



2021-22 Phase Three: Executive Summary for  
Districts\_12022021\_10:34

2021-22 Phase Three: Executive Summary for Districts

**Breathitt County**  
**Michael Phillip Watts**  
P.O. Box 750  
Jackson, Kentucky, 41339  
United States of America

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## 2021-22 Phase Three: 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?

Breathitt County Schools district is currently focused on improving the effectiveness of the teaching and learning process, in order to ensure that all students receive an education of the highest quality. The district is located in one of Kentucky's largest counties (495 sq miles). Breathitt County is located in eastern Kentucky with a population of approximately 13,484 (2015). Historically, coal mining was a natural resource that brought jobs and grew the county's economy. After the late 1980s, the coal mining boom in Breathitt County slowed to a point that led coal mining families to look elsewhere to find work. The reduction of coal mining has led to a reduction in population, jobs, and the overall economy. According to The Huffington Post (May 2013), Breathitt County is the second poorest county in the nation. In its FY14 index, the Appalachian Regional Commission lists Breathitt County as "Distressed" (Bottom 10% of US counties). In April 2015 the unemployment rate was 8.8%; higher than the state average of 5.0%. The 2015 Census indicated that between 2010-2014 only 67.5% of the adults in Breathitt County were high school graduates or higher; only 11.5% have a bachelor's degree or higher. Transportation, time, childcare, and availability of resources are barriers to continued education. During the 2019-20 school year, BCS served approximately 1783 students in three-elementary and one-middle/high school, including a vocational technology program and two alternative programs. Over the last ten years, the average number of students lost has averaged 30 students. Current enrollment numbers for the 2020-2021 school year are at 1838 students, including preschool. The Free/Reduced lunch rate was approximately 78.5% as compared to the state's 60.8%. Breathitt County Schools participates in the Community Eligibility Option that allows all students in the district to eat free. As a result of a management audit conducted by the Kentucky Department of Education in 2012, the district became a state-managed district. In the spring of 2014, a follow-up review was conducted. Although it was determined that improvements had been made, the district remained a state-managed district. In the fall of 2018, the Breathitt County Board of Education voted to remain under state management, based on findings and recommendations from an audit conducted in the Fall of 2017. In October of 2019, the Breathitt County Board of Education voted to accept the Commissioner's recommendation that the district move from a designation of state-managed to a designation of state-assisted. The Breathitt County School District, in 2013, ended the year with an

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unrestricted fund balance of around \$305,000. Since that time, with great effort and focus on improving the financial health of the district, the unrestricted fund balance has grown to approximately \$3,600,000. Board capacity has grown tremendously throughout this time, and Board action enabled the district to realize the increased revenue of the additional Nickel Tax, which was passed in September 2017. Additionally, the bonding potential of the district in 2013 was only \$180,000. With the passage of the Nickel Tax, that bonding potential has grown to almost \$19,000,000. This has enabled the district to address a great number of needs across the district from instruction to facilities to food service. The District is in the process of building a new elementary school which we hope will serve our students for many years to come. In 2018, an all stakeholder guided coalition group was tasked with a review of past vision and mission statements. The coalition completed the Breathitt County School District's vision/mission, core beliefs, and district commitments as well as 5-year academic and financial strategic goals. The BOE created policy and procedure to ensure vision and mission are reviewed annually. As the district had met all of the previously set financial goals and had met two of the academic goals (while making progress on all other academic goals), these were also updated at that time and were presented to and approved by the Board of Education in January 2019. BCS has improved the district's Multi-Tier Systems of Support for both academic and behavior interventions. As a result, the last two years the district has seen a decline in the number of students needing special education services. In the last three years, all six federally funded Preschool programs within the Breathitt County School system have received a Kentucky All-Star rating of 5. BCS Kindergarten readiness is 45.1%.

