



2021-22 Phase Three: Executive Summary for
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2021-22 Phase Three: Executive Summary for Districts

Breathitt County
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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

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. 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 Three: Comprehensive District Improvement
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2021-22 Phase Three: Comprehensive District Improvement Plan

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2021-22 Phase Three: Comprehensive District Improvement Plan Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. 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 Comprehensive District Improvement Plan (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).

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).
- b. Upload your completed Comprehensive District Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process. Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction

ATTACHMENTS

Attachment Name



Breathitt Co. Schools CDIP



CDIP Phase III Agenda III



Committees



District Key Elements Template

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, 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 (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, 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](#)

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

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

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

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 closure, graduation rate, growth, and transition readiness.

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|--|-------------|--------------------|
|  Breathitt Co. Schools CDIP | | • |
|  CDIP Phase III Agenda III | | • |
|  Committees | | • |
|  District Key Elements Template | | • |

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 | |

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|---|---|--|---|-------------------|--|
| | 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 | |

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| | 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 | |

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|--|--|---|---|-------------------|--|
| | 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 | |

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|---|--|---|---|-------------------|--|
| | | 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 | |

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|--|--|---|---|-------------------|--|
| 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 | |

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| | 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 | |