction with their level of involvement

2.13 Implements an evaluation system that provides for the professional growth of all personnel:

Operational

Evidence Provided:

District staff are knowledgeable about access to and participation in a professional growth program

District staff are knowledgeable about the criteria, timeline, process, procedures, and dispositions by which they will be evaluated

Documentation of salary schedules

Handbooks demonstrate staff evaluation system

New staff orientation materials

Policies demonstrate evaluation criteria, timelines, and termination processes

Policies demonstrate professional growth opportunities

Professional development plan for all staff

Focus Questions:

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school system and its schools?

The Carlisle County School District operates under the authority granted by the Kentucky General Assembly. The Kentucky Revised Statutes (KRS) are referenced in the Board of Education's Policy Manual. The Carlisle County Board of Education is the primary policy-making and oversight body for the school district. Policies and procedures established by the Board of Education are available on-line at <http://policy.ksba.org/C05/>.

The policy and procedure manuals provide detailed information on school board responsibilities. The process for changes in board policy may be triggered by several means including identified changes due to student needs or changes due to legislative actions. The Board of Education utilizes consulting services of the Kentucky Schools Boards Association to maintain current and legal policies and procedures.

Each school has a policy making and oversight body known as School Based Decision Making Councils

(SBDM). The SBDM consists of the principal, two parents, and three teachers. The SBDM council creates policy intended to support and increase student achievement. SBDM Policy and minutes are maintained at each school. A member of the district's administrative team serves as a liaison to each school council to ensure effective communications between the school and the district. Each school principal serves as the chief operating officer for their school.

While the chief officer of the district is the superintendent, he is assisted in the central office by the Chief Academic Officer, Finance Officer, and Director of Pupil Personnel/Transportation. The Chief Academic Officer monitors and supports student achievement throughout the district. Specific program areas are supported by coordinators including Director of Special Education/Preschool Coordinator, Chief Information Officer, School Food Services Director, and Family/Youth Resource Services Director.

2. What process does the system's leadership use to evaluate system effectiveness and its impact on student performance?

Carlisle County School District is striving towards being a data-driven system resulting in improved student achievement. The process to improve system effectiveness begins with analysis of student performance. Following the release of state test results, each school's faculty spends a day disaggregating the results to identify strengths and weaknesses in our instruction. Interim assessments are coordinated and results disseminated to teachers and other stakeholders by the literacy coordinator.

This becomes the basis for the needs assessment for the School Improvement Plans and District Improvement Plan. Each plan identifies action components and assigns responsibility to a component manager to monitor implementation. Committees are established at both the district and school levels to complete the needs assessment and develop the improvement plans. The plans are then submitted for review and approval by either the SBDM or school board.

Improved instruction is based upon improved delivery. The Certified Evaluation Plan is a tool to assist teachers and administrators in their professional growth. The Leadership Teams at each school are composed of three teachers that work with the Chief Academic Officer to encourage professional development throughout the school year. Learning Clubs at each school meet with teachers sharing and evaluating different techniques to providing instruction.

The budgeting process reflects the efforts to support instruction. The improvement plans reflect priority's for spending to support student achievement. The principals submit a needs assessment to identify items to improve their schools program. Each program is expected to evaluate their program. The Chief Information Officer reviews the technology program and results are reflected in the technology component of the district improvement plan. Food Service provides an annual review and monthly checks are completed by the Food Service Director. Attendance and transportation are reviewed monthly for effectiveness by the DPP/Transportation Director. Daily attendance is checked to identify students that might require intervention. Finances are primarily reviewed monthly by the finance staff including school treasurers, the Finance officer, superintendent, project coordinators, and school board. Programs and schools submit periodic reports to the school board on the program/school status.

3. In what ways are stakeholders, including system and school staff, given opportunities to provide leadership and to contribute to the decision-making process?

Stakeholders are provided a variety of avenues to contribute to the decision-making process. Every school is governed by a school based decision making council (SBDM) which is composed of the principal, 3 teachers, and 2 parents. The teachers and parents are elected by their respective groups. SBDM operates Kentucky statute that outlines responsibilities of the group which includes the curriculum and daily school operations. The SBDM then creates the committees deemed appropriate for effective operation and development of the school.

The Board of Education encourages community participation in the form of committees related to programs. The STARS FRYSC (Family Resource Youth Services Center) has an advisory group that includes community members, students, and staff. Similar groups exist for other programs such as CSI and ASAP. The relatively new position of Student Services Coordinator includes the duties of parent involvement coordinator to encourage and support parental involvement. Some committees serve to accomplish a given task such as the Local Planning Committee to develop a facilities plan, District Improvement Plan, school calendar committees, and student handbooks committees as examples.

Parent and community groups serve to support programs and activities. The Booster Club supports the athletics program. Senior parents serve to support project graduation. The elementary school has an active PTA to support the school.

Surveys such as the Safe Schools Audit conducted by the KY Center for School Safety surveys are used to gather perceptions regarding a particular issue. Informal surveys are done via e-mail or the superintendent's blog for targeted items or groups. The superintendent's blog will survey timely items such as support for a construction tax. An e-mail example during the past year, the teachers were asked their opinion of eliminating a sick leave bank in favor of only utilizing the sick leave donation program. Being a small district, faculty and staff have easy access to be being involved in the decision-making or formulating of improvement plans.

The district seeks means to increase capacity and opportunities for stakeholder input including Teacher Leadership Teams. Participation in community events such as the Carlisle County Visioning are valued and allows input for stakeholders throughout the county.

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

Carlisle County Schools actively works to reduce and eliminate barriers to student achievement and seeks to expand opportunities for all students. The plan process includes identifying achievement gaps, social and family barriers then developing plans to reduce and/or eliminate them. Policies and procedures are approved and in place that cover students with disabilities to community use of facilities. Policies and procedures are developed in cooperation with Kentucky School Boards Association with review by appropriate personnel and dual reading by the school board before passage.

Alternative education and the Carlisle County Virtual High School provide opportunities for students needing a different learning environment to be successful. Dual credit, Advanced Placement class, and on campus college course at the West KY Community and Technical College provide challenging and rigorous coursework for advanced students. A variety of programs are active to support learning including the following: 1. Extended School Services; 2. Carlisle Students Investigate; 3. Preschool and Head Start; 4. Gifted and Talented; 5. Services for students with disabilities; 6. RTI – Response to Intervention; 7. Vocational Education at Mayfield Area Technology Center (courses such as welding, electricity, health services, carpentry); 8. College courses at

WKCTC; 9. PIE Team collaboration with 3 area school districts; 10. Innovations in Education grant consortium; 11. Professional development opportunities; 12. Clover College and Postponing Sexual Involvement provided by the extension service; 13. Community involvement such as Carlisle County Visioning; 14. GEAR-UP and SOAR; 15. Thoughtful Education; 16. Success Lab 9-12; 17. Read to Achieve grades K-3; 18. Math Achievement Grant grades K-3; and, 19. Capturing Kids Hearts.

Professional Learning Communities (PLC) are developing to strengthen and support each teacher and team member in the district. While the PLC's are given specific charge(s) annually the ultimate goal is develop and sustain a learning community that supports each team member and orients new team members to the education community to effectively serve and support student growth and achievement. The small size of Carlisle County allows easy access for all teachers and staff members to have various leadership roles and access to all levels of administration.

Carlisle County School District is committed to achieving its mission:
The mission of the Carlisle County Schools is to provide an educational program that will enable all students to reach their potential as learners and as good citizens, now and for a lifetime.

Overall Assessment:

Operational: The school system has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these processes and conditions are being implemented, the implementation is not systemic across the system, and the results are varied.

Standard 3. Teaching & Learning

STANDARD: The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: Impact Statement: A system is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system ensures that teachers use proven instructional practices that actively engage students in the learning process; provide opportunities for students to apply their knowledge and skills to real world situations; and give students feedback to improve their performance.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills:

Operational

Evidence Provided:

Communication of NCLB performance targets

Curriculum pacing guides

District provides guidelines for lesson plan development that include learning objectives

District staff can articulate student learning expectations

District staff/others meet regularly to discuss student progress and remediation

District staff/others meetings highlight discussions of student learning expectations

District-wide curriculum committee: review cycle, adoption/approval policies/criteria, membership

District-wide master schedule; hours of instruction

Formative assessments: quarterlies, etc.

