



2025-2026 Phase One: Continuous Improvement Diagnostic for Districts_09102025_10:51

2025-2026 Phase One: Continuous Improvement Diagnostic for Districts

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

Table of Contents

2025-2026 Phase One: Continuous Improvement Diagnostic for Districts.....	3
---	---

2025-2026 Phase One: Continuous Improvement Diagnostic for Districts

The **comprehensive district improvement plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. While diagnostics are completed annually, comprehensive improvement plans are three- to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the district's 2025-2026 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts
- Executive Summary for Districts

Phase Two: October 1 - November 1

- The Needs Assessment for Districts
- District Assurances
- District Safety Report
- District Trauma-Informed Approach Plan

Phase Three: November 1 - January 1

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- Comprehensive District Improvement Plan
 - The Superintendent Gap Assurance

Phase Four: January 1 - December 31

- Non-Traditional Instruction Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (Due May 1)
- Professional Development Plan for Districts (Due May 1)
- Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CDIP will be posted to the district's website pursuant to 703 KAR 5:225 Section 3(5)(a).

Please enter your name and date below to certify.

Tom Radivonyk

September 10, 2025



2025-2026 Phase One: Executive Summary for Districts_09102025_12:15

2025-2026 Phase One: Executive Summary for Districts

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Table of Contents

<u>2025-2026 Phase One: Executive Summary for Districts</u>	<u>3</u>
---	----------

2025-2026 Phase One: Executive Summary for Districts

Description of the District

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

Carlisle County Schools serves students from preschool through grade 12. The preschool program enrolls three- and four-year-old students, with five classrooms serving a total of 84 students. Carlisle County Elementary School serves kindergarten through fifth grade with an enrollment of 321 students. Carlisle County Middle School serves grades 6–8 with an enrollment of 169 students, while Carlisle County High School serves grades 9–12 with an enrollment of 190 students. Adult education services are offered off campus by the West Kentucky Educational Cooperative (WKEC). In addition, high school students have access to career and technical education courses at the Mayfield Area Technology Center, and opportunities for dual credit courses are available through West Kentucky Community and Technical College and Murray State University. Currently, 100% of faculty are highly qualified.

Carlisle County High School was consolidated in 1957 from Arlington, Bardwell, Cunningham, and Milburn High Schools. The first graduating class was in 1958, following the inaugural Carlisle Comet basketball season in 1957–58.

Carlisle County, formed in 1886, has Bardwell as its county seat and 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) is land and 7 square miles (17 km²), or 3.29%, is water. As of the 2020 census, the county had a population of 4,826 people and 1,574 families residing in 1,980 households. The population density was 28 people per square mile, with 2,478 housing units at an average density of 13 per square mile. The racial makeup of the county was 96.2% White, 1.5% Black or African American, 0.7% Native American, 0.3% Asian, and 0.3% from other races, with 2.5% of the population identifying as Hispanic or Latino of any race. Approximately 29.6% of households had children under the age of 18, and the average household size was 2.39. As of 2024, the population of Carlisle County was reported at 4,777.

A key concern for Carlisle County is the local economy. According to census data, 14.4% of the population live below the poverty line; however, local estimates suggest that this number is likely higher. Each year, the district works diligently to balance the budget with minimal negative impact on instruction. Despite these challenges, Carlisle County Schools has maintained the required state balance reserve and continues to receive excellent audit reports.

A recently developing concern is the increase in the number of elementary students qualifying for special education services post-pandemic. Additionally, many students who do not qualify for special education are performing significantly below

grade level. These trends have created an urgent need for increased intervention and targeted instructional supports to address gaps in learning.

District Stakeholders

Identify and describe the district's stakeholder groups. How does the district ensure stakeholder involvement and engagement in the improvement planning process?

Carlisle County Schools engages multiple stakeholder groups in meaningful ways to ensure shared responsibility for student success and continuous improvement.

Community Stakeholders: The district maintains strong partnerships with community members who live and/or work in Carlisle County. During the 2023–24 school year, individual and group meetings were conducted with community stakeholders, many of whom played a vital role in the development of the district's work-based learning program, which launched in August 2023 and continues through the 2025–26 school year. Several stakeholders currently serve as employers for co-op students, providing authentic workplace experiences. The district also utilizes social media platforms and stakeholder surveys to gather input and feedback. Community collaboration has been instrumental in creating a more productive and supportive school environment.

Families and Parents/Guardians: Parents and families are highly engaged partners in Carlisle County Schools. They actively contribute to the development of the Code of Conduct, as well as decisions at the school and district levels, including input into both the CSIP and CDIP. The district supports parent and family involvement through a variety of organizations and opportunities, such as the elementary PTA, middle/high school athletic booster club, school and district committees, and volunteer programs across all grade levels. Family engagement activities include preschool family events, elementary family reading nights, mother–son dodgeball, father–daughter dances, mock interviews, and Truth and Consequences events. These opportunities foster strong relationships and encourage collaboration between families and schools.

Students: Students are recognized as the district's most important stakeholders. Carlisle County Schools actively includes student voices in decision-making processes through participation in the Code of Conduct Committee, Student Councils, the Superintendent's Advisory Committee, and multiple clubs and organizations. In addition, student surveys are administered to ensure broad participation and to gather input from all students, further reinforcing student ownership of their educational experience.

Stakeholder engagement directly informs the district's continuous improvement process, ensuring that multiple perspectives are represented in the development, implementation, and monitoring of district and school goals.