### District's Purpose

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

VISION Graduates Prepared for College, Career, and Community MISSION Breathitt County Schools will accomplish this vision by: Putting students FIRST in ALL decision making, Setting high expectations for student achievement, Advocating for every child, Promoting growth for students and staff, Actively engaging community stakeholders, and Promoting positive school/community culture. OUR CORE BELIEFS ALL children can learn. Teachers do make a difference. Effective principals lead teaching and learning at their schools. All school and district staff contribute to student success. High expectations are essential to student achievement. Two-way communication and positive partnerships lead to student success. OUR DISTRICT COMMITMENTS To support this vision and mission, Breathitt County Schools will ensure that all students have access to: A guaranteed, viable curriculum that

incorporates deep engagement and grade-appropriate assignments Well-equipped, safe facilities that promote student learning Highly effective faculty and staff that deliver strong instruction Services that support the whole child

## **ATTACHMENTS**

### **Attachment Name**



Vision and Mission

### Notable Achievements and Areas of Improvement

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

The most notable academic achievement the district has made has been with the Graduation Rate. The district has steadily improved over a 5-year span from 75% in 2016 to 94.1% in 2020. Other Notable Achievements: All of BCS schools are part of the Appalachian Renaissance Initiative, a consortium of 17 rural school districts that made the commitment to share resources and professional learning opportunities and also work to affect policy and protocol in an effort to connect learners to highly effective teachers every day. For the 2020-2021 school year, the district expanded the 1-to-1 initiative to include grades Kindergarten-4th grade. This allowed for all of Breathitt County students to be 1-to-1 for the 2021-2022 school year. Other notable achievements include: Additional federal program funding to support student learning in all grade levels. Additional teachers and support staff to support learning After school tutoring to address learning loss During school, tutoring to address learning loss Evidence-based instructional resources have been purchased for Reading/Writing, Math, Science, and Social Studies Increase of 30.1% in proficient/ distinguished writing in 7th/8th grades and 24.3% in 9th through 12th grades. Implementation of common writing template/format and timeline in grades 7-12 across content areas. The graduation Rate was 92.1%. Areas of Improvement include: Stronger Family Engagement to support learning loss and continuous growth. Addressing learning loss Continuation of Standards Implementation work Transition Readiness and continuation of the growth of the CTE program Lower novice rates of students with disabilities in all categories Increase ACT composite score

### Additional Information

**Districts Supporting CSI/TSI (including ATSI) Schools Only:** Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.


N/A

### Additional Information

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

The district has approved our District Facility plan, with the assistance of the Local Planning Committee. This document has guided our work within facilities with upgraded security vestibules in all schools, combining of schools to allow them to be at capacity levels recommended by KDE, repurposing of Sebastian Middle School to Sebastian Elementary School, demolition of LBJ Elementary School, beginning construction for a new elementary school, and future planning to allow the new school to replace Marie Roberts-Caney Elementary. A new Area Technology Center is also currently being designed and is scheduled to be bid for construction during 2022. This new construction will replace the existing buildings and demolition will likely take place in 2022 for one of those older structures. Some additional work that has been approved by the Local Board of Education with an approved BG1 and are in the process of design or construction includes; a new roof for Sebastian Elementary School, Breathitt County Coliseum renovation due to a fire damage, Breathitt County Coliseum Window replacement with new ADA access, Breathitt County Coliseum Balcony Replacement, and Breathitt County High School Gym Floor replacement. During the 2021 General Assembly the Kentucky Legislature passed HB405 and we received funding through the Schools Facility Construction Commission to renovate several of our facilities that were affected during the March 2021 Flood. These projects will impact the Breathitt County High School Art Room, Breathitt County Training Facility, Breathitt County Field House and Concession Stand, and construction of the new Breathitt County Area County Technology Center. These projects are all within the design phase and will be progressing during 2022. Besides all of the work that falls within the Districts Facility Plan, the district is also working fervently to update all buildings and grounds to ensure that maintenance is maintained on a regular schedule and falls within the financial goals of the district.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Vision and Mission		.



2021-22 Phase One: Continuous Improvement Diagnostic for  
Districts\_09292021\_12:50

2021-22 Phase One: Continuous Improvement Diagnostic for Districts

**Breathitt County**  
**Michael Phillip Watts**  
P.O. Box 750  
Jackson, Kentucky, 41339  
United States of America



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## **2021-22 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. The timeline for the district's 2021-22 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Districts

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

### **Phase Three: November 1 - January 1**

- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance
- Professional Development Plan for Districts

### **Phase Four: January 1 - December 31**

- Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (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***

Breathitt County

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***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).***

Please enter your name and date below to certify.

Phillip Watts 9.29.2021



2021-22 Phase Two: The Needs Assessment for  
Districts\_10282021\_08:01

2021-22 Phase Two: The Needs Assessment for Districts

**Breathitt County**  
**Michael Phillip Watts**  
P.O. Box 750  
Jackson, Kentucky, 41339  
United States of America

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## **2021-22 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 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).