Graphs, charts, displays of student learning goals

Individualized Development Plans

Policies on grading criteria

Student Handbook outlines student learning expectations

Students affirm their knowledge of what is expected of them

Syllabi or course catalogues

Textbooks and text selection criteria are aligned to learning goals, curriculum

3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning:

Operational

Evidence Provided:

Course syllabi outlining criteria for student involvement

Guidance on lesson plan development show how students are involved in establishing their own learning goals

Samples of student work

Student mentoring programs

Students affirm their involvement in their own learning

3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels:

Operational

Evidence Provided:

Assessment data

District staff/others can identify research used to align instruction

District staff/others meet to analyze data and align instruction

District staff/others meet to review current research

District staff/others meetings regularly include data analysis

Grade reports

Professional development calendar and topics

Surveys

Transcripts, certificates

3.4 Supports instruction that is research-based and reflective of best practice:

Operational

Evidence Provided:

Agendas, minutes of staff/grade level/department/program meetings

District staff/others meet to share best practices

District staff/others meetings regularly include discussions about effective instructional design and delivery

Professional development plans

Professional learning opportunities focus on best practice instruction

Professional organization membership

Student display of project-based learning opportunities

Student portfolios

3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity:

Operational

Evidence Provided:

Curriculum includes attention to diversity

District staff are knowledgeable about state and national curriculum standards

District staff are representative of the school and community demographics

Graduation requirements

Master schedule

Policies that reflect attention to issues of equity

Promotion, graduation criteria

Standards-based curriculum: state and national standards

Students affirm that there are opportunities to excel

3.6 Allocates and protects instructional time to support student learning:

Operational

Evidence Provided:

Instructional calendar: days, hours

Lesson plans are followed during teacher absence

Master schedule

Policies and guidelines that demonstrate that all program requirements are met

Policies demonstrate that substitute teachers are responsible for delivery instruction

Staff affirm that their instructional time is protected

There are few instructional interruptions: PA system, visitors, etc.

3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment:

Emerging

Evidence Provided:

Articulation agreements between agencies

District staff are knowledgeable about student learning expectations of previous and subsequent grade levels

Policies and guidelines granting dual-credit, transfer of credit

3.8 Supports the implementation of interventions to help students meet expectations for student learning :

Operational

Evidence Provided:

After-school programs

Community-based programs

Counseling programs: curriculum, schedules, staffing

District staff affirm that there are multiple opportunities for students to get support

Individualized Development/Career Plans

Online support

Policies for student orientation, interventions, remediation

Schedule of opportunities, activities that support special learning needs

Students affirm that they have opportunities to explore their interests and career options

Students affirm that they have opportunities to get support for their school experience

Supplemental educational services: NCLB tutorial

3.9 Maintains a system-wide climate that supports student learning:

Operational

Evidence Provided:

Curriculum reflects attention to issues of school climate

Database of student behavioral incidents

District staff affirm that they are involved in promoting positive school climate

District staff/others meetings provide time for discussions about climate

Guidance on team-teaching is a regular part of the instructional program

Parents/community indicate that the school/district focuses on positive school/district climate

Policies for student behavior, remediation, due process, appeals

Reward system for positive behavior

Stakeholder Compact: adult and student expectations

Stakeholder satisfaction survey data

Students affirm that they are involved in promoting positive school climate

3.10 Ensures that curriculum is reviewed and revised at regular intervals:

Operational

Evidence Provided:

Budget allocating appropriate funds for media services

Calendar and schedule of media services to students

District staff affirm the use of media services in the development of curriculum and instructional programs

Facilities map indicating media services location

Media services staff demonstrate the use media resources to support student achievement

Students and staff affirm their involvement in media services program

3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction:

Operational

Evidence Provided:

Budget allocating appropriate funds for technology - software, hardware, and infrastructure

Calendar and schedule of technology services to students

District staff affirm that technology supports their curriculum and instructional programs

Students and staff affirm that technology is embedded within the teaching and learning process

Technology staff/services demonstrate their involvement in support of student achievement

Focus Questions:

1. How does the system ensure the alignment and articulation of curriculum, instructional strategies, and assessments in support of the expectations for student learning?

The Carlisle County School District ensures the alignment and articulation of curriculum, instructional strategies, and assessments in support of student learning in a variety of ways. First, teachers district-wide utilize the Kentucky Combined Curriculum Document, which includes the Kentucky Core Content for Assessment, Kentucky Academic Expectations, Program of Studies, and the Kentucky Early Childhood Standards to develop curriculum maps in order to foster horizontal and vertical curriculum alignment. The process of curriculum map development began four years ago during summer professional development. These maps are revised and refined based on student performance throughout the school year. In addition, principals monitor the implementation of the curriculum maps by reviewing the maps and completing classroom observations.

Kentucky is in the process of changing its content standards. Language arts and math standards will be released during this school year. Math and language arts teacher leaders will be attending workshops to learn the new standards and will then teach the standards to their colleagues. They will also lead their colleagues in revising the current curriculum maps to reflect the changes in the standards.

The district promotes the use of research-based instructional strategies through the incorporation of the Thoughtful Education program created Silver and Strong. Teachers receive on-going professional development in Thoughtful Education strategies and participate in Thoughtful Education learning clubs to learn a variety of instructional strategies and improve student achievement. The implementation of Thoughtful Education in our district has allowed us to create a highly functioning professional learning community. The use of these research-based strategies has increased expectations for student learning and higher level of student engagement.

The district makes decisions based on data from a wide variety of educational assessments including the following: Kentucky Core Content Test, G-Made, T-Pro, DIBELS, Aims Web, Scantron, and EPAS testing. Annual data disaggregation of assessment scores provides time for teachers to analyze state testing reports and revise curriculum maps and assessments to improve student performance in areas of need. In-house formative assessments are administered multiple times throughout the school year, and results are disaggregated each time and used to determine areas in which students need remediation in order to master content.

2. In what ways does the system promote and support the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

School and district administration ensure that faculty and staff are provided opportunities for quality professional development that promotes achievement for all students. Our recent professional development focus has been on two research-based programs: Thoughtful Education and Capturing Kids' Hearts. Thoughtful Education developed by Silver and Strong and based on the work of Robert Marzano emphasizes instructional strategies that address all learning styles, promote higher order thinking skills, and increase the student

engagement level in the classroom. The five pillars of Thoughtful Education include the following: Research-based strategies, diversity that works, the hidden skills of academic literacy, classroom curriculum design, and instructional learning teams. Examples of Thoughtful Education activities are compare and contrast, notemaking, vocabulary notebooks, entrance tasks, exits slips, questioning in style, and reading for meaning.

Capturing Kids' Hearts created by Flip Flippen helps teachers understand the importance of cultivating relationships in the classroom and maintaining a positive school culture. The basic premise of this program is that, "You must capture a kid's heart to get to his head." The principals monitor the implementation of these programs through lesson plans, classroom observations as well as school and district learning walks. Data is collected during learning walks and then shared with teachers during faculty meetings.

The district leadership team made up of two teacher leaders from each school, the school principals, and the chief academic officer meets monthly to discuss relevant educational topics learned through book studies or leadership workshops. Important information from these meetings is disseminated to the rest of the faculty by the teacher leaders. In addition, these teacher leaders attend all Thoughtful Education trainings and teach their colleagues during professional development and learning clubs. Each school provides time for learning clubs to meet to share instructional strategies and to examine student work.

In order to facilitate achievement for all students, each school utilizes an Intervention Pyramid to help students who need extra assistance. Teachers first use classroom interventions to help students. If those interventions are not successful, the teacher contacts the principal or guidance counselor who sets up a meeting with the parent, student, teacher, and administration to develop a plan of action for the student. The Intervention Pyramids are used to meet the requirements of Response to Intervention or RTI. Please see district website for copies of each school's Intervention Pyramid.

3. What processes are implemented to ensure that all staff members are well-prepared to support and implement the district's expectations for student learning?

The Carlisle School District employs highly qualified personnel in order to meet the district expectation for student learning and the No Child Left Behind criteria. All certified staff must be highly qualified through the Kentucky Educational Professional Standards Board. Each teacher is formally observed using the district's certified evaluation process and is required to develop an Individual Professional Growth Plan each year, which is based on improving student performance and individual growth in specific areas.

A new teacher induction program is held annually for all teachers new to the district to address important district issues, such as vision/mission statements, goals, beliefs, procedures, and school and district expectations.

In addition district expectations of learning for students and staff are included in all professional development activities at school levels during teachers' meetings as well as administrative meetings.

The district continues to build capacity for quality leadership and teaching. The district leadership team focuses on providing teachers the competencies and skills to mentor and coach other teachers and facilitate professional development sessions.

4. How does the system ensure that all students and staff have access to comprehensive information, instructional technology, and media services?

Carlisle County School District employs one certified library/media specialist and two assistants who manage

the day to day functions of the libraries in each school. Each library houses its own materials collection. Funding for the purchase of additional materials is supplied by each school's site-based decision-making council.

The district website is continuously updated to provide comprehensive information for staff, students, parents, and community members. The website also has tabs to access board minutes, curriculum documents, staff contact information, school events, online classrooms, homework links and highlights from each school. Each school's report card and the district report card are posted on the website as well.

The district maintains an Infinite Campus student and parent portal so that grades, attendance, and related information can be accessed online on a daily basis. The middle and high schools send weekly progress reports home with students. We also mail midterm grades as well as report cards and hold parent/teacher conferences twice a year.

The district also utilizes the services of One Call Now, which is an automated calling system that delivers messages to all students and parents as needed in a timely manner. Furthermore, faculty and staff often communicate with parents through email.

In addition we integrate technology into instruction in a variety of ways. Every classroom has a mounted LCD projector and one to four student computers. Also, one-third of our classrooms are Intelligent Classrooms having Airliners/Interwrite Pads and Turning Point CPS units with Document Cameras. All teachers incorporate technology into daily lessons using Visions, Novel Stars, Google Tools, Thinklink, Accelerated reader/STAR programs, BrainPOP, and Study Island. Middle and high schools students are required to complete Individual Learning Plans on-line. The high school also offers Carlisle County Virtual High School to students who cannot attend school regularly. We work hard to stay abreast of and incorporate new innovations in the field of technology. We employ a full-time District Technology Coordinator and have another employee who assists the DTC. The main focus of both of these positions is the maintenance of technology as well as the integration of technology into the classroom.