District's Purpose

Provide the district's purpose statement and supplementary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the district embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

The mission of Carlisle County Schools is to provide an atmosphere of educational excellence and equity within a positive learning environment. The district is committed to ensuring that all students learn and achieve at high levels of academic performance while also supporting their physical, social, and emotional development.

Carlisle County Schools is a small, rural district composed of one elementary school (preschool through grade 5), one middle school (grades 6–8), and one high school (grades 9–12). All schools, along with the Family Resource and Youth Services Center (FRYSC) and district administrative offices, are located on a single campus, fostering collaboration and efficiency.

The district maintains a low student-to-teacher ratio, providing an ideal environment for personalized learning. Each classroom is equipped with internet access, and technology integration continues to be a priority. Every student in grades 5–12 has access to a Chromebook, while students in grades K–4 have regular access to devices to support their learning.

Carlisle County Schools is committed to meeting the individual needs of students through a variety of programs and services, including vocational education, gifted and talented services, special education, Multi-Tiered Systems of Support (MTSS), and enrichment opportunities. A rigorous curriculum, including a wide range of dual credit courses at the high school level, prepares students for both college and career pathways.

The district continues to focus on expanding opportunities for students and improving facilities, equipment, and curriculum in order to meet its responsibility to the citizens of Carlisle County. High expectations for student achievement are embedded in school and district improvement plans, with an emphasis on moving all students toward proficiency and beyond.

As a rural district, Carlisle County faces unique challenges, including limited local industry and a declining population. Many graduates must leave the county to seek employment opportunities. To address this need, the district has implemented a work-based learning program, providing students with exposure to career opportunities and partnerships within the region.

Despite these challenges, Carlisle County Schools remains steadfast in its vision to provide students with a high-quality education that prepares them to be "Learners today and leaders tomorrow."

Notable Achievements

Describe the district's notable achievements in the last three years.

During the 2024–25 academic year, Carlisle County Schools achieved significant progress in both academic performance and school safety, reflecting the district's commitment to fostering a positive, supportive learning environment and preparing all students for future success.

Carlisle County High School (CCHS) demonstrated exceptional outcomes in multiple areas. All graduating students met postsecondary readiness benchmarks, resulting in a 100% postsecondary readiness rate. Students also achieved notable gains in reading, mathematics, and social studies. In addition, CCHS voluntarily completed a school safety audit during 2023–24. The audit identified only minimal recommendations, many of which have already been implemented, underscoring the school's commitment to providing a safe and secure environment for all students.

Carlisle County Middle School (CCMS) also achieved strong outcomes both academically and in school safety. KSA results reflected notable increases in reading, social studies, and writing, with scores continuing to lead the region. Like CCHS, CCMS voluntarily participated in a school safety audit in 2023–24. The findings included only minimal recommendations, which have since been addressed, demonstrating the school's proactive efforts to maintain a secure and supportive learning environment.

At the district level, Carlisle County Schools has maintained a tradition of strong outcomes and continuous improvement. Over the past four years, the district has exceeded graduation rate targets, reflecting a strong commitment to student success. ACT performance continues to improve, with the district achieving a mean composite score of 18.3 in 2025. These gains highlight the effectiveness of programs such as Mastery Prep Tutoring, Mastery Prep Testing, and STAR Testing in enhancing student readiness for postsecondary opportunities.

Early childhood readiness remains a district strength. Carlisle County consistently posts some of the highest kindergarten readiness scores in the region, demonstrating a strong foundation for student learning.

The district continues to expand opportunities for students through partnerships and support programs. The collaboration with the Four Rivers Foundation has provided students with training, assessment preparation, and dual credit hours at no cost. Additionally, the Family Resource and Youth Services Center (FRYSC) continues to play a vital role in supporting students and families, offering programs such as the PALs program, which empowers at-risk high school students to mentor preschool learners.

Finally, the district has implemented a Multi-Tiered System of Supports (MTSS) to address unfinished learning and individual student needs following the pandemic. Through targeted interventions and data-driven decision-making, the district continues to ensure that all students are provided the supports necessary to succeed.

Areas of Improvement

Describe areas for improvement that the district is striving to achieve in the next three years.

Analysis of state and local assessment results indicates a specific need to increase student proficiency at the elementary level, particularly in reading and mathematics. Current data shows achievement gaps that must be addressed to ensure students build strong foundational skills. Improvement efforts will focus on strengthening alignment of curriculum, instruction, and assessment with Kentucky Academic Standards; implementing consistent and rigorous formative assessment practices; and providing targeted interventions for students performing below grade level. Ongoing professional learning will support educators in analyzing assessment data to inform instruction and monitor progress toward achievement goals.

Additionally, teacher retention is a priority due to its direct impact on student achievement, school culture, and instructional continuity. The district will enhance recruitment and induction practices, strengthen mentoring and coaching supports for new teachers, and promote strategies to improve job satisfaction and professional growth opportunities. These actions are intended to stabilize the educator workforce, reduce turnover, and strengthen overall instructional capacity.

COMMENTS

10

Additional Information

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

Carlisle County Schools remains committed to providing a high-quality education that meets the diverse needs of all students. The district continues to build on its strengths—such as strong community partnerships, high family involvement, and consistent student success in early childhood readiness and postsecondary preparation—while also addressing challenges related to poverty, declining population, and increasing academic needs following the pandemic.