The needs assessment provides the framework for all districts to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 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 for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.


District Team Leads: Phillip Watts, Susan Watts, Heather Hall, Hannah Watts, Stacey Davidson. Each district team lead supported school level teams throughout the data review and analysis process. District meetings: September 2021: Team discussed and reviewed the CDIP process for 2021. September 2021: Team reviewed CDIP committee members and reviewed the BCS Continuous Improvement Process. Continued support of schools. October 2021: Completed Needs Assessment, District Safety Report, and District Assurances (see attachment for additional details)

## **ATTACHMENTS**

### **Attachment Name**

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 2021 CDIP Phase II Agenda

 2021-22 Continuous Improvement Flowchart

 Needs Assessment Teams

### Trends

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

### **Example of Trends**

-The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.


-From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

Writing scores at the middle school increased by 29.9% P/D and at the high school by 24.3% Science scores at the middle school increased by 3.9% P/D and at the high school by 5% Science scores increased at one elementary school by 1.9% and at another by 21.1%.

## **ATTACHMENTS**

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 2021 CDIP Phase II Agenda

### Current State

3. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.

- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

**Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2020-21 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

High participation rates for state assessment (higher than the state in most grade levels) 27.7 % of elementary students scored P/D in Reading; 23.7% in math; 25.5% in Science; 26.7% in Writing 48.9% of elementary students scored Novice in Reading; 48.0% in math, 22.7% in Science, and 27.5% in writing 37.8% of students in grades 7-8 scored P/D in Reading; 15.6% in Math; 40.2% in Writing. Science is suppressed. 40.0% of students in grades 7-8 scored Novice in Reading; 42.2% in Math and 26.5% in Writing 34.2% of high school students scored P/D in Reading; 21.7% in Science, and 57.6% in Writing. Math is suppressed 39.3% of high school students scored Novice in Reading; 22.8% in Science, and 12.0% in Writing. ACT composite was 16.6 45.1% of students entered as Kindergarten Ready. 54.9% are ready with interventions.

**ATTACHMENTS****Attachment Name**

2021 CDIP Phase II Agenda

## Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

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

Students with IEPs averaged a 12.9 composite while all students had an average composite of 16.6 High novice numbers in Reading and Math ACT average composite decreased to 16.6. 20 students did not take the ACT in Spring 2021.

**ATTACHMENTS****Attachment Name**





2021 CDIP Phase II Agenda

## Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

PLCs are in place at all schools. The MTSS plan has been updated and initial training has been provided to all district staff. Writing scores at the middle school increased by 29.9% P/D and at the high school by 24.3% Science scores at the middle school increased by 3.9% P/D and at the high school by 5% Science scores increased at one elementary school by 1.9% and at another by 21.1%.

## **ATTACHMENTS**

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2021 CDIP Phase II Agenda

## Evaluate the Teaching and Learning Environment

6. 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](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which

processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

KCWP 4 KCWP 5

### **ATTACHMENTS**

#### **Attachment Name**

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2021 CDIP Phase II Agenda



District Key Elements Template

# Attachment Summary

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 2021 CDIP Phase II Agenda		<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
 2021-22 Continuous Improvement Flowchart		<ul style="list-style-type: none"> <li>• 1</li> </ul>
 District Key Elements Template		<ul style="list-style-type: none"> <li>• 6</li> </ul>
 Needs Assessment Teams		<ul style="list-style-type: none"> <li>• 1</li> </ul>



2021-22 Phase Three: Professional Development Plan for  
Districts\_12022021\_10:34

2021-22 Phase Three: Professional Development Plan for Districts

**Breathitt County**  
**Michael Phillip Watts**  
P.O. Box 750  
Jackson, Kentucky, 41339  
United States of America

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## 2021-22 Phase Three: Professional Development Plan for Districts

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the district's mission?