Overall Assessment:

Operational: The school system implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the system. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.

Standard 4. Documenting & Using Results

STANDARD: The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

Impact Statement: A school system is successful in meeting this standard when it uses a comprehensive assessment system based on clearly-defined performance measures. The assessment system is used to assess student performance on expectations for student learning, identify gaps between expectations for student learning and student performance, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system and school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free :

Operational

Evidence Provided:

All stakeholders are knowledgeable about behavioral standards

All stakeholders are knowledgeable about grading and appeals

All stakeholders are knowledgeable about learning expectations and targets for student performance

Assessment system that records multiple assessments

Assessment system that safeguards validity, confidentiality, identification

Calendar of assessment activities

Database that records graduation, completion, GPA, placement, retention rates

District staff use data to inform policies and practice

Online assessment system

Policies that outline targets for behavioral standards: attendance, discipline

Policies that outline targets for student performance and are aligned to state/national standards

Record of multiple assessments administered, including program-specific required assessments

Special database for career preparation, special education, bilingual education programs

Staff affirm the use of multiple measures for student performance

Stakeholders are knowledgeable about the assessment schedule

Student/Staff Handbook that outlines grading scales, syllabus criteria, and appeal process

The development and administration of multiple assessments consider limited-language learners, students with disabilities, and multiple learning styles

4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning:

Operational

Evidence Provided:

Agendas, minutes from staff meetings indicate use of data to drive instructional planning discussions

Agendas, minutes from staff meetings indicate utilization of data systems

Criteria for evaluation of staff performance include the use of data for instructional planning

Criteria for feedback on performance

Data graphs, charts display student performance expectations

District staff affirm their understanding of how data are used to evaluate their effectiveness

District staff are knowledgeable about how to use student performance data for the purpose of instructional planning

District staff demonstrate the use of data when planning guidelines for instruction, through vertical and horizontal articulation

District staff meet regularly to discuss student work

Examples of student work are prominently displayed

Student performance data reports, charts, graphs indicate system-wide use of data for instructional planning

Students affirm knowledge about their learning expectations

4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance:

Operational

Evidence Provided:

Data from multiple surveys indicate wide scale use of data to analyze instructional and organizational effectiveness

Database that records graduation, post-graduate engagement

District staff utilize business and community data to guide program planning

District staff utilize perception data from surveys to guide program planning

Stakeholders affirm their involvement in meetings in which the topic of student performance and organizational effectiveness were highlighted

4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders:

Operational

Evidence Provided:

Agendas, minutes from meetings where student performance and school effectiveness were highlighted

Criteria that establishes student performance data as a component of parent-teacher conferences

District staff affirm the use of various communication methods to report student performance

Newsletters demonstrate communication of student performance and school effectiveness

Stakeholders affirm the use of various communication methods to report student performance

4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness:

Highly Functional

Evidence Provided:

Agenda, minutes of meetings in which comparative data were highlighted

District staff affirm their involvement in meetings in which comparative data were highlighted

Reports that outline comparable data analysis - across programs

Reports that outline comparable data analysis - across schools, districts, states, nationally

4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of

evidence:

Operational

Evidence Provided:

Data reports disaggregate student performance growth

Data reports include behavioral and environmental data

Data reports verify growth in student performance

District staff can identify reasons why student performance has increased/decreased

District staff can identify strategies for increasing student performance

Stakeholders can speak to and support the growth data

4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:

Operational

Evidence Provided:

District staff affirm their comfort with the level of data accuracy and security

Policies that outline the conditions for safeguarding and transferring transcripts

Policies that safeguard accuracy and security of all data

Reports that satisfy local, state, and national requirements

Stakeholders are knowledgeable about the conditions under which transcripts are safeguarded and transferred

Focus Questions:

1. How is the assessment system currently used throughout the school system and its schools to guide analysis of changes in student performance?

Carlisle County uses the Kentucky Core Content Test as its main measure of assessment. This test is given in April/May and the results are received in September of the next school year. We disaggregate the data in all academic areas (Math, Science, Reading, Social Studies, Writing), as well as demographic areas, (gender, ethnicity, free/reduced lunch, and disabilities). School and district officials meet with teachers to discuss areas of need and plans to address these needs and that is the basis for the Consolidated school and district plans. Teachers also set goals with students based on their individual scores.

Since this test is only given once a year, it is necessary to supplement the state test with nationally normed tests we give in-house. Three times a year, we administer GRADE, G-MADE, and T-PRO to the elementary. In the Middle School, we give Aims Web three times a year and use Think Link as a formative assessment. We also give the EXPLORE test in the fall as a preparatory test for the PLAN and ACT. In the high School, we give the PLAN, PSAT, and use the Kaplan program to prepare students for the ACT. These tests let us make changes to the education program during the year to help students continue to grow academically and receive supplemental help in reading and math if they fall behind. If a student needs extra help, we have a reading, math, and science intervention program in the elementary school. An Extended School Services daytime waiver and after school program, 21st Century grant that does after school tutoring, and RTI interventions are all available at the High and

Middle school.

All teachers have access to the data generated by these tests and programs, and changes are made to the CDIP and CSIP during the school year when needs are identified. Students are identified who need help and are pulled out after instruction is given in the classroom for one on one tutoring. Students in the high school who fall behind can catch up in our credit recovery system, Novel Stars. This has helped to keep our graduation rate above NCLB standards.

Carlisle County schools are committed to using data to make sure students stay on track academically. We are constantly changing our curriculum and programs to better suit the needs of all students. The central office is committed to generating the type of data that teachers can use on a daily basis and making sure those teachers have time to digest the information and make the changes in their classroom that will result in higher student achievement.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by the system, its schools, and stakeholders to aid the performance of individual students?

Carlisle County School district disseminates all assessment information in the most timely way possible. State test scores are not received until the early fall of the year following spring testing. As soon as these results are received, they are given to teachers and administrators, posted on the district web-site, reported to the board in an open meeting, and also discussed in open school site based council meetings. We also use the local and regional media to post the scores in print. These results are disaggregated and analyzed in a full day PD as soon as possible as well.

On the local level, all of our in-house tests have results available almost immediately after the assessment is given and principals, teachers and other administrators have access to these and information on how they can be used. These results are used to refer students to after school tutoring as well as pull out programs (struggling students in certain areas who are targeted by the intervention plan) with our daytime wavier teachers. Curricular and instructional decisions are guided by the data collected, and school and district improvement plans are based on this data. Individual student results are shared with parents through parent teacher conferences, and by mail as well.

Teachers are trained in professional development how to interpret and analyze data so they can accurately explain to parents during conferences what students data means.

School and district report cards, which contain all state assessment (KCCT, PLAN, EXPLORE, NCLB, and ACT), are available to all stakeholders. Stakeholders serve on both district and school councils which use this information to make changes in the educational process.

3. How are data used to understand and improve overall effectiveness of the school system and its schools?

Data is used to make almost all decisions in the Carlisle County School District. We use data generated from state tests and the in-house tests we give (GRADE, G-MADE, Think Link, Scantron, AIMS web, etc.) to identify students that need remediation and immediately put them into the intervention pyramid. We also use this data in scheduling and hiring practices as well. We not only collect and use data on student performance, but also on Free/reduced lunch, attendance, discipline, and gaps in gender and race performance.

Trend data is collected and analyzed from area districts as well as districts across the state and county that have the same size and demographics as Carlisle County. When possible, we try to visit districts that are similar and have had success in an area we might be struggling in. These visits have been very beneficial in helping improve some areas of need. We share the comparison data collected with stakeholders through a variety of means and seek input from these stakeholders through public meetings and surveys.

Periodically, changes are made to the Consolidated School Improvement Plan based on this data. The plan is revised several times during the year and rewritten once a year based on the needs determined by the data

collected. Recently, state test results showed students in all grades were struggling more with open response questions and doing very well on the multiple choice type questions. Provisions were made to train teachers how to teach students to think critically and express the knowledge they had to improve writing scores. All three school plans come together to form the Consolidated District Improvement Plan, where the needs of the entire district are addressed and financial support is given to each school to meet the needs based on the data collected. Community stakeholders are part of both the school and district plan.

4. How are staff members across the system and its schools trained to understand and use data to impact teaching and learning in the classroom?

Staff members at Carlisle County are trained to understand and use data regularly through on-going, researched based professional development at the district, state, and national level. All of our in-house, nationally normed tests are given by the district reading specialist who disaggregates and interprets the data. She then meets with teachers and trains them on how to use the data generated in their individual classrooms as well as how to interpret the data themselves.

All teachers receive training through the West Kentucky Educational Cooperative on how to use the data generated in state tests. Teachers are then given regular Professional Development time to look at this data and use the training they receive to plan how to implement changes in their classrooms based on the data as well as collaborate with colleagues in professional learning communities to write common assessments. Teachers also receive researched based Thoughtful Education training in order to use the process better in their classroom and improve student achievement. This learning tool offers various means of differentiated learning and produces products in the classroom that the teacher can use to determine levels of student progress.