The district is especially proud of its work-based learning program, launched in 2023, which has opened new opportunities for students to gain real-world experience while preparing for careers both within and beyond the county. Through partnerships with local businesses, higher education institutions, and community organizations, Carlisle County Schools is expanding student opportunities and building a foundation for lifelong success.

In addition, the district is committed to transparency and continuous improvement. Ongoing communication with families, students, staff, and community stakeholders ensures that multiple perspectives are considered in decision-making and that Carlisle County Schools continues to move forward in alignment with its mission of preparing students to be "Learners today and leaders tomorrow."

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: District Assurances_10152025_12:29

2025-2026 Phase Two: District Assurances

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Table of Contents

2025-2026 Phase Two: District Assurances	3
--	---

2025-2026 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225) and must contain a signed declaration by the superintendent that all schools in the district are in compliance with the necessary federal and state requirements for school improvement, including:

- KRS 158.649 (achievement gaps),
- 158.6455 (school accountability system),
- 158.782 (monitoring and review of turnaround plan),
- 160.346 (targeted and comprehensive improvement)
- 703 KAR 5:280 (school improvement procedures).
- Elementary and Secondary Education Act (ESSA)
- 20 U.S.C. 6301 et seq. (fair, equitable, and high-quality education, and close educational achievement gaps),
- 2 C.F.R. Part 200 (uniform administrative requirements) and
- 34 C.F.R. Part 200 (Title I).

Please read the assurance and indicate whether your district complies by selecting the appropriate response (Yes, No). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

District Assurances

The district hereby ensures that the FY 2025-2026 District General and Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

☒ Yes

☐ No

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: District Safety Report_10152025_12:31

2025-2026 Phase Two: District Safety Report

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Table of Contents

2025-2026 Phase Two: District Safety Report	3
---	---

2025-2026 Phase Two: District Safety Report

District Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Pursuant to KRS 156.095, by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, in accordance with KRS 156.095, all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line

10/16/2025

Carlisle County

number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) in the comment box.
Yes

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that KRS 158.162(3)(d) requires, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.
Yes

3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.
Yes

4. Has each school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.
yes

10/16/2025

Carlisle County

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

6. Have best practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file for review?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

8. Was each school's emergency plan reviewed following the end of the prior school year by the school nurse, school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained on file for review?

Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

10/16/2025

Carlisle County

9. Did each principal for each school discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

10. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

If the answer is "no", please explain in the comment box.

Yes

11. Has the cardiac emergency response plan for each school been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

If the answer is "no", please explain in the comment box.

Yes

12. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the current drill log?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

13. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the appropriate drill log and maintained on file?

10/16/2025

Carlisle County

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

14. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

15. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

16. Do all schools in the district have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline, and the Safe Haven Baby Boxes Crisis Line displayed prominently as required by KRS 156.095? Downloadable posters are available on KDE's Human Trafficking Website. KDE's Human Trafficking Website

Yes



2025-2026 Phase Two: The Needs Assessment for Districts_10152025_12:39

2025-2026 Phase Two: The Needs Assessment for Districts

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Table of Contents

2025-2026 Phase Two: The Needs Assessment for Districts	3
---	---

2025-2026 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment for Districts

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

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

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

Protocol

1. Clearly detail the process used to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of district leadership teams and stakeholder groups (i.e., faculty, staff, representatives of school councils, Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved
- a timeline of the process
- the specific data sources reviewed and analyzed
- how and where the meetings were documented.

On August 5, 2025, KSA scores were released (excluding science). DeeAnne Daughaday conducted a comprehensive analysis of the results by school, focusing on proficiency levels, accuracy, and potential gap areas. Following the completion of non-disclosure agreements, the raw data was shared with the superintendent and building principals.

Mrs. Daughaday, Superintendent Mr. Radivonyk, and the principals met to review and discuss findings from the disaggregated data. Subsequently, each principal met with their respective staff—who also signed non-disclosure agreements—to further analyze the results. During these sessions, teams reviewed individual student

performance, NAPD percentages, GAP group data, and students near cut score thresholds.

These collaborative discussions led to the development of targeted action plans designed to increase student achievement. All meetings were documented through sign-in sheets, agendas, and signed non-disclosure forms to ensure accountability and compliance.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive district improvement plan (CDIP). What was successful? How will your results inform this year's plan?

Goal 1: Carlisle County Schools will increase reading and math proficiency to at least 60% districtwide by May 2026. The district has not yet met this goal. Current data indicate districtwide reading proficiency at 49.8% and math proficiency at 50.8%. Several factors have contributed to the challenge of meeting this target. The COVID-19 pandemic disrupted two years of consistent instruction, resulting in learning loss and significant gaps in student achievement. State assessments were also inconsistent, with no testing in 2020, limited participation in 2021, and the implementation of a new testing format in 2022. In addition, some instructional strategies and activities were not feasible during times of widespread illness. As a district, we recognize the need to reexamine and refine instructional practices to accelerate learning and improve overall student performance.

Goal 2: Carlisle County Schools will increase science, social studies, and writing proficiency to at least 50% districtwide by May 2025. This goal has not yet been met. Districtwide data show social studies proficiency at 39.9% and writing proficiency at 50.4%. Similar to reading and math, the impacts of the pandemic and inconsistent testing cycles impeded progress toward this goal. Many planned strategies were difficult to implement during times of high COVID-19 transmission. District and school leadership are collaborating to identify targeted instructional shifts, integrate stronger literacy and content-area strategies, and provide ongoing professional development to support increased student achievement in these areas.