BREATHITT COUNTY SCHOOLS VISION Graduates Prepared for College, Career, and Community MISSION Breathitt County Schools will accomplish this vision by: Putting students FIRST in ALL decision making, Setting high expectations for student achievement, Advocating for every child, Promoting growth for students and staff, Actively engaging community stakeholders, and Promoting positive school/ community culture. OUR CORE BELIEFS ALL children can learn. Teachers do make a difference. Effective principals lead teaching and learning at their schools. All school

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and district staff contribute to student success. High expectations are essential to student achievement. Two-way communication and positive partnerships lead to student success. OUR DISTRICT COMMITMENTS To support this vision and mission, Breathitt County Schools will ensure that all students have access to: A guaranteed, viable curriculum that incorporates deep engagement and grade-appropriate assignments Well-equipped, safe facilities that promote student learning Highly effective faculty and staff that deliver strong instruction Services that support the whole child

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the district's **top two priorities** for professional development that support continuous improvement?

Priority for professional development 1 -- Strategies to Address Learning Loss

Priority for professional development 2 -- Instructional Planning

## **ATTACHMENTS**

### **Attachment Name**

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Meeting Agenda



Planning Meeting Collaboration Jamboard

3. How do the identified **top two priorities** for professional development relate to district goals?

Both of these priorities related directly to the proficiency and separate academic indicator goals for the district: Proficiency: Increase proficiency in reading in elementary to 63.3, in middle school to 67.3, and in high school to 55.0 by 2024-2025 as measured by state-required academic assessments. Increase proficiency in math in elementary to 56.4, in middle school to 51.9, and in high school to 45.2 by 2024-2025 as measured by state-required academic assessments. SAI: Increase proficiency in science in the elementary to 45.2, in the middle school to 33.8, and in the high school to 39.3 by 2024-2025 as measured by state-required academic assessments. Increase proficiency in writing in the elementary to 60.38, in the middle school to 60.0, and in the high school to 69.6 by 2024-2025 as measured by state-required academic assessments. Increase proficiency in social studies in

the elementary to 71.6 and in the middle school to 60.9 by 2024-2025 as measured by state-required academic assessments.

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 Meeting Agenda

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Short Term: Establishing a district wide expectation around differentiation of instruction and varied instructional strategies Long Term: Provide professional learning for teachers focused on: Differentiation of instruction Scaffolding Formative assessment Intervention Strategies Goal Setting Active Engagement

**ATTACHMENTS**

**Attachment Name**

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 Meeting Agenda

 Priority for Professional Development 1 Planning document

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Closing the gap of learning loss Decrease in SPED referrals Educators feel more successful

**ATTACHMENTS**

**Attachment Name**

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 Meeting Agenda

 Priority for Professional Development 1 Planning document

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Increase proficiency Decrease in numbers of students in Tier 2 & 3



**ATTACHMENTS**

**Attachment Name**

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Meeting Agenda



Priority for Professional Development 1 Planning document

4d. Who is the targeted audience for the professional development?

Teachers Support Staff Administrators

**ATTACHMENTS**

**Attachment Name**

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Meeting Agenda



Priority for Professional Development 1 Planning document

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students Teachers Principals District Leaders

**ATTACHMENTS**

**Attachment Name**

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Meeting Agenda



Priority for Professional Development 1 Planning document

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Funding Time/Collaboration Staff

**ATTACHMENTS**

**Attachment Name**

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Meeting Agenda

 Priority for Professional Development 1 Planning document

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

District and School PLCs Feedback and Support Visits

### **ATTACHMENTS**

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 Meeting Agenda

 Priority for Professional Development 1 Planning document

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Progress Monitoring Data Guided Planning Process PLC Data Presentations--Weekly  
Ewalk Data--Daily MTSS Data-Monthly ELEOT-3x per year

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 Meeting Agenda

 Priority for Professional Development 1 Planning document

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Short Term: Establishing a district wide expectation around backwards design, learning intentions, success criteria Long Term: Provide professional learning for teachers focused on: classroom management, active engagement strategies, inquiry learning, success criteria, learning intentions (teacher clarity).

### **ATTACHMENTS**

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Meeting Agenda



Priority for Professional Development 2 Planning Document

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Teachers are provided with instructions strategies that focus on the priority need

### **ATTACHMENTS**

#### **Attachment Name**

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Meeting Agenda



Priority for Professional Development 2 Planning Document

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

District feedback visits; PLCs, eWalks; ELEOT, Increase Proficiency

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Meeting Agenda



Priority for Professional Development 2 Planning Document

5d. Who is the targeted audience for the professional development?