The district uses four state mandated professional development days as well as several early release days during the year to train teachers on how to use data and give them time to plan accordingly. Opportunities are sought throughout the year for PD offered across the state and region to help teachers understand subject area data and network with other teachers who have had success in many areas.

Administrators regularly attend trainings offered by the Kentucky Association of School Administrators and the Kentucky Leadership Academy. These trainings help school and district leaders go back and train teachers on new methods and trends in data across the state and nation. School leaders make every effort to make sure all data is timely, relevant, and presented in a way teachers can understand and use immediately in the classroom.

Overall Assessment:

Operational: The school system uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The assessment system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.

Standard 5. Resource & Support Systems

STANDARD: The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A system is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that: enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The system employs and allocates staff well-qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness. The system ensures compliance with applicable local, state, and federal regulations.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: Human Resources. In fulfillment of this standard, the system:

5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities:

Operational

Evidence Provided:

Agendas, minutes, decisions for district and school level IEP meetings

Appropriate space is provided for special need support programs

District staff can affirm that special needs students receive needed support

IEP: Individualized Education Plans

Native language usage is evident for the purpose of supporting learning

Personnel policies ensuring appropriate hiring practices

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Program descriptions: Special Needs Populations

Schedules: District, School, Extra-Curricular; Transportation

Staff Handbooks

Staff schedules and assignments

Student Handbook

5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience):

Highly Functional

Evidence Provided:

Personnel policies ensuring appropriate placement

Personnel policies ensuring certification, licensure, evaluation, training

Policies regarding NCLB highly qualified teachers

Professional learning opportunities

Staff can affirm that they are teaching in their major area of study

Staff Handbook

Staff schedules and assignments

Staffing of both administrative and teaching positions is appropriate and adequate

5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff:

Operational

Evidence Provided:

Budget demonstrates appropriate allocation for PD

Calendar, agenda, summaries of PD opportunities

District monitoring of professional development implementation

District staff are actively engaged in discussions that have resulted from their professional development experience

District staff can affirm their involvement in professional learning opportunities

Evaluation of PD data

Personnel policies that stipulate PD requirements

Professional development plan

Staff are aware of the requirements for continuous learning

Staff implement effective strategies based on their professional development experience

5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable:

Operational

Evidence Provided:

Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

Policies regarding NCLB highly qualified teachers

INDICATORS: Financial Resources. In fulfillment of this standard, the system:

5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement:

Operational

Evidence Provided:

Annual budget - current, forecasted, fund-equity

Consolidated Application (federal)

Facilities plan - current, future

Facilities protection documentation: insurance, amortization

Fiscal policies: use of all funding, including donations, reserves, discretionary

Infrastructure plans: short and long range

Practices that support appropriate use of allocated funds

Purchasing/replacement policies: adherence to EEO

School-level budgets

Space is adequate and appropriate to support student learning

State and Federal program budgets for targeted support

5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures:

Highly Functional

Evidence Provided:

Audit reports

Fiscal protection plans: insurance

Organizational oversight of fiscal authority

Payroll and purchasing policies and processes

Practices that support appropriate use of fiscal resources

Refund policies

Secure management of all fiscal processes

INDICATORS: Physical Resources. In fulfillment of this standard, the system:

5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment:

Operational

Evidence Provided:

All district-wide facilities are properly maintained

Calendar of safety drills: fire, tornado, emergency crisis

Curriculum includes attention to cleanliness and safety

District staff are involved in developing and implementing safety policies

District support staff are knowledgeable about safety policies

District-wide environment is clean and safe

Facilities maintenance reports and plans

HAZMAT (hazardous materials): policies and training

Policies and processes regarding safety

Policies and processes related to student/staff injury

Policies regarding dispensing prescription medications

Stakeholder survey data supporting safety

State and Federal regulations regarding special program safety requirements

5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders:

Operational

Evidence Provided:

Crisis intervention plan

District staff and students are knowledgeable about emergency procedures

District staff are involved in the crisis intervention team

Emergency procedures

Health support staff are available

Secure record system

Staff Handbook

Student Handbook

Wellness policy

5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment:

Operational

Evidence Provided:

Appropriate district staff affirm their knowledge of the plan for physical asset maintenance and replacement

Physical assets plan: short-term and long-range

Policies and procedures for maintaining and improving physical assets: site facilities, infrastructure, equipment, etc.

5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals:

Highly Functional

Evidence Provided:

District staff are knowledgeable about the short and long range plans for maintenance and replacement of technology infrastructure

Policies and procedures for maintaining and improving technology infrastructure: hardware and software

Policies and procedures regarding appropriate internet access

Policies and procedures regarding the purchase of technology tools

Stakeholders are knowledgeable about policies regarding appropriate internet access

INDICATORS: Support Systems. In fulfillment of this standard, the system:

5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students:

Highly Functional

Evidence Provided:

Advisory plan and program

Alternative Education Program

District monitors instruction for special needs inclusion

District provides guidelines for classroom instruction that demonstrates variety of instructional methodologies to support all students

District provides guidelines for Response To Intervention program and is demonstrated at classroom level

IEP: committee, minutes, calendar, agenda, sign-in sheets

Individualized Development Plans

Master schedules demonstrating support for special needs

Policies and procedures that are ADA and IDEA compliant

Professional development calendar and topics

Special Needs Department/Committee

Staff affirm their use of instructional strategies that support special needs inclusion

Staffing of Counseling and Guidance programs

Stakeholders affirm their support for the district's special needs programs

Student referral policies and practices

Student referral process and procedures

Students and staff affirm their understanding of special needs populations

Teacher certification, licensure, etc. supporting special needs

Translated materials demonstrate communication to special needs population

5.12 Provides student support services coordinated with the school, home, and community:

Highly Functional

Evidence Provided:

Community based programs

Curriculum for Career Preparation

District staff affirm that they receive regular training opportunities to support student behavior

District staff are knowledgeable in all aspects of appropriate social/emotional support for student learning behavior

Enrollment data - current status, trends

Guidance and Counseling Department/Committee

Master schedule indicates availability of career preparation

Orientation to Career Preparation programs

Professional development: calendar, topics

Staff assigned to career preparation programs

Stakeholders are supportive of community-based programs to support student engagement

Students are enrolled in career preparation

Students are knowledgeable about career planning programs

Focus Questions:

1. What is the school system's process for recruitment, induction, placement, development, evaluation, and retention of qualified professional and support staff across the system and its schools?

The Carlisle County School District (CCSD) is committed to providing highly qualified teachers and staff members to deliver outstanding educational opportunities for all students. The district has an effective system supported by board policy in place for hiring and retaining quality personnel. Recruitment efforts include job postings through the Kentucky Department of Education and the Carlisle County School District website. Recently, CCSD has gone to a paperless application process in which applicants actually apply on-line for job openings. In addition, the district maintains a close working relationship with Murray State University and Mid-Continent University in pre-service teacher education candidates. This allows each school opportunities to work with potential recruits through the teacher education curriculum. As of spring 2010, one hundred percent (100%) of the certified staff members are considered highly qualified for their current positions. It has been determined that all personnel are properly certified to serve in their present positions.

New teachers must possess and maintain state certification in accordance with the guidelines set forth by the Educational Professional Standards Board. According to Kentucky school law, School Based Decision Making (SBDM) Councils are charged with forming a committee, reviewing applications, conducting interviews and consulting with the principal who makes the final decision regarding the recommended candidate. This candidate's name is then sent to the Superintendent for approval and hiring. Once hired, all new teachers must receive the certified evaluation process training, and first year teachers are required to participate in the Kentucky Teacher Internship Program (KTIP). The program provides support and direction through mentoring by a resource teacher and a teacher educator from the local university. Thus, the KTIP committee assists in equipping the intern for success. Teachers are assigned positions based upon their specific job descriptions and their area(s) of certification, expertise, and experience. Federal and state guidelines and requirements must be followed, and each year the school district must complete a Local Educator Assignment Data (LEAD) report to verify adherence to

these requirements. Those hired to fill classified instructional assistants positions are required to successfully pass the Para-educator Exam administered by the Adult Education Coordinator before employment. Currently all preschool assistants are required to obtain and maintain their Child Development Associates through continuing professional development. School Nurses are required to be licensed by the Kentucky Board of Nursing. In addition, in order to obtain employment in the CCSD, all staff must submit to a background check before they may begin working with students. Professional development is mandatory and consists of a minimum of four days of training for all certified personnel. Topics for training are derived from each school's Comprehensive School Improvement Plan (CSIP), the district's Comprehensive District Improvement Plan (CDIP), and individual teacher needs. The SBDM Councils approve the topics for the school and then the board office is notified. All professional development and training is related to school improvement and comes from the priority needs of each school which are based upon student Kentucky Core Content Test data and other measures. Professional Growth Plans are required of each certified staff member and are monitored by the principals. Each year the plans are approved, carried out, and evaluated by the principal or direct supervisor. Completed plans are filed at the central office. Schools are sufficiently staffed district wide to meet the needs of all students and ensure student achievement. Policies and procedures are developed at the school level by the School Based Decision Making Council in adherence with state law and regulations for teacher/student ratios. Special education staff caseloads are monitored by the Director of Special Education and are in compliance with regulations set forth by the Kentucky Department of Education. Ultimately, it is the goal of the CCSD to hire qualified individuals, train them, and support them in our quest to provide a safe learning environment where our students can feel successful for years to come. Retention of these qualified professionals is evidenced by our typically low turnover rate. This low turnover rate can in turn be attributed to our positive and inviting school culture.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school system's vision, programs, services, and its plans for continuous improvement?