Achievement Gap Goal: Increase reading and math proficiency among GAP students to 45% by 2025. Progress has been made toward this goal. In 2024, 40.4% of GAP students scored proficient or distinguished in reading, and in 2025, 41.4% scored proficient or distinguished in math. While the district has not yet fully met the target, the upward trend indicates growth and the effectiveness of interventions focused on equity and differentiated instruction.

English Learner (EL) Goal: All EL students will progress at least two levels on the ACCESS assessment by May 2025 (one level by May 2023). According to current data, EL students have not yet met this goal. Additional targeted supports, including individualized instruction, sheltered content strategies, and increased collaboration between EL and content teachers, are being implemented to accelerate language acquisition and academic growth.

Postsecondary Readiness Goal: Carlisle County Schools will ensure all students (100%) are postsecondary ready by 2025. This goal has been met. Carlisle County High School achieved a postsecondary readiness score of 107.2 for 2023–24, surpassing the target of 100%. This success reflects strong implementation of college and career readiness initiatives and continued support for student transition planning.

The analysis of progress toward previous goals will directly inform the development and implementation of this year's Comprehensive District Improvement Plan. Data trends reveal that while steady progress has been made, significant work remains to close gaps in reading, math, science, and social studies proficiency. This year's plan will place a renewed emphasis on high-impact instructional strategies, targeted intervention, and data-driven decision making to ensure growth for all students. Schools will continue to analyze assessment data at the student and standard level to identify specific areas of need and adjust instruction accordingly.

Trends

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

Example of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

While overall proficiency rates have shown encouraging gains across all grade levels, academic achievement remains below desired targets, particularly in mathematics and among gap groups.

Mathematics continues to be the most significant academic challenge districtwide. Despite growth at the elementary (+10.4%) and middle school (+4.6%) levels, proficiency remains below 60%, with the high school rate at just 37.3%.

Reading proficiency has improved at every level (elementary +9.4%, middle +4.6%, high +6%), but overall performance still lags behind the district's long-term goal.

Gap students continue to perform below the overall population in both content areas. The achievement gap is especially pronounced in high school math (29%) and middle school math (34.3%), indicating a need for targeted intervention, progress monitoring, and differentiated supports.

Persistent gaps in performance among subgroups suggest a continued need to strengthen equity-focused practices and inclusive instructional strategies. This includes:

Enhancing culturally responsive teaching to engage diverse learners.

Strengthening relationships and communication between teachers, students, and families from underrepresented groups.

Promoting high expectations and academic confidence for all students through consistent, supportive feedback and growth-oriented classroom environments.

Behavioral trends often mirror academic engagement. While data show academic improvement, continued attention is needed to: Increase student engagement and ownership of learning, especially among gap populations; Reinforce positive behavior supports (PBIS) to ensure consistent expectations and recognition systems across schools; Address any patterns of chronic absenteeism or low participation that may contribute to lower proficiency rates, particularly in math and among at-risk groups. In summary, while Carlisle County Schools has made meaningful progress in both reading and math proficiency, the district should continue to prioritize closing achievement gaps, strengthening math instruction, and enhancing culturally responsive and engagement-focused practices to ensure equitable growth for all students.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the district using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

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

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Forty-six percent (46.4%) of elementary students scored proficient in math on the Kentucky Summative Assessment (KSA), reflecting a 10.4% increase from the previous year. Reading proficiency at the elementary level rose 9.4% to 45.7%. Despite these gains, achievement gap students continue to perform below their peers, with 35.8% proficient in reading and 41.7% proficient in math.

Middle school reading proficiency increased 4.6% to 58.8%, while math proficiency remains an area for continued improvement. Gap group performance at the middle school level shows 46.6% proficiency in reading and 34.3% in math, indicating the need for targeted support in mathematical reasoning and problem-solving. At the high school level, reading proficiency increased 6% to 51%, while math proficiency rose slightly by 1.6% to 37.3%. The gap group continues to lag behind, with 42% proficient in reading and only 29% proficient in math. These results highlight an ongoing need for interventions and instructional strategies focused on closing the achievement gap and strengthening math skills across all content areas.

Analysis of district data indicates that while academic proficiency is improving, achievement gaps persist across all schools, suggesting the need for continued emphasis on equitable access to high-quality instruction and culturally responsive practices. The district continues to focus on building a positive, inclusive culture where all students feel valued and supported in their learning.

Student engagement and connectedness remain key priorities. Schools are strengthening tiered supports through Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) to address both academic and behavioral needs. Efforts include increasing student voice, recognizing positive behavior, and improving attendance to reduce lost instructional time.

Feedback from teachers and families indicates progress in fostering supportive relationships and improving communication. Continued professional learning in areas such as trauma-informed care, social-emotional learning (SEL), and culturally responsive teaching will help ensure that classroom environments promote respect, belonging, and high expectations for every student.

Analysis of academic, cultural, and behavioral data indicates that Carlisle County Schools continues to make meaningful progress in student achievement, particularly in reading and elementary mathematics. However, overall proficiency remains below the district's 60% goal, and achievement gaps between student subgroups persist across all grade levels—most notably in mathematics at the middle and high school levels. Targeted interventions, consistent progress monitoring, and differentiated instruction will be essential to close these gaps and ensure continued growth.