Administrators, Teachers

### **ATTACHMENTS**

#### **Attachment Name**

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Meeting Agenda



Priority for Professional Development 2 Planning Document

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Administrators, Teachers, Students

**ATTACHMENTS**

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Meeting Agenda



Priority for Professional Development 2 Planning Document

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Funding for facilitators; time; support for new teachers and their mentors; training materials

**ATTACHMENTS**

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Meeting Agenda



Priority for Professional Development 2 Planning Document

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

PLCs; Mentor/Mentee Program; Feedback; Coaching; Follow-up feedback on long term goals.

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Meeting Agenda



Priority for Professional Development 2 Planning Document

5h. How will the professional development be monitored for evidence of

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implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

District feedback visits -- District CIA Team; monthly PLCs -- Principals; weekly eWalk -- School & District Admin; daily ELEOT -- School & District Admin; 3x a year

## **ATTACHMENTS**

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Meeting Agenda







Priority for Professional Development 2 Planning Document

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

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 Planning Meeting Collaboration Jamboard		<ul style="list-style-type: none"> <li>• 2</li> </ul>
 Priority for Professional Development 1 Planning document		<ul style="list-style-type: none"> <li>• 4a</li> <li>• 4b</li> <li>• 4c</li> <li>• 4d</li> <li>• 4e</li> <li>• 4f</li> <li>• 4g</li> <li>• 4h</li> </ul>
 Priority for Professional Development 2 Planning Document		<ul style="list-style-type: none"> <li>• 5a</li> <li>• 5b</li> <li>• 5c</li> <li>• 5d</li> <li>• 5e</li> <li>• 5f</li> <li>• 5g</li> <li>• 5h</li> </ul>

## 2022 Breathitt County Comprehensive District Improvement Plan (CDIP)

### Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

### Operational Definitions

**Goal:** Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

**Objective:** Short-term target to be attained by the end of the current academic year. 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 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 (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**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](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

### Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

## 1: Proficiency and Growth Goals

**Goal 1** (State your proficiency goal.): Increase proficiency in reading in elementary to 63.3, in middle school to 67.3, and in high school to 55.0 by 2024-2025 as measured by state-required academic assessments. Increase proficiency in math in elementary to 56.4, in middle school to 51.9, and in high school to 45.2 by 2024-2025 as measured by state-required academic assessments.

**Goal 3** (State your growth goal.): Increase the combined growth factor from 65.9 (high) to 69 (very high) for elementary and from 49.6 (low) to 57.0 (high) for middle school by 2024 as measured by state-required assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase proficiency in reading in the elementary to 54.2, in the middle school to 59.1, and in the high school to 43.7 by 2022 as measured by state-required academic assessments.	Design and implement a process for monitoring the use of evidence-based instructional strategies and their impact on Reading and Math achievement. KCWP 1 & 2	Provide PD on data use for instructional decisions	PD agenda, sign in sheet, eWalk data, eleot data	District 30-60-90	
		KAS implementation PD (Clarity Playbook study)	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data, fidelity rubrics	District 30-60-90	
		Monitor and support the inclusion of reading-centered parent resources available on the district website	District website instructional resources for parents are available and current	District 30-60-90	
		Monitor and support school participation in and promotion of school and community based engagement activities (such as, but not limited to, Read Across America, Pi Day, etc.)	Student participation, Articles, Social Media posts, student recognitions	District 30-60-90	
		Monitor and support the inclusion of differentiated resources available for reading instruction.	Inclusion of resources in curriculum materials (pacing guides), eWalk data	District 30-60-90	
	Provide professional learning experiences around evidence-based active engagement strategies that support student learning. KCWP 1 & 2	Deploy and monitor impact of PD , including data analysis during (but not limited to) PLCs	PD agenda, sign in sheet, eWalk data, eleot data	District 30-60-90	