The Carlisle County School District has undertaken an aggressive plan to ensure that financial resources support the school system's vision, Expect Effort, Pursue Excellence, through the implementation of the Comprehensive District Improvement Plan, District Facilities Plan and adherence to all School Board policies.

District financial services, in conjunction with other departments, establish budgetary goals as a part of the budget planning process. The budget goals are aligned with the school district's vision and the Comprehensive Improvement Plan goals and objectives. Principals, School Based Decision Making Council members, and other stakeholders give input to leadership regarding priorities for the budget. The annual budget is developed to address these identified goals.

Since staffing costs make up between seventy-five and eighty percent (75%-80%) of the District's annual budget, reviews of all employment positions are conducted on an ongoing basis. This process ensures that the District's financial resources are being utilized efficiently. Through the District Facilities Plan, the Comprehensive District Improvement Plan, and the individual School Improvement Plans, areas of need are identified and financial resources are allocated to help meet these needs. Enabling students to achieve and exceed expectations is the driving force behind financial planning and decision making. The District's expense allocation for instruction averages over seventy percent (70%) of the overall general fund budget.

All expenditures are tracked and monitored through an extensive checks and balances system. An annual audit of the District is performed according to state requirements by an independent certified accounting firm. The District ensures compliance with all applicable local, state, and federal regulations. The mission of the Carlisle

County School District . . . to provide an educational program that will enable all students to reach their potential as learners and as good citizens, now and for a lifetime is emphasized throughout the budgeting process.

The Carlisle County School System, under the leadership of the local elected school board, the Superintendent, and other district administrators, utilizes its human, material, and fiscal resources to implement a comprehensive curriculum that allows students in Carlisle County to achieve and exceed expectations for student learning, to meet special needs of all students and to comply with applicable local, state and federal regulations.

3. How does the school system ensure, support, and monitor the provision of resource and support services that meet the needs of all students?

The Carlisle County School District (CCSD) recognizes the diverse learning needs of students by providing a variety of programs and supports that target students beginning at the preschool level through high school graduation. Each school has implemented a Pyramid of Interventions tailored to meet the specific needs of students at each school.

The Carlisle County Preschool/Head Start program is a blended program which allows at-risk children, ages three and four years, to access the preschool services through one of four funding streams: 1) identification as a child with disabilities; 2) as a child qualifying at 150% of the poverty level; 3) as a Head Start eligible student; or 4) tuition as numbers allow. The preschool also has wrap-around services for children and families which include the Carlisle County Family Resource Youth Service Center (FRYSC), an on-site speech/language pathologist, and on-site Head Start family services personnel. Related Services such as, occupational therapist, physical therapist, and vision services are contracted through the West Kentucky Education Cooperative.

Services for students who have learning and behavior challenges are met through a systematic process for identifying and targeting needs which is outlined in each school's Pyramid of Interventions. The development of strategies and interventions for these students is determined by a team of stakeholders. Students who do not make progress throughout the Pyramid of Interventions may be referred for a special education evaluation. If a student is identified as having disabilities, certified and classified professional personnel develop and implement appropriate plans. Individual education programs are implemented by special education and regular education teachers who are qualified for the specific educational services provided with support services provided by appropriately certified or licensed professionals in the areas of speech/language therapy, occupational therapy, physical therapy, orientation and mobility, and vision therapy.

A continuum of service delivery options is available to students with disabilities with an emphasis on providing students the opportunity to be in the regular education classes through a co-teaching initiative in all schools, as well as through other collaborative approaches. Homebound services are available to all students who experience health issues that prevent their attending school on a regular schedule.

School counseling services include assessment, analysis of evaluation data, and counseling services. Carlisle County School District employs two full time school counselors who work to assist with providing appropriate mental health services for all students which include the following: individual counseling for at-risk students; group counseling for specific targeted populations; and risk assessment procedures which include threat assessments and suicide assessments as needed. The district works collaboratively with community agencies such

as Four Rivers Behavioral Health, the Cabinet for Families and Children Services and the West Kentucky Educational Cooperative.

Support for special education programs is also enhanced through the employment of a job coach through the Community Based Work Transition Program. The special education programs are continuously monitored through a self-assessment process on a quarterly basis, with the targeting of specific program indicators as directed by the Kentucky Department of Education. This self-assessment is known as the Kentucky Continuous Monitoring Process and includes special education data submitted to the Kentucky Department of Education, individual student record reviews and parent and teacher surveys.

To further support learning and efficiency, the District follows technology architectural standards set by the Kentucky Department of Education for creating and maintaining a computer network, software licensing and updates at all CCSD locations. All K-12 school sites have equivalent resources for network infrastructure including wireless network capability, productivity software (Microsoft Office), and various educational software (e.g., Accelerated Reader, STAR Reading, Study Island, Brain Pop, SMART, and Mimio Interactive Software, etc.).

All teachers are accountable for Kentucky Teacher Standards relating to technology and use in job performance. The district adheres to the Kentucky Program of Studies Technology Standards for students, Child Internet Protection Act (CIPA) and Erate compliant curriculums and policies. Currently teachers implement use of multimedia projectors, document cameras, individual classroom response systems (CPS “clickers”), Airliner Slates and other technology devices to teach lessons using online sources such as the Kentucky Educational Television Encyclomedia, Brain Pop, video streaming and other resources to meet the needs of 21st Century learners. The Carlisle County Preschool purchased and implemented new computers and projectors to access various early childhood programs online. These resources are utilized to further engage students in the learning process and to assist in differentiating instruction while removing physical, intellectual and other barriers for learning using technology.

As the use of technology in the classroom grows, the need for newer and additional technology grows. All schools have multiple computer labs, computer stations in classrooms and work stations for staff use. Although not every school has implemented a set replacement schedule for outdated workstations, there are a sufficient number of student and staff workstations at an operational level.

Both staff and students must complete the Acceptable Use Policy training annually to access e-mail and the Internet. The recent implementation of the Infinite Campus Student Information System for staff and a user-friendly portal for students and families provides immediate access to academic performance data, attendance and behavior data via the online student information system. Infinite Campus provides access for appropriate staff to obtain educationally relevant student records (e.g., entering and viewing grades, attendance, individual health plans, special education records and other pertinent student information). CCSD has recently implemented SchoolPointe, a hosted website, for development of teacher and class web sites. SchoolPointe will allow for safe and orderly document processing, sharing of information, blogging, e-mail and other technology trends in a controlled environment for the safety of students.

The District Technology Coordinator submits a Technology Activity Report (TAR) annually to the Board of Education regarding spending and acquisitions. All major projects are presented to the Superintendent and the Board. The District Technology Coordinator also creates and maintains the Acceptable Use Policy and the CCSD

Technology Plan. The Technology Plan outlines new initiatives, current and completed technology plans. One part-time Technology Integration Specialist is employed to help teachers integrate technology into their instruction effectively.

To further reduce barriers to learning, the Family Resource and Youth Service Center provides wrap-around services designed to support and facilitate learning. All three schools are served by the Family Resource Center which is located on campus. The staff members of this center work collaboratively with school personnel and community agencies through projects and initiatives that remove obstacles which inhibit student learning.

The Carlisle County School District supports adequately staffed departments for food and nutrition, maintenance, transportation and student/staff health. These departments work in tandem with one another and the instructional staff to meet the legal and ethical responsibilities which are designed to provide a safe and healthy environment that enhances the well being of students and staff.

The district has two registered nurses on staff. One is employed through a contractual agreement with the Purchase Area Health Department. They both supervise and implement health services to each school and help promote employee wellness through health fairs. The health services provided include individual attention to student/staff illnesses and injuries, preventative clinics (e.g., flu shots), exercise programs, and screenings.

Nutrition is addressed through both the health services and food services departments. Diligence in oversight enhances the District's compliance with state and federal regulations. Food service personnel are responsive to the District and individual student needs through accommodations for student menus according to the parameters of Individual Education Programs and health plans.

The District's maintenance division uses a systematic process for the reporting of physical needs in the various District sites with on-site custodians in each building and a skilled maintenance supervisor to provide services to all schools. The District participates in a long-range planning process to address specific needs which are prioritized by a committee of stakeholders. In addition the district in cooperation with Graves County, Fulton County, and Fulton Independent recently began a joint venture sharing an Energy Management Specialist to improve the "green" efforts of each facility.

The transportation department consists of a fleet of twelve regular buses and one bus for special needs students. CCSD recently installed a computerized fuel management system to improve efficiency.