Culturally, the district is committed to promoting equity and inclusion by strengthening culturally responsive teaching practices and fostering environments where all students feel valued and supported. This includes increasing teacher capacity to engage diverse learners and ensuring high expectations for every student, regardless of background or learning need.

Behaviorally, the district continues to emphasize student engagement, attendance, and positive school culture through PBIS and MTSS frameworks. Efforts to build stronger relationships between staff, students, and families, along with increased focus on social-emotional learning and trauma-informed practices, are key to improving student readiness to learn and overall school climate.

Collectively, these findings highlight the need to sustain academic growth while intensifying efforts to close achievement gaps, strengthen math proficiency, and build a culture of belonging and academic confidence for all students.

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

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

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at their school.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Carlisle County Schools maintains a positive and supportive culture grounded in strong relationships among students, staff, and families. Current data from multiple sources indicate steady progress in several areas of school climate, while also highlighting continued needs in staff retention, student attendance, and access to mental health supports.

District staffing data (Infinite Campus, 2024-2025) show an overall teacher retention rate of 91%, which is consistent with the previous year's rate and slightly above the state average of 89%. Classified staff retention is slightly lower at 86%, with exit surveys indicating relocation and certification advancement as the most common reasons for departure. Continued focus on mentoring, professional recognition, and leadership development remains a district priority.

During the 2024-2025 school year, 100% of certified staff participated in professional learning aligned to district goals in literacy, math, and Multi-Tiered Systems of Support (MTSS). Professional learning logs indicate that teachers engaged in a follow-up coaching or professional learning community (PLC) cycle focused on instructional improvement. Staff feedback from the Impact Survey (Fall 2024) showed that 82% of respondents agreed that professional learning was relevant to classroom needs.

Student attendance remains an area of concern. According to the Kentucky School Report Card (2024), the district's chronic absenteeism rate is 21%, which is an increase of 2% from the previous year and slightly higher than the state average of 19%. Data show that chronic absenteeism is most prevalent among high school

students and gap populations, prompting the district to expand family outreach and attendance interventions through advisory and mentoring programs.

Behavioral data from Infinite Campus (2024–2025) indicate a 9% reduction in office discipline referrals compared to the previous year, suggesting improved classroom management and consistency in PBIS implementation. Student Voice Survey results show that 84% of students report feeling safe at school and 79% report having a trusted adult to go to for support. Continued attention is being given to proactive behavior supports, social-emotional skill building, and consistent expectations across all schools.

The district continues to expand access to mental health resources through school-based services and community partnerships. During the 2024–2025 school year, 100% of schools had access to at least one certified mental health provider, and 63% of students participated in a wellness or social-emotional learning activity facilitated by counseling staff. The district also partners with Mountain Comp to provide counseling and crisis response services.

Family engagement remains a district strength. Parent survey data (Spring 2025) indicate that 87% of families feel welcomed and informed about their child's learning, while 81% report satisfaction with school communication methods. The district has increased opportunities for family involvement through literacy nights, student showcases, and advisory committees. Community partnerships continue to support student needs through mentoring programs, health initiatives, and career exploration experiences.

Overall, district climate and culture data reflect a safe, supportive learning environment with strong family partnerships and a stable, dedicated staff. Continued efforts are needed to address chronic absenteeism, expand access to mental health supports, and sustain high-quality professional learning that fosters student engagement and academic success.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the district.

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

Carlisle County Schools maintains a 91% teacher retention rate, which is above the state average of 89%, indicating a stable and committed teaching staff.

100% of certified teachers participated in professional learning aligned to district priorities in literacy, math, and MTSS during the 2024–2025 school year.

82% of staff reported that professional learning opportunities were relevant and immediately applicable to classroom practice, according to the Fall 2024 Impact Survey.

The district achieved a 9% reduction in office discipline referrals compared to the previous year, reflecting effective implementation of Positive Behavioral Interventions and Supports (PBIS).

84% of students report feeling safe at school, and 79% report having a trusted adult, as indicated by the 2024 Student Voice Survey.

All schools have access to a certified mental health professional, ensuring students receive timely social-emotional and behavioral support.

87% of families report feeling welcomed and informed about their child's education, while 81% express satisfaction with school communication, according to the Spring 2025 Parent Survey.

The district maintains active partnerships with multiple community organizations and businesses, supporting student learning, wellness, and career readiness initiatives.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

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

We will utilize the expertise of our highly retained teaching staff to mentor new educators and strengthen instructional consistency across grade levels and schools.

We will apply learning from districtwide professional development in literacy, math, and MTSS to implement targeted interventions that address persistent achievement gaps, particularly in middle and high school mathematics.

We will coordinate efforts with our ten community and business partners to provide mentoring, attendance incentives, and real-world learning opportunities that promote student engagement and reduce chronic absenteeism.

We will leverage access to certified mental health professionals in all schools and partnerships with Mountain Comp and Terrace Metrics to expand early identification and support for students with social-emotional and behavioral needs.

We will build on our success of reducing discipline referrals to ensure consistent expectations and positive reinforcement strategies across all grade levels.

We will collaborate with families and community organizations to strengthen communication and engagement, using family feedback to guide improvements in outreach and support for student learning at home.

We will partner with local postsecondary institutions and industry partners to expand career awareness and readiness pathways, connecting students' academic progress with long-term goals and community workforce needs.