	Design a system to support and monitor the implementation of active engagement strategies into classroom instruction. KCWP 1 & 2	Deploy and monitor impact of PD , including data analysis during (but not limited to) PLCs	PD agenda, sign in sheet, eWalk data, eleot data	District 30-60-90	
		Provide and support implementation of Classroom Discussion PD, provided by KDE Continuous Improvement coaches	PD agenda, sign in sheet, eWalk data, eleot data	District 30-60-90	
		Design a process and provide support for collecting and sharing videos of district teacher leaders implementing strategies effectively to use during coaching and professional learning	Collected video list, agendas, sign in sheets, etc. from coaching sessions where videos are used	District 30-60-90	
Increase proficiency in math in the elementary to 48.7, in the middle school to 39.8, and in the high school to 31.5 by 2022 as measured by state-required academic assessments.	Design and implement a process for monitoring the use of evidence-based instructional strategies and their impact on Reading and Math achievement. KCWP 1 & 2	Deploy and monitor impact of PD , including data analysis during (but not limited to) PLCs	PD agenda, sign in sheet, eWalk data, eleot data, data analysis, fidelity rubrics	District 30-60-90	
		KAS implementation PD (Clarity Playbook study)	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90	
		Monitor and support the inclusion of math-centered parent resources available on the district website	District website instructional resources for parents are available and current	District 30-60-90	
		Monitor and support school participation in and promotion of school and community based engagement activities (such as, but not limited to, Read Across America, Pi Day, etc.)	Student participation, Articles, Social Media posts, student recognitions	District 30-60-90	
	Provide professional learning experiences around evidence-based active engagement strategies that support student learning. KCWP 1 & 2	Deploy and monitor impact of PD , including data analysis during (but not limited to) PLCs	PPD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	

	Design a system to support and monitor the implementation of active engagement strategies into classroom instruction. KCWP 1 & 2	Deploy and monitor impact of PD , including data analysis during (but not limited to) PLCs	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
		Provide and support implementation of Classroom Discussion PD, provided by KDE Continuous Improvement coaches	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
		Design a process and provide support for collecting and sharing videos of district teacher leaders implementing strategies effectively to use during coaching and professional learning	Collected video list, agendas, sign in sheets, etc. from coaching sessions where videos are used	District 30-60-90	
Increase the combined growth factor from 65.9 (high) to 67 (high) for elementary and from 49.6 (low) to 51.0 (medium) for middle school by 2021 as measured by state-required assessments.	Design and implement a process for monitoring the use of evidence-based instructional strategies and their impact on Reading and Math achievement. KCWP 1 & 2	Deploy and monitor impact of PD , including data analysis during (but not limited to) PLCs	PD agenda, sign in sheet, eWalk data, eleot data, data analysis, fidelity rubrics	District 30-60-90	
		KAS implementation PD (Clarity Playbook study)	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90	
		Monitor and support the inclusion of parent resources available on the district website	District website instructional resources for parents are available and current	District 30-60-90	
		Monitor and support school participation in and promotion of school and community based engagement activities (such as, but not limited to, Read Across America, Pi Day, etc.)	Student participation, Articles, Social Media posts, student recognitions	District 30-60-90	
	Provide professional learning experiences around evidence-based active engagement strategies that support student learning.	Deploy and monitor impact of PD , including data analysis during (but not limited to) PLCs	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	

	KCWP 1 & 2	Provide PD on data use for instructional decisions	PD agenda, sign in sheet, eWalk data, eleot data, data analysis, lesson plans, PLC presentations/adjustments	District 30-60-90	
		Provide and support implementation of Classroom Discussion PD, provided by KDE Continuous Improvement coaches	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
	Develop and monitor the implementation of a system of academic and behavioral supports for students. KCWP 5	Provide PD on data use for instructional decisions	PD agenda, sign in sheet, eWalk data, eleot data, data analysis, lesson plans, PLC presentations/adjustments	District 30-60-90	
		Monitor implementation of MTSS plan	eWalk data, eleot data, data analysis, lesson plans, PLC presentations/adjustments, monitoring of progress monitoring, CCEIS plan	District 30-60-90	

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase proficiency in science in the elementary to 45.2, in the middle school to 33.8, and in the high school to 39.3 by 2024-2025 as measured by state-required academic assessments. Increase proficiency in writing in the elementary to 60.38, in the middle school to 60.0, and in the high school to 69.6 by 2024-2025 as measured by state-required academic assessments. Increase proficiency in social studies in the elementary to 71.6 and in the middle school to 60.9 by 2024-2025 as measured by state-required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Increase proficiency in science in the elementary to 31.5, in the middle school to 22.5, and in the high school to 24.1 by 2022 as measured by state-required academic assessments.	Design and implement a process for ensuring curriculum (including resources), instruction and assessments are aligned to NGSS. KCWP 1 & 2	KAS implementation PD (Clarity Playbook study)	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90		
		Support and Monitor Curriculum Alignment and Implementation Process	Curriculum documents reflecting revisions (version history), guided planning agendas, lesson plans, PLC reports/agendas/minutes	District 30-60-90		
	Design and implement a monitoring system to ensure that Tier I instruction resources and assessments meet the intent of the KAS and are implemented with fidelity. KCWP 1 & 2	Support and Monitor Curriculum Alignment and Implementation Process	Curriculum documents reflecting revisions (version history), guided planning agendas, lesson plans, PLC reports/agendas/minutes	District 30-60-90		
		Monitor use of PLC protocol	PLC reports/agendas/minutes	District 30-60-90		
	Provide evidence-based instructional resources and professional learning to support the implementation of the KAS KCWP 1 & 2	KAS implementation PD (Clarity Playbook study)		Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90	
			Provide and support implementation of Classroom	PD agenda, sign in sheet, eWalk data,	District 30-60-90	