Carlisle County School District, as part of the community coordinated effort, works in collaboration with the Carlisle County Sheriff's Department, and the Carlisle County Emergency Management Response Team to establish crisis/emergency preparedness. CCSD has developed Crisis Management Plans which are posted on the school website. In addition, both the High School and Elementary School participated in a Safe School's Audit in the spring of 2010.

Legal issue training is provided annually for all employees for the purpose of reviewing and informing them of the current policies and regulations. Employees receive the certified and classified employee packets which contain the appropriate documents regarding security and crisis management plans and where such written plans

are located. Training and information target the following areas each year: legal issues, blood borne pathogens, confidentiality, sexual harassment, safety, health issues and job expectations.

The Carlisle County School District is diligent in following local, state and federal regulations to undergird the provision of a safe and effective educational environment for all students. Based on the foundations of these procedures and processes, the district further expands the allocation of resources and support services through collaboration across the District and with other community agencies to ensure that staff and students have what is needed to create and sustain a quality environment for learning and work from preschool through high school.

Overall Assessment:

Operational: The school system has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The system employs and allocates staff members who are well qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.

Standard 6. Stakeholder Communications & Relationships

STANDARD: The system fosters effective communications and relationships with and among its stakeholders.

Impact Statement: Impact Statement: A system is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

6.1 Fosters collaboration with community stakeholders to support student learning:

Operational

Evidence Provided:

Agendas, minutes, calendar of parent meetings

Calendar of events that promote stakeholder involvement

District staff affirm that stakeholders are involved in many aspects of district events, activities, decisions

Internship/partnership agreements with community-based business and agencies

Parents and community members regularly volunteer time in district

Policies regarding suggestions, grievances

Stakeholder survey data

Stakeholders affirm that they are involved in many aspects of district events, activities, decisions

6.2 Uses system-wide strategies to listen to and communicate with stakeholders:

Operational

Evidence Provided:

Calendars, agendas, minutes of parent meetings

District Improvement Committee: agendas, minutes, membership

Emails, phone answering system

Newsletters, brochures, letters, memos

Parent - Teacher conferences schedule

Policies regarding formal inclusion of stakeholder involvement

Stakeholders affirm they have variety of opportunities to be formally involved in life of district

Steering Committee meetings: agendas, minutes, membership

Web page dedicated to parents/community members

Wide variety of stakeholder communication documents/avenues

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system:

Highly Functional

Evidence Provided:

Advisory Committees

Calendar, agendas, minutes, committee membership

District staff affirm that they regularly include community in preparing instructional delivery activities

Policies regarding volunteer involvement

Schedule of volunteer activities

Stakeholder survey data

Stakeholders affirm that their suggestions and recommendations are acted upon

Stakeholders affirm that they are actively involved in providing expertise

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:

Highly Functional

Evidence Provided:

Brochures, pamphlets

Newsletters about student performance

Online calendar, schedule, and news/updates

Parent -teacher conferences: calendar, procedures, participation data

Parent Handbook

Parents and students are informed and involved in developing individualized learning plans for students

Parents and students are informed and involved in making course selections

Stakeholders affirm that they are knowledgeable about student learning

Student Handbook

6.5 Provides information that is meaningful and useful to stakeholders:

Highly Functional

Evidence Provided:

Parent -teacher conferences: calendar, procedures, participation data

Policies regarding reporting schedule

Report cards

Other: Parent Involvement Coordinator

Focus Questions:

1. How does the school system's leadership ensure that the system and its schools are responsive to community expectations and stakeholder satisfaction?

To ensure community satisfaction, the Carlisle County School District uses a variety of communication methods. These methods include:

- One Call Now—One Call Now is a phone message service that delivers automated phone calls, within minutes, to any group, large or small. Carlisle County Schools use this to provide routine reminders, emergency notifications, school and extra-curricular information, and absentee notifications. One Call Now is used at least once a week.
- Email—The Carlisle County School System uses email to communicate between staff members for announcements, messages, reminders, and information. We use email with parents that also have this technology to provide them with student progress updates, answer questions, and provide information, messages, and reminders. Email is utilized daily.
- District and individual school websites, teacher websites—The district has a newly updated website, updated during the summer of 2009. It has many facets. The district homepage provides district information and events as well as forms, links, and pictures of recent Comet events. Each school website can be accessed from the district site. The individual school websites have information specific to that school. This includes pictures, events, links, and information. Each school site has links to individual teacher websites. Many teacher sites include blogs,

assignments, calendars, classroom pages, and links. The website has been a huge success and help since its revision. Parents and students both express that it is used daily.

- Newsletters—Many teachers send home weekly or monthly newsletters about their respective classes that include information for parents about what their children are learning, events nearing, and academic and behavior reports.
- Informational letters—Periodically informational letters regarding school pictures, parent teacher conferences, field trips, surveys, volunteer information, and other information are sent home with students to their parents. This information would also be on the website and possibly sent in a One Call Now message. Informational letters are sent home as the need arises. An estimation would be twice a month.
- Progress reports—At the middle and high school levels, weekly grade reports are sent home that require a parent signature and return.
- Parent/teacher conferences—Twice an academic year, parent/teacher conferences are scheduled for the entire district. Of course, parents are also encouraged to schedule additional appointments throughout the year as the need arises.
- Local newspapers—We have two local weekly newspapers that print press releases for the school as well as Carlisle County Schools sports news, academic excellence reports, and school event reports. Both newspapers have information about the school every week.
- Parent portal on Infinite Campus—Kentucky’s online grading and reporting system, Infinite Campus has online parent access called Parent Portal. This is accessible from any computer or device with internet access. It shows attendance, tardiness, assignments, and grades. It is utilized daily.
- Parent Volunteer Coordinator—This position was created in July 2009. Carlisle County Schools saw a need for a person to help community members and parents become more involved in our community’s education process. This person recruits volunteers, places them in roles that they are comfortable with and needed, and works with the staff to find areas where volunteers could be helpful. All volunteers must have a state required background check before they can volunteer.
- Surveys—Carlisle County administers many surveys throughout the school year. Dr. Shoulders, our superintendent administers surveys on his blog frequently about many facets of education. There was a School Safety Survey administered during the fall of 2009. The Family Resource Center administers a needs assessment survey every year. The volunteer coordinator administered a survey to try and encourage parents and community members to volunteer in the school. There is also a Title I survey administered to the parents during the annual Title I meeting. There was a district wide survey that was administered during the spring of 2010 to get information about the system as a whole including expectations, amount of homework given, safety, and ethics. All of the surveys that are administered are reviewed and suggestions and modifications are made accordingly.

The Carlisle County School District also utilizes parents and community members on various committees within the district. Community members are also encouraged to attend and speak at committee meetings as well. We work diligently to ensure that we are continually building open and positive relationships within our community. Some examples of this initiative include:

- SITE based—Each school has a committee of three teachers, two parents, and the principal that make decisions, policies, and hire new employees. This committee meets monthly and is used to decide on curriculum, the master schedule, number of students in a class, and the financial aspects of the school. At the monthly meetings there is time allotted for parents and/or community members to come and voice concerns or input. The board encourages community attendance.
- Board of Education—The Carlisle County School District is governed by the Carlisle County Board of Education. The Board of Education is made up of five community elected community members. They meet monthly and make district decisions. At the monthly meetings there is time allotted for community members to come and voice concerns or input. The board encourages community attendance.

- PTA—The Carlisle County Elementary School has a very involved and prominent Parent-Teacher Association (PTA). The PTA is made of parent volunteers. They help the school by doing fund raisers like Box Tops for Education and the annual Fall Festival.
- Carlisle KY-ASAP—This organization is a state funded organization that works very closely with the school district to provide anti-drug, alcohol, and tobacco activities and information. It provides opportunities for the students to become knowledgeable of these dangerous substances, be proactive in prevention, and know where to get help regarding these substances if the need arises. The Carlisle KY-ASAP also has a board made up of community members including health care providers,
- Carlisle County FRYSC STARS Center—This is a family and youth services center for Carlisle County. It also is governed by a committee of community members. It provides services for our community like parenting & finance classes, guest speakers, helps the preschool with the PAL program (explained elsewhere), and provides parent/student activity nights like the “Reading Lock-in” for the elementary school.
- 4H—The local 4H Council provides our school with programs such as Health Rocks for 4th and 7th graders, and Reality Store for 7th graders.
- Carlisle County High School Career Day—Every year the juniors at Carlisle County High School go through mock interviews with local businesses.

2. What avenues are used to communicate information to stakeholders about the effectiveness of the school system and its schools, including the sharing of student performance results?

Carlisle County Schools use many different avenues to communicate our effectiveness to our stakeholders. As described above, all teachers have a web page full of information about their classroom. Also, as described above, parents have continual access to their child’s grades, attendance records, and assignments using the infinite Campus Parent Portal. Also above, the middle and high school send home grade reports every week. These include averages in each class and attendance information. Each student is required to take their report home, have it signed, and return it on the next school day. It provides parents with continuous information about their child’s progress. Each school also sends home midterm and quarterly grade reports that require parental signature and return.