COMMENTS

Evaluate the Teaching and Learning Environment

- Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

The district will strengthen curriculum alignment to Kentucky Academic Standards across all grade levels, ensuring clear progression of skills and learning expectations. Teachers will continue refining pacing guides and unit plans to emphasize essential standards, depth of knowledge, and differentiation for gap groups. Professional learning communities (PLCs) will collaborate regularly to analyze student work and adjust instruction to ensure all students master grade-level content.

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional

competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

Observation and walkthrough data show consistent implementation of standards-based instruction but varying levels of student engagement and rigor. The district will focus on increasing active learning strategies, small-group instruction, and targeted interventions in reading and math. Instructional coaches will support teachers in designing lessons that incorporate explicit modeling, formative feedback, and scaffolds for students performing below grade level.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

NA

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

The district will strengthen its processes for using multiple data sources—KSA results, MAP benchmarks, and classroom assessments—to guide instruction and intervention. Leadership teams will meet regularly to review data, identify trends, and adjust instructional supports. Emphasis will be placed on timely data use within

PLCs to ensure targeted responses for students not meeting proficiency benchmarks, particularly in mathematics and among gap groups.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

NA

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: District Trauma-Informed Approach Plan_10162025_15:07

2025-2026 Phase Two: District Trauma-Informed Approach Plan

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

Table of Contents

2025-2026 Phase two: District Trauma-Informed Approach Plan	3
Attachment Summary	5

2025-2026 Phase two: District Trauma-Informed Approach Plan

Operational Definitions

While there are a number of different definitions and measures for what it means to be a trauma-informed school, the Kentucky Department of Education's will use the term trauma-informed as the goal for schools and recognize being trauma-informed as encompassing aspects of trauma awareness, trauma sensitivity and trauma responsiveness.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to address the required statutory components outlined above. There can be multiple strategies for each component.

Data used to document/monitor implementation: Appropriate data that shows how well the district is addressing the required component of the plan as well as progress monitoring. The measures may be quantitative or qualitative but are observable in some way. Examples may include student survey data, pre-/post- questionnaires to assess enhanced trauma awareness, school climate assessment results, discipline data, etc. For progress monitoring, the district should use a process to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

Resources and partners used: Local, state, or federal funds/grants used to support (or needed to support) the implementation. In addition, districts and schools may partner with community agencies and local experts to help address key components of the trauma-informed plan.

Timeline: This identified the timeframe in which the strategy or practice will be implemented. The timeline should take into account whether it is flexible enough to accommodate changes and should be reviewed and updated regularly.

Roles or committee(s) responsible: The individual or group identified to implement the specific strategy/practice to address the requirement component. This could include some or all members of a trauma-informed team, as outlined in KRS 158.4416. Additionally, it could include members of the School Safety and Threat Assessment Teams (KRS 158.4412) or other existing multi-disciplinary teams within the district.

Using the Trauma-Informed Approach Plan Template

The template is designed to ensure all statutory components are addressed in the district plan by identifying appropriate strategies/practices, data, resources, timelines, and responsible individuals or groups to effectively implement the plan.

o Click Yes and upload your completed template in the attachment area directly below.

● Yes

COMMENTS

ATTACHMENTS

Attachment Name



2025 Trauma Informed Care Plan

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2025 Trauma Informed Care Plan	Carlisle County Schools focuses on creating safe, supportive, and responsive learning environments that recognize the impact of trauma on student behavior and learning. Staff are trained to identify signs of trauma, respond with empathy, and use de-escalation and relationship-based strategies rather than punitive measures. The plan emphasizes consistent routines, social-emotional learning, and collaboration with school counselors and mental health partners to ensure that all students feel secure, connected, and ready to learn.	•

School Safety and Resiliency Act Trauma-Informed Approach Plan for SY 2025-2026

KRS 158.4416(1) defines a "trauma-informed approach" as, "incorporating principles of trauma awareness and trauma-informed practices in a school in order to foster a safe, stable, and understanding learning environment for all students and staff and ensuring that all students are known well by at least one (1) adult in the school setting."

Section (5) requires each local board of education and board of a public charter school to develop a plan for implementing a trauma-informed approach in its schools. The plan shall include but not be limited to strategies for:

- (a) Enhancing trauma awareness throughout the school community;*
- (b) Conducting an assessment of the school climate, including but not limited to inclusiveness and respect for diversity;*
- (c) Developing trauma-informed discipline policies;*
- (d) Collaborating with the Department of Kentucky State Police, the local sheriff, and the local chief of police to create procedures for notification of trauma-exposed students; and*
- (e) Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student.*

District Name: Carlisle County

District Contact: Michael Cole

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
Ensuring that all students are known well by at least one adult in the school setting	- Use of Mountain Comprehensive Care in each school for mental health referrals (Tier 1) - STOP Hotline on district website to allow for anonymous self-reporting of various mental health issues (Tier 1) - Filtering program that alerts school officials when questionable /traumatic	- Employee Navigator documentation - At Risk IC - Go Guardian Notifications	- Employee Navigator - Infinite Campus - Go Guardian - MCC - State Tip Line	- July 2025/ Beginning of year Trainings - All Year	- DPP - Principals - Trauma Informed Teams - MCC Employees - IT Department

