

Objective

Provide students with college and career opportunities to improve graduation rates.

Critical Initiative

Provide more relevant opportunities for all students.

Start Date: 01/01/2020

End Date: 12/31/2020

Key Measures

Graduation Rate

College or Career Readiness

ACT, KYOTE, Industrial Cert, EOP, Tracks

Critical Initiative

Develop a system to support and monitor improvement of the CTE program.

Start Date: 01/01/2020

End Date: 12/31/2020

Key Measures

Industrial Certification

EOP

Industrial Cert, EOP, TRACK

Critical Initiative

Design and implement a system to monitor Tier I instruction for alignment to the program of studies.

Start Date: 01/01/2020

End Date: 12/31/2020

Key Measures

Map, Intervention, State, Form, Sum, Assessment.

Critical Initiative

Design and implement a system to monitor and support progress toward graduation and transition readiness.

Start Date: 01/01/2020

End Date: 12/31/2020

Key Measures

Graduation Rate

College/Career readiness rates

Objective

Provide students with relevant standards-aligned learning experiences across all settings.

Critical Initiative

Provide professional learning experiences around evidence-based engagement strategies in a blended learning environment.

Start Date: 01/01/2020

End Date: 12/31/2020

Key Measures

Map, Intervention, State, Form, sum, Assessment.

Critical Initiative

Design and implement a process for monitoring the use of evidence-based instructional strategies and their impact on Reading and Math achievement.

Start Date: 01/01/2020

End Date: 12/31/2020

Key Measures

Map, Intervention, State, Form, sum, Assessment.

Intervention Data

Critical Initiative

Design and implement evidence based instructional strategies aligned with CTE program standards.

Start Date: 01/01/2020

End Date: 12/31/2020

Key Measures

Industrial Cert, EOP, Course sequences

Objective

Provide individualized learning opportunities for all students.

Critical Initiative

Provide professional learning to support differentiation of instruction.

Start Date: 01/01/2020

End Date: 12/31/2020

Key Measures

Map, Intervention, State, Form, sum, Assessment.

Intervention Data

Intervention data, MAP, KPREP, EOS, ACT, KYOTE

Critical Initiative

Design a system to support and monitor the implementation of differentiation strategies into the classroom.

Start Date: 01/01/2020

End Date: 12/31/2020

Key Measures

Map, Intervention, State, Form, sum, Assessment.

Intervention Data

Intervention Data, MAP, ACT, KPREP, EOS, KYOTE

Breathitt 19-20 CSIP

Breathitt County High School

Vision

Safe. Prepared. Proud.

Mission

BHS will create an educational experience that fully prepares ALL students for All transitional opportunities.

Beliefs

- All students can learn.
- Good role models positively influence student behavior.
- School and student data will drive ALL decisions.

Transition and Grad Rate

Objectives

- Provide students with college and career opportunities to improve graduation rates.

Critical Initiatives

- Provide more relevant opportunities for all students.
- Develop a system to support and monitor improvement of the CTE program.
- Design and implement a system to monitor Tier I instruction for alignment to the program of studies.
- Design and implement a system to monitor and support progress toward graduation and transition readiness.

Key Measures

- Graduation Rate
- College or Career Readiness

Prof, Growth, Gap, SAI 1

Objectives

- Provide students with relevant standards-aligned learning experiences across all settings.

Critical Initiatives

- Provide professional learning experiences around evidence-based engagement strategies in a blended learning environment.
- Design and implement a process for monitoring the use of evidence-based instructional strategies and their impact on Reading and Math achievement.
- Design and implement evidence based instructional strategies aligned with CTE program standards.

Key Measures

- Map, Intervention, State, Form, sum, Assessment.
- Map, Intervention, State, Form, sum, Assessment.

Prof, Growth, Gap, SAI

Objectives

- Provide individualized learning opportunities for all students.

Critical Initiatives

- Provide professional learning to support differentiation of instruction.
- Design a system to support and monitor the implementation of differentiation strategies into the classroom.

Key Measures

- Map, Intervention, State, Form, sum, Assessment.
- Intervention Data

Key Measures

- ACT, KYOTE, Industrial Cert, EOP, Tracks
- Industrial Certification
- EOP
- Industrial Cert, EOP, TRACK
- Map, Intervention, State, Form, Sum, Assessment.
- Graduation Rate
- College/Career readiness rates

Key Measures

- Intervention Data
- Industrial Cert, EOP, Course sequences

Key Measures

- Intervention data, MAP, KPREP, EOS, ACT, KYOTE
- Map, Intervention, State, Form, sum, Assessment.
- Intervention Data
- Intervention Data, MAP, ACT, KPREP, EOS, KYOTE

2019-20 Phase Two: School Assurances_11122019_14:08

2019-20 Phase Two: School Assurances

Breathitt County High School

Charles Davidson
2307 Bobcat Lane
Jackson, Kentucky, 41339
United States of America

Last Modified: 11/18/2019

Status: Locked

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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). 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.

Teacher Performance

1. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the [Kentucky Teacher Performance survey](#). Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes**
- No
- N/A

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes**
- No
- N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes**
- No
- N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- Yes**
- No
- N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- Yes**
- No
- N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- Yes**
- No
- N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- Yes**
- No
- N/A

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- Yes**
- No
- N/A

Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- Yes
- No
- N/A**

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- Yes
- No
- N/A**

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- Yes
- No
- N/A**

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- Yes
- No
- N/A**

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- Yes
- No
- N/A**

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- Yes
- No
- N/A**

15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes
- No
- N/A**

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- Yes
- No
- N/A**

Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

- Yes**
- No
- N/A

All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes**
- No
- N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- Yes**
- No
- N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes**
- No
- N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- Yes**
- No
- N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- Yes**
- No
- N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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