Carlisle County also has employees a literacy coordinator that provides the district and the individual schools with progress information throughout the school year. She helps the schools test the students periodically to gain this information. She then desegregates the information and provides it to the schools. The elementary school tests their students on math and reading quarterly using the following testing systems:

- G-made
- Grade
- Dibbles
- T-Pro
- Scantron

Carlisle County Middle School uses Discovery Education Thinklink Assessment. This assessment is given three times per year and tests students on reading, mathematics, science, and social studies.

The schools also set academic goals for themselves using the Kentucky Core Content Test as a guide. The results from the yearly test are provided to the schools in early fall. The teachers then spend a day desegregating

the test results. Once the results are desegregated, the teachers look at the information, create a plan for improvement, and set goals for their subject areas. Then the students set individual goals for themselves for each content area which they will be tested. This act of student and teacher goal setting is very effective. It provides direction for both parties. The goals are also posted throughout the building for a constant reminder of the goals that they have set and are striving to achieve.

Each subject area also has a curriculum map that aligns with the Kentucky Core Content and Program of Studies as well as the CSIP, Consolidated School Improvement Plan, and the CDIP, Consolidated District Improvement Plan.

The district also includes parents and community members in the planning of the school calendar and Student Handbook/Code of Conduct.

- School Calendar—Parents, teachers, and staff members make up this committee. They discuss and get feedback from other stakeholders about the school calendar. Then they decide on a calendar based on those conversations. The calendar is then sent to the Board of Education and the state for approval.
- Student Handbook/Code of Conduct—Parents, teachers, and staff members make up this committee. They look at the current handbook and make revisions as the need arises. The Student Handbook/Code of Conduct is an ever-changing work in progress.

Carlisle County Schools begin communicating effectiveness at the preschool level and continue until after high school graduation. Carlisle County Preschool has regular parent meetings and get-togethers, trainings, and informational packets that are sent home. Carlisle County Preschool also has a full time family social worker that works solely with the Preschool parents. Carlisle County High School follows its alumni after high school using the LifeTrak Graduate System.

Overall Assessment:

Highly Functional: The school system has the understanding, commitment, and support of all stakeholders. System and school personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most stakeholder groups.

Standard 7. Commitment to Continuous Improvement

STANDARD: The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A system is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the system with the expectations for student learning. Improvement efforts are sustained and the system and its schools demonstrate progress in improving student performance. New improvement efforts are informed by the results of earlier efforts through analysis of student performance, system effectiveness, and assessment of the improvement process.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results):
Operational

Evidence Provided:

Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in a specific program that supports continuous improvement

District staff affirm their involvement in continuous improvement committees

Graduation and retention rates

Information/Data system

Postsecondary engagement: employment, college

Professional Development Plan: agenda, topics

Record of student performance improvement efforts

Specific program initiatives to support continuous improvement

Stakeholder survey (satisfaction) data

State/Federal Accountability Plan

7.2 Engages stakeholders in the processes of continuous improvement:

Operational

Evidence Provided:

Calendar, agendas, minutes, sign-in sheets demonstrating stakeholder involvement in district and school improvement

District and School Improvement plan indicating membership of committees

Policies, procedures for district and school improvement committee work

Stakeholders affirm their involvement in continuous improvement process

7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning:

Highly Functional

Evidence Provided:

Calendar, agendas, minutes of school improvement meetings

Data: student performance, stakeholder opinion are used in development of school improvement plan

District staff affirm their understanding of the impact of programs that support student learning

District staff demonstrate capacity for providing methodologies to increase student performance

Evaluation data demonstrating impact of plan and actions taken to remediate

School improvement plans demonstrate alignment with district vision, purpose

Staff, students affirm their understanding of student performance targets

Student performance targets are communicated to all stakeholders

Vision, purpose posted in district-wide facilities

7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels:

Operational

Evidence Provided:

District guidelines and professional learning provide strategies for effective instruction for closing achievement gaps

District staff affirm that they regularly use data to inform their practices

District staff affirm their involvement in evaluating the impact of instruction on student growth

District staff meetings regularly use data to inform their discussions and decisions

School improvement plans demonstrate evaluation of goals, objectives, and strategies impact on student growth

7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals:

Operational

Evidence Provided:

Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in professional learning

Personnel Policies that outline staff evaluation process

Professional Development Plan: agenda, topics

7.6 Monitors and communicates the results of improvement efforts to stakeholders:

Operational

Evidence Provided:

District staff and stakeholders affirm the use of performance data during Parent-Teacher conferences

Information/Data system

Newsletters, brochures

Parent-Teacher conferences

Staffing assignments support monitoring and reporting of continuous improvement efforts

Stakeholders affirm receipt of district communication regarding improvement efforts

7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement :

Highly Functional

Evidence Provided:

District and School Improvement Committee meetings: calendar, agenda, minutes, dispositions

Evaluation of effectiveness of continuous improvement plan and process

Stakeholders affirm knowledge of an evaluation of the district's improvement efforts

7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide:
Operational

Evidence Provided:

District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions

District staff affirm that time is allocated for improvement planning, implementation, and monitoring

Policies and procedures for engaging in district-wide and individual school improvement planning, implementation, and monitoring

7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts:
Highly Functional

Evidence Provided:

District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions

District expectations and guidelines for all schools and departments to engage in a continuous improvement process

District staff affirm their knowledge of the district's expectations and guidelines for supporting student performance

Focus Questions:

1. Describe the process for continuous improvement used by the school system and its schools and the impact of this process on student learning and system effectiveness.

Carlisle County School System utilizes the Comprehensive District Improvement Plan (CDIP) in order to assure that continuous system improvement is occurring. The CDIP, as it is commonly referred to in Kentucky, focuses on multiple areas within the Kentucky Department of Education's (KDE) Standards and Indicators of School Improvement, and follows a framework approved by KDE. Areas of focus (in the form of Action Components) in the 2009-2010 plan include Academic Performance, Learning Environment, and Efficiency. The process from which this CDIP is developed begins with a diverse representation of all stakeholders, including, but not limited to, teachers, parents, support services, and district administration. As a committee, these individuals consider each school's needs assessments, in addition to the district's needs, through each school's Comprehensive School Improvement Plan. Upon completion of this review, areas of need are identified and categorized into one of the several different action components listed above. A district-level component manager is assigned to each area.

By identifying priority needs within these categories, and listing goals to address these priority needs, causes and contributing factors along with objectives by which to measure success at meeting the stated goals, are determined. From this point, specific strategies are planned, with expected progress and timelines. All of this information is composed to form a clear direction for improvement for the district. The final plan is then submitted to the Board of Education for review and approval.

Upon approval, the component managers are then responsible for implementation of the stated goals, objectives, and strategies. Three times a year the component managers perform Implementation and Impact

Checks and report their findings to the Board of Education. This process of ongoing review and assessment assures that the district plan is being followed and the effectiveness of the plans improvement is being monitored and determined.

As mentioned above, each school is charged with developing a Comprehensive School Improvement Plan (CSIP) each year. This process, similar to that of the CDIP, follows a framework that is also approved by the Kentucky Department of Education; and in addition involves input from various stakeholders throughout the entire process. Developed primarily around the learning needs of the students, the CSIP uses information gathered from disaggregating student assessment data from the Kentucky Core Content Test, in addition to stakeholder surveys, other student assessment data, and with alignment to the Standards and Indicators for School Improvement.

This process of continuous school improvement assures that students at Carlisle County Schools are consistently receiving the best possible instruction through the use of research based teaching strategies, interventions, and the availability of a safe, welcoming environment conducive to high levels of learning. In addition to the impact the process has on student learning, it also increases the effectiveness of the school system by allowing for a clearer, step-by-step direction toward the vision of the school system. The CDIP is an efficient and effective way to work toward a successful school district, having goals, strategies, time-lines, expected outcomes, and moreover, reporting and accountability. All of this together provides an effective means at implementing change and, in turn, receiving increased learning outcomes for students.

2. What process is used to ensure that the improvement goals reflect student learning needs and are aligned with the vision and purpose of the school system and its schools?

Carlisle County School District's goals are aligned with the District's vision and mission. The District's improvement goals are determined through the use of a committee looking at each school's needs assessments, which are based on student learning needs, and the Comprehensive School Improvement Plan.

From this meeting comprised of system stakeholders, district level improvement goals are determined and objectives set. Success is assured through the implementation of the Comprehensive District Improvement Plan. With this, district administrators are assigned as managers over certain components of the Plan. It is their job to monitor through the use of Implementation and Impact Checks (I & I) the progress being made toward meeting the stated goals and objectives. This I & I is completed three times throughout the academic year and reported directly to the Board of Education. This process allows the district level managers to see firsthand how the learning needs of the student population are being met.

In addition, one of the district professional development days is dedicated to the disaggregation of all our schools' Kentucky Core Content Test data. Teachers gather either by grade level or department and begin to breakdown their scores. From this, a better understanding is derived in terms of content areas that need improvement, in what ways these areas need to be addressed, and student strengths and weaknesses. This data is then shared with the respective school and the district.