School Safety and Resiliency Act Trauma-Informed Approach Plan for SY 2025-2026

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
	- language is used on our equipment /internet (Tier 1) - District level staff included in school level trauma teams. (Tier 1)				
Enhancing trauma awareness throughout the school community	- Training provided to all district staff. (Tier 1) - Trauma Teams at each school with all members (Tier 1-use of teams is 2/3)	- Employee Navigator - Summer PD	- Employee Navigator - MCC	- July 2025/ Beginning of year Trainings - All Year	- DPP - Instructional Supervisor - Principals - MCC Employees
Conducting an assessment of the school climate (including but not limited to inclusiveness and respect for diversity)	- TELL Survey (Tier 1-2-3) - Student Voice Survey (Tier 1) - KIP Survey (Tier 1) - Student/Parent/Community Surveys (Tier 1)	Results from various surveys	- State - Google Forms - Survey Monkey	All year	Administration DAC/BAC
Developing trauma-informed discipline policies	- Discipline Matrix at all schools formulated by committee and communicated to students/parents (Tier 1-2-3) - Sources of Strength Program in place for MS/HS students (Tier 1-2-3) - PBIS at PK/ES/MS (Tier 1-2-3)	- IC Behavior Data - PBIS Data	- IC - Parent and Community Members	All Year	- DPP - Principals - Discipline Matrix Review Committee
Collaborating with the Department of Kentucky State Police, the local sheriff and the local chief of police to create procedures for notification of trauma-exposed students	- All schools are set up through KSP to be notified of building and district administration (Tier 1-2-3) - All law enforcement officials keep the district informed on development of this tool as well as other	Monitoring of email and personal devices for email/text notifications	Local law enforcement Center of Safe Schools	All Year	- Administration - Counselors - IT Staff

School Safety and Resiliency Act Trauma-Informed Approach Plan for SY 2025-2026

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
(Handle with Care/HWC notification)	community situations (Tier 1-2-3)				
Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student. <i>Please identify the strategies for Tier 1, 2 and 3</i>	- PBIS (Positive Behavior Intervention Systems) in PK/ES/MS (Tier 1-2-3) - Mountain Comprehensive Care services are available to all students. (Tier 2-3) - FRYSC services at all schools (Tier 1-2-3) - FRYSC check ins with students that have trauma events and provide/seek needed service (Tier 2-3) - Trauma-informed training for all staff (Tier 1)	- IC data including behavior, attendance, grades, and at-risk indicator - FRYSC monitoring data - Staff observational data	- PBIS - MCCC - FRYSC	All Year	- Administration - Counselors - FRYSC



2025-2026 Phase Three: The Superintendent Gap Assurance_11132025_10:32

2025-2026 Phase Three: The Superintendent Gap Assurance

Carlisle County
Tom Radivonyk
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Bardwell, Kentucky, 42023
United States of America

Table of Contents

2025-2026 Phase Three: The Superintendent Gap Assurance	3
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2025-2026 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

Gap Target Assurance

As superintendent of the district, I hereby certify either:

- **No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.**
 - Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.



2025-2026 Phase Three: Comprehensive District Improvement Plan_11132025_10:34

2025-2026 Phase Three: Comprehensive District Improvement Plan

Carlisle County
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Table of Contents

2025-2026 Phase Three: Comprehensive District Improvement Plan	3
Attachment Summary	4

2025-2026 Phase Three: Comprehensive District Improvement Plan

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive district improvement plan (CDIP) is a plan developed by the local school district with the input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the CDIP cultivates an environment that promotes student growth and achievement.

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

Accountability Indicators

The accountability indicators for districts include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate
- Achievement Gap

The Comprehensive District Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Districts. Districts must download and complete the Comprehensive District Improvement Plan Goal Building Template to develop both short- and long-term targets and outline the activities the district will implement to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When developing goals, all districts are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

- **a. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



2025-26 Comprehensive School Improvement Plan

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2025-26 Comprehensive School Improvement Plan	District plan	• 1

Comprehensive District Improvement Plan (CDIP)

Rationale

The CDIP is a plan developed by the local school district with the input of parents, faculty, staff and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the district level state assessment results. Long-term targets should be informed by the Needs Assessment for Districts;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma*, *Shipley*, *Baldrige*, etc.);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
 - KCWP 1: Design and Deploy Standards
 - KCWP 2: Design and Deliver Instruction
 - KCWP 3: Design and Deliver Assessment Literacy
 - KCWP 4: Review, Analyze and Apply Data Results
 - KCWP 5: Design, Align and Deliver Support
 - KCWP 6: Establish Learning Environment and Culture
- **Activity:** Actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all districts must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Districts are optional.

Required Goals

Achievement Gap:

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets.

Objective(s):

Carlisle County Schools will increase achievement in reading and math for GAP students as measured by state assessment results to be within 5% of non-GAP student achievement by 2026.

Strategy:

Carlisle County Schools will implement targeted instructional supports and interventions to address skill deficits and accelerate learning for GAP students in reading and math.

Activities:

Teachers, administrators, and staff will utilize assessment data (STAR Phonics, STAR CBM, STAR Reading, STAR Math, Moby Max, iXL, KSA) to identify needs of GAP students and determine targeted interventions.

Teachers, administrators, and staff will provide small-group and one-on-one instruction to GAP students that is focused on essential reading and math standards.

Teachers and staff will implement evidence-based intervention programs and research-based supports.

Student progress will be monitored and instruction adjusted based on data from both intervention data and formative assessment data.

Carlisle County Schools will provide ongoing professional development for teachers on differentiation, co-teaching, and effective intervention practices.

Progress Monitoring:

Teachers and administrators will review formative assessment data, intervention data, and benchmark results at least quarterly.