		Discussion PD, provided by KDE Continuous Improvement coaches	eleot data, data analysis		
Increase proficiency in writing in the elementary to 51.0, in the middle school to 45.1, and in the high school to 60.6 by 2022 as measured by state-required academic assessments.	Design and implement a process for ensuring curriculum (including resources), instruction and assessments are aligned to revised KAS. KCWP 1 & 2	KAS implementation PD (Clarity Playbook study)	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90	
		Support and Monitor Curriculum Alignment and Implementation Process	Curriculum documents reflecting revisions (version history), guided planning agendas, lesson plans, PLC reports/agendas/minutes	District 30-60-90	
	Design and implement a monitoring system to ensure that Tier I instruction resources and assessments meet the intent of the KAS and are implemented with fidelity. KCWP 1 & 2	Support and Monitor Curriculum Alignment and Implementation Process	Curriculum documents reflecting revisions (version history), guided planning agendas, lesson plans, PLC reports/agendas/minutes	District 30-60-90	
		Monitor use of PLC protocol	PLC reports/agendas/minutes	District 30-60-90	
	Provide evidence-based instructional resources and professional learning to support the implementation of the KAS KCWP 1 & 2	KAS implementation PD (Clarity Playbook study)	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90	
		Provide and support implementation of Classroom Discussion PD, provided by KDE Continuous Improvement coaches	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
Increase proficiency in social studies in the elementary from 60.9 to 64.5 and in the middle school from 46.2 to	Design and implement a process for ensuring curriculum (including	KAS implementation PD (Clarity book study)	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90	

51.1 by 2022 as measured by state-required academic assessments.	resources), instruction and assessments are aligned to revised KAS. KCWP 1 & 2	Support and Monitor Curriculum Alignment and Implementation Process	Curriculum documents reflecting revisions (version history), guided planning agendas, lesson plans, PLC reports/agendas/minutes	District 30-60-90	
	Design and implement a monitoring system to ensure that Tier I instruction resources and assessments meet the intent of the KAS and are implemented with fidelity. KCWP 1 & 2	Support and Monitor Curriculum Alignment and Implementation Process	Curriculum documents reflecting revisions (version history), guided planning agendas, lesson plans, PLC reports/agendas/minutes	District 30-60-90	
		Monitor use of PLC protocol	PLC reports/agendas/minutes	District 30-60-90	
	Provide evidence-based instructional resources and professional learning to support the implementation of the KAS KCWP 1 & 2	KAS implementation PD (Clarity Playbook study)	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90	
		Provide and support implementation of Classroom Discussion PD, provided by KDE Continuous Improvement coaches	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	