3. What process is used to ensure that system and school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

Professional development for teachers and administrators at Carlisle County School District is ongoing and job embedded. PD is developed by the District Leadership Team through the district planning process. This process entails determining the stated curriculum goals, disaggregating our students' test data, and addressing any directives stated in the Comprehensive District Improvement Plan and the Comprehensive School Improvement Plans. The staffs of the district are routinely surveyed on the effectiveness of the training and its impact on student learning.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

The Comprehensive Improvement Plan is very much a living document that directs the district and individual schools toward success. This process' implementation piece is achieved, at the district level, through the use of component managers. These individuals are responsible for making certain their component's stated objectives and strategies are carried out successfully. And if they are not successful, then the individuals are responsible for determining the failure of the objective and or strategy.

This implementation and monitoring process is completed through the use of the Implementation and Impact check. Commonly known as I & I, this is done periodically by the district component managers. They check to see how the progress of the component is coming and report back to the Board of Education on this progress. As mentioned above, the improvement planning document is a living document that has the functionality to be modified in order to continue improving the efforts of the district in educating students. The I & I checks foster the continuous improvement for the district and the schools through their continual monitoring and assessment of the component's state.

The component managers periodically report to the superintendent their findings from the I & I checks. The superintendent then reports to the Board of Education these results.

Overall Assessment:

Operational: The school system implements a collaborative and ongoing process for improvement that aligns most functions of the system and its schools with the expectations for student learning. Improvement efforts are sustained and the system demonstrates progress in improving student performance, system and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

QA Methods

1. What processes does the district use to monitor and document improvement?

The Carlisle County School district is committed to continuous improvement. The framework for our improvement effort lies with our School and District consolidated improvement plan (CDIP and CSIP). Each school develops its CSIP in the site based decision making council meeting which involves as many stakeholders as possible. That plan is monitored and revised throughout the year as student data is gathered (state assessments as well as local testing such as GMADE, GRADE, AIMS Web, etc.) . The council does implementation and impact (I and I) checks quarterly.

From the plans at each school, the district plan is developed based on needs from each of the schools and overall initiatives the district wishes to implement. This plan is also monitored and I and I checks are performed and reported to the board of education on a regular basis. If changes need to be made or improvement are not evident, those are implemented during the year through interventions and any program changes needed.

The director of Special Education and other district staff monitor student folders and IEP's for students with disabilities. The Director of Pupil Personnel monitors discipline referrals, attendance, and school safety.

2. How does the district provide meaningful feedback and support to its schools and across the district?

The district tries to provide constant, meaningful feedback through the constant analysis of test data at both the local, state and national levels. This district employs a reading specialist who administers and reports on reading tests given three times a year to grades K-10. Data from schools similar in size across the state is broken down, studied and disseminated to schools and efforts are made to visit schools that are excelling in areas where the district needs help. Administrative team meetings analyze data and report to teachers. The district data analysis day allows teachers to meet in content areas to break down student data and periodically throughout the year learning club meetings are held to continue to look at data. The district provides funds through programs such as the extended school services daytime waiver to give struggling students interventions in reading and math.

3. How does the district ensure that the AdvancED standards are met by all the schools and the district as a whole?

Currently, none of our schools or the district is accredited. We believe the AdvancEd standards are aligned with our state standards, and we already have several processes in place that allow us to monitor progress toward keeping accreditation. We feel we have a desire for continuous improvement and the standards of AdvancEd will help us achieve the goals we have set through constant self monitoring and implementing changes that are needed. We hope to use the suggestions we get from the Quality Assurance Visit to propel out district to the next level as we strive to continue to meet the high expectations of AdvancEd.

4. How does the district regularly collect, use, and communicate results?

The district continually collects data of student performance from both state testing results and formative test results given locally. We use content tests that especially stress math and reading in the elementary, middle and high schools. These tests (GMADE, GRADE, Novelstars, ACT, NCLB, EXPLORE, PLAN, ThinkLink) are scored and disaggregated and the information is analyzed by teachers in both content and grade level meetings. The state scores are reports on the school and district report card, local media, website, and individual scores and explanations are sent home to parents. These scores are also discussed with parents during parent/teacher conferences. The scores are used to determine necessary interventions to students struggling or not up to grade level. The scores are also used to create the school and district improvement plans.

Other areas of data not related to assessment are also available to parents and other stakeholders through the infinite campus portal, KDE website, and school and district report cards. They include attendance, discipline, transition to adult life, dropout rates, and retention rates. We attempt to make all data as transparent as possible.

Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

Carlisle County is extremely supportive of the school system. It is noted in the pride of academic, athletic, and extra-curricular events. Parents and community volunteers routinely donate time, materials, and support to provide opportunities to students that otherwise would not be available. This is reflected in the high percentage of faculty and staff that are graduates of Carlisle County and whose children/grandchildren now attend.

The focus of the district is academic achievement. The data reflects a solid instructional program. Both intervention and enhancement programs are available from math and reading assistance to college courses for seniors. Response to Intervention provides an organized method to provide structured interventions to students to ensure academic success.

While Carlisle County has limited media coverage, it exerts an effort to provide information to its constituents. This includes the district website where most policies, improvement plans, and current schedule of activities are posted to the active involvement of staff members throughout the community in churches and other organizations.

Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school system's greatest strengths?

The greatest strength of Carlisle County Schools is the cooperative spirit of its personnel. This includes teachers, students, administration, county/city governments, and community members promoting and supporting student achievement.

This community effort works to overcome limited financial resources to have a positive impact on student achievement. Day to day efforts of helping the elementary teachers make materials to major efforts such as the farmers leveling and clearing the ground for soccer and softball fields exemplify the willingness of Carlisle Countians to support the students.

What would you consider to be your school system's greatest challenges?

While the smallness of Carlisle County creates a supportive learning community it also creates limited resources. While the turn-over rate is typically small from year to year, retaining teachers and administrators is critical to promoting continuity. Efforts to embrace and welcome new employees are relatively successful; we continue to try to improve pay and benefits to reduce the economic incentive to leave the district. This is

important due to the small size, the employee is the primary source of knowledge to their area of responsibility whether this is the student assessment system or bus transportation. Limited resources will continue to be the primary challenge to providing resources for continued student academic achievement.

How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

Nothing you do for children is ever wasted. They seem not to notice us, hovering, averting our eyes, and they seldom offer thanks, but what we do for them is never wasted. Garrison Keillor

Schools are busy and tend to run on tradition. Especially for veteran employees and community members who have an expectation of the school calendar, the Veterans Day program, and the routine of the school year. It is important to reflect on practices and student achievement.

The self-assessment process has provided an additional time for reflection. It has involved stakeholders from all levels from active committee participation to reviews of different standards by other stakeholders. It has given some a greater insight into the workings of the school to identifying areas needing improvements. The SAR process provides the opportunity to be aware of successful areas and identifies items that need strengthening. Self reflection promotes our vision of *Expect Effort, Pursue Excellence*.

Standards Assessment Report Summary

Standards & Indicators	Not Evident	Emerging	Operational	Highly Functional
1. Vision & Purpose				
1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders			✓	
1.2 Communicates the system's vision and purpose to build stakeholder understanding and support			✓	
1.3 Identifies system-wide goals and measures to advance the vision			✓	
1.4 Develops and continuously maintains a profile of the system, its students, and the community			✓	
1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services				✓
1.6 Reviews its vision and purpose systematically and revises them when appropriate			✓	
2. Governance & Leadership				
2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system			✓	
2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system			✓	
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations			✓	
2.4 Implements policies and procedures that provide for the orientation and training of the governing board				✓
2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources			✓	
2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations			✓	
2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations			✓	
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness			✓	
2.9 Creates and supports collaborative networks of stakeholders to support system programs			✓	
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals			✓	
2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership			✓	
2.12 Assesses and addresses community expectations and stakeholder satisfaction			✓	
2.13 Implements an evaluation system that provides for the professional growth of all personnel			✓	
3. Teaching & Learning				
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills			✓	
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning			✓	
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels			✓	
3.4 Supports instruction that is research-based and reflective of best practice			✓	
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity			✓	
3.6 Allocates and protects instructional time to support student learning			✓	
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment		✓		
3.8 Supports the implementation of interventions to help students meet expectations for student learning			✓	
3.9 Maintains a system-wide climate that supports student learning			✓	
3.10 Ensures that curriculum is reviewed and revised at regular intervals			✓	
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction			✓	
4. Documenting & Using Results				
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free			✓	
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning			✓	

4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance			✓	
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders			✓	
4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness				✓
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence			✓	
4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations			✓	
5. Resource & Support Systems				
5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities			✓	
5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)				✓
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff			✓	
5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable			✓	
5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement			✓	
5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures				✓
5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment			✓	
5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders			✓	
5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment			✓	
5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals				✓
5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students				✓
5.12 Provides student support services coordinated with the school, home, and community				✓
6. Stakeholder Communications & Relationships				
6.1 Fosters collaboration with community stakeholders to support student learning			✓	
6.2 Uses system-wide strategies to listen to and communicate with stakeholders			✓	
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system				✓
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders				✓
6.5 Provides information that is meaningful and useful to stakeholders				✓
7. Commitment to Continuous Improvement				
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)			✓	
7.2 Engages stakeholders in the processes of continuous improvement			✓	
7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning				✓
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels			✓	
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals			✓	
7.6 Monitors and communicates the results of improvement efforts to stakeholders			✓	
7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement				✓
7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide			✓	
7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts				✓