Teachers and administrators will monitor progress of GAP subgroups through PLC discussions and team meetings.

Teachers and administrators will track growth and proficiency in both reading and math of all students in including students in GAP subgroups.

Funding:

General Fund, Title I Part A

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all districts.

Three- to Five-Year Goal:

Carlisle County Schools will increase achievement in reading and math as measured by state assessment results to be 70% proficiency by 2029.

Objective(s):

Objective 1: Carlisle County Schools will increase reading proficiency by 6% to 54% and math proficiency by 6% to 54% as measured by KSA by 2026.

Strategy:

Carlisle County Schools will:

- Utilize the adopted HQIRs to deliver rigorous, standards-based instruction that emphasize literacy and numeracy.
- Use data to drive instruction and identify strengths and areas for growth and monitor student progress throughout the year.
- Strengthen MTSS to ensure every student receives the level of support needed for success.
- Provide ongoing professional development for teachers focused on effective instructional strategies, formative assessment use, and differentiation.
- Engage families in supporting reading and math achievement through communication, workshops, and shared learning activities.

Activities:

Utilize the adopted HQIRs (High-Quality Instructional Resources) to deliver rigorous, standards-based instruction that emphasizes literacy and numeracy.

- Conduct curriculum alignment meetings to confirm pacing and standards coverage
- Schedule classroom walkthroughs to monitor instruction and provide feedback.

Use data to drive instruction, identify strengths and areas for growth, and monitor student progress throughout the year.

- Analyze formative and benchmark assessments.
- PLC meetings to review student data and plan targeted instruction.
- Maintain reading and math progress monitoring.
- Adjust instruction and intervention groups based on ongoing assessment results.

Strengthen MTSS to ensure every student receives the level of support needed for success.

- Identify students in need of Tier II and Tier III interventions using universal screening data.
- Implement evidence-based reading and math intervention programs.
- Schedule intervention within the master schedule to provide targeted support.
- Review MTSS data and progress and adjust student plans as necessary.

Provide ongoing professional development for teachers focused on effective instructional strategies, formative assessment use, and differentiation.

- Offer training on using assessment data to inform instruction and intervention.
- Provide coaching on differentiated instruction and small-group strategies.

Engage families in supporting reading and math achievement through communication, workshops, and shared learning activities.

- Host family literacy and math nights to model learning strategies parents can use at home.
- Share student progress reports and learning resources through newsletters or parent portals.
- Communicate regularly with families about instructional goals and student progress.

Progress Monitoring:

- Conduct classroom walkthroughs regularly to ensure alignment to the Kentucky Academic Standards.
- Use PLCs to review student work samples, assessment results, and progress monitoring.
- Review benchmark assessment data three times per year to identify growth trends and instructional needs.
- Use PLC meeting minutes and data analysis to document instructional adjustments.
- Maintain progress monitoring data through in reading and math.
- Monitor student intervention and progress for Tier II and Tier III students.
- Utilize assessment data and progress monitoring data to ensure data-based decisions are being made for supports and placement.
- Analyze benchmark assessments to track student growth.
- Review teacher self-assessments to identify professional needs.
- Maintain sign-in sheets and feedback forms from family literacy and math nights.
- Track family communication and engagement using newsletters, emails, and parent portals like ParentSquare.

Funding:

General Fund, Title funding

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Districts, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the district in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes”, districts must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Carlisle County Schools will increase science, social studies, and writing proficiency to at least 60% by 2029.

Objective(s):

Carlisle County Schools will:

- Strengthen standards-based instruction using in science, social studies, and writing.
- Use data to drive instruction and provide targeted interventions in science, social studies, and writing.
- Strengthen writing across the curriculum in all content areas.

Strategy:

Carlisle County Schools will:

- Utilize the adopted HQIRs and other researched based programs to deliver rigorous, standards-based instruction.
- Use data to drive instruction and identify strengths and areas for growth and monitor student progress throughout the year.
- Provide ongoing professional development for teachers focused on effective instructional strategies, formative assessment use, and differentiation.
- Engage families through communication, workshops, and shared learning activities.

Activities:

Utilize the adopted HQIRs to deliver rigorous, standards-based instruction.

- Conduct curriculum alignment meetings to confirm pacing and standards coverage.
- Schedule classroom walkthroughs to monitor instruction and provide feedback.

Use data to drive instruction, identify strengths and areas for growth, and monitor student progress throughout the year.

- Analyze formative and summative assessments.
- PLC meetings to review student data and plan targeted instruction.
- Adjust instruction based on ongoing assessment results.

Provide ongoing professional development for teachers focused on effective instructional strategies, formative assessment use, and differentiation.

- Offer training on using assessment data to inform instruction and intervention.
- Provide coaching on differentiated instruction and small-group strategies.

Engage families through communication, workshops, and shared learning activities.

- Share student progress reports and learning resources through newsletters or parent portals.
- Communicate regularly with families about instructional goals and student progress.

Progress Monitoring:

- Conduct classroom walkthroughs regularly to ensure alignment to the Kentucky Academic Standards.
- Use PLCs to review student work samples, assessment results, and progress monitoring.
- Use PLC meeting minutes and data analysis to document instructional adjustments.
- Utilize assessment data to ensure data-based decisions are being made when planning instruction.
- Track family communication and engagement using newsletters, emails, and parent portals like ParentSquare.

Funding:

General Fund, Title funding