#### 4: Achievement Gap

Goal 4 (State your achievement gap goal.): Increase proficiency in reading for all students in the Free/Reduced Lunch gap group in the elementary from 22.7 to 59.6, in the middle school from 29.7 to 63.4, and in the high school from 0.5 to 53.9 by 2025-2026 as measured by state-required academic assessments. Increase proficiency in math for all students in the Free/Reduced Lunch gap group in the elementary from 19.9 to 53.8, in the middle school from 13.7 to 45.2, and in the high school from 0.5 to 42.0 by 2025-2026 as measured by state-required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in reading for all students in the Free/Reduced Lunch gap group in the elementary from 22.7 to 30.7, in the middle school from 29.7 to 36.7, and in the high school from 0.5 to 11.18 by 2022 as measured by state-required academic assessments.	Provide professional learning to support differentiation of instruction.	Provide and support implementation of Classroom Discussion PD, provided by KDE Continuous Improvement coaches	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
	Develop and monitor the implementation of a system of academic and behavioral supports for students	Provide PD on data use for instructional decisions	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
		Monitor implementation of MTSS plan	eWalk data, eleot data, data analysis, lesson plans, PLC presentations/adjustments, monitoring of progress monitoring, CCEIS plan, ARBI reports, Running Records, intervention reports	District 30-60-90	
Objective 2 Increase proficiency in math for all students in the Free/Reduced Lunch gap group in the elementary from 19.9 to 26.5, in the middle school from 13.7 to 20, and in the high school from 0.5 to 8.8 by 2022 as measured by state-required academic assessments.	Provide professional learning to support differentiation of instruction.	Deploy and monitor impact of PD	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
		Provide PD on data use for instructional decisions	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
		Provide and support implementation of Classroom Discussion PD, provided by KDE Continuous Improvement coaches	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	

	Develop and monitor the implementation of a system of academic and behavioral supports for students.	Provide PD on data use for instructional decisions	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
		Monitor implementation of MTSS plan	eWalk data, eleot data, data analysis, lesson plans, PLC presentations/adjustments, monitoring of progress monitoring, CCEIS plan, ARBI reports	District 30-60-90	
		Implementation of computer-based intervention programs	CCEIS plan, benchmark data analysis, intervention reports	District 30-60-90	



## 5: Transition Readiness

Goal 5 (State your transition readiness goal.): Increase the percentage of students graduating as transition ready from 68.9 to 84.4 by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of students graduating as transition ready from 68.9 to 70.0 by 2021-2022.	Develop a system to support and monitor improvement of the CTE program and professional learning for CTE Staff.	Develop PD plan to include CTE specific events	PD plan, agendas, sign in sheets, reflections	District 30-60-90	
		Monitor CTE program implementation and PD implementation	eWalk data, eleot data, data analysis, fidelity rubrics/checklists	District 30-60-90	
	Design and implement a system to monitor Tier I instruction for alignment to the Program of Studies.	Create and utilize CTE pathway specific eWalk templates with fidelity and provide feedback from data collected from eWalks	Completed eWalk templates	District 30-60-90	
		Monitor CTE program implementation and PD implementation	eWalk data, eleot data, data analysis, fidelity rubrics/checklists	District 30-60-90	
	Design and implement a system to monitor and support student progress toward transition readiness.	Monitor CTE program implementation and PD implementation	eWalk data, eleot data, data analysis, fidelity rubrics/checklists	District 30-60-90	
		Monitor Breathitt County Schools Transition Readiness spreadsheet	Transition Readiness spreadsheet, check-in meeting agendas, accurate CTE data	District 30-60-90	
		Create program checklists that clearly state all courses and exams required for each program	Completed program checklists	District 30-60-90	

## 6: Graduation Rate

Goal 6 (State your graduation rate goal.): Increase Graduation Rate from 92.7 to 95.0 by 2024-2025 as measured by the percentage of students completing the requirements for a KY high school diploma compared to the cohort of students starting in grade 9.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Graduation Rate from 92.7 to 95.0 by 2022 as measured by the percentage of students completing the requirements for a KY high school diploma compared to the cohort of students starting in grade 9.	Design and implement a system to monitor and support student progress toward graduation	Monitor Persistence to Graduation data at monthly meetings	Meeting agendas/minutes/sign-in sheets, student/family contact logs as a results of Persistence to Graduation data analysis	District 30-60-90	



2021-22 Phase Three: The Superintendent Gap  
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2021-22 Phase Three: The Superintendent Gap Assurance

**Breathitt County**  
**Michael Phillip Watts**  
P.O. Box 750  
Jackson, Kentucky, 41339  
United States of America

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## 2021-22 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:

o 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.**



## 2021-22 Phase Two: District Assurances

2021-22 Phase Two: District Assurances

**Breathitt County**  
**Michael Phillip Watts**  
P.O. Box 750  
Jackson, Kentucky, 41339  
United States of America

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## 2021-22 Phase Two: District Assurances

### Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the assurance and indicate whether your district complies 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.

### District Assurances

The district hereby ensures that the FY 2021-2022 District 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

N/A

### **COMMENTS**

### **ATTACHMENTS**

#### **Attachment Name**


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Assurances



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Assurances		.