



2022-23 Phase One: Continuous Improvement Diagnostic for
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2022-23 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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2022-23 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 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts
- Executive Summary for Districts

Phase Two: October 1 - November 1

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

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan
- The Superintendent Gap Assurance

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)
- Professional Development Plan for Districts (Due May 1)
- Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that

Breathitt County

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 9.19.2022



2022-23 Phase Two: The Needs Assessment for
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2022-23 Phase Two: The Needs Assessment for Districts

Breathitt County
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2022-23 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, Felicia Johnson Heather Hall, Hannah Watts, Stacey Davidson. Each district team lead supported school level teams throughout the data review and analysis process. District meetings: September 2022: Team discussed and reviewed the CDIP process for 2022. October 2022: Team reviewed CDIP committee members and reviewed the BCS Continuous Improvement Process. Continued support of schools. October 2022: Completed Needs Assessment, District Safety Report, and District Assurances (see attachment for additional details)

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?

Some of the activities outlined in the plan were unable to be carried out as originally planned due to flooding in July. Adjustments have been and continue to be made to ensure that we are able to implement the activities, but changes have had to be made to the timeline and specifics.

The Implementation of the Clarity Playbook book study was completed by all 2021-22 staff members. We are in the process of sharing that information with new staff members. Support of that work continues and will need to be included in our 2023 activities and plans.

MTSS district and school team meetings continue. That work is in the refinement stage.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

Postsecondary readiness continues to increase, with an 89.3 (with bonus) score this year for BHS.

The graduation rate indicator decreases slightly (due primarily to supplemental school year participants) but remains above 90%. The indicator this year was 91.3.

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2021-22 academic year

- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

- Highland-Turner earned an overall level of High (Green)
- Postsecondary Readiness Indicator is at 89.3. This is a Green rating.
- At the district level, the Quality of School Climate and Safety is a Green rating.

Highland Turner:

- Overall score of 74.0 was a Green rating.
- School climate and safety was rated very high.
- Science index was 91.7
- Math index was 80.2

Marie Roberts Caney

- Scored high in the school climate and safety survey

Sebastian Elementary

- Our School Climate and Safety Survey score was 75.1, putting us in the medium category
- Students responded on the survey that teachers expected them to do their best and that the school was a caring place

Breathitt Middle/High

- Post Secondary Readiness Indicator 89.3 High Green
- Overall indicator for the high school is one point away from advancing to the next color category
- Quality of School Climate and Control for Middle and High School Yellow
- Middle School Climax Indicator and Safety Index are above state average

Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

- Targeted Support and Improvement (TSI) status at
- These data, along with district benchmark and prog

Highland Turner

- Targeted intervention for reading and writing
- Tutoring and additional supports for reading and writing. (small group instruction)
- Tracking and monitoring of students needing tier II and tier III instruction

Marie Roberts-Caney

- Develop a consistent progress monitoring system for student progress beyond the computer programs.
- Utilize in school-tutors and instructional assistants for small group and individual instruction to support students needing tier 2 and tier 3 instruction.
- Consistently use student goal sheets and student data notebooks to create student ownership of learning
- K-2 create “monthly success criteria” for reading to include letters, sounds, sight words and reading levels expected to be mastered
- Continue to focus on clarity in the classroom (standards, learning intentions and success criteria), through lesson planning and classroom clarity boards.
- Continue to increase the amount of engagement strategies used during daily instruction, as well as become intentional of using formative assessments.

Sebastian Elementary

- We created an Action Plan with two school goals
- We revised instructional assistant schedules to service students in grades 2, 3, and 4. We have also created expectations for those instructional assistants
- MTSS System Revisions including Progress Monitoring
- Student Goal Folders/Class Goals
- Continue with Bobcat Learning Walks with a focus on the Academic Non-negotiables

- Administrative Team EWalk Rotation with immediate feedback
- 2-Way communication on Lesson Plans
- Transition to using Reading Plus when students are ready
- PBIS Academic Recognitions
- Development of a Special Education PLC to meet the needs of all students
- Developing the use of Academic Tutors with a strategic focus on CUSP students (close to moving to a higher Tier)

Breathitt Middle/High

- Continue to use formative assessments to make adjustments to instruction to meet the needs of our students
- Implement grade-level team meetings to monitor student data
- Incorporate engagement strategies to foster student learning

Strengths/Leverages

6. 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.

- Postsecondary Readiness Indicator is at 89.3. This score is the highest-ever for BHS and is above the state score of 76.2.
- At the district level, the Quality of School Climate and Safety indicator was high (Green) for elementary schools and Medium (Yellow) overall for both the middle school level and the high school level.

Evaluate the Teaching and Learning Environment

7. 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 3: Design and deliver assessment literacy

KCWP 4: Review, analyze, and apply data


ATTACHMENTS

Attachment Name



Key Elements Template

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements Template		• 7



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2022-23 Phase Two: District Assurances

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2022-23 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 2022-2023 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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase One: Executive Summary for
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2022-23 Phase One: Executive Summary for Districts

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2022-23 Phase One: Executive Summary for Districts

Description of the District

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

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. Two major floods and a global pandemic have presented challenges over the past three years, but with support from the Breathitt Board of Education and numerous community partners, the district has continued to provide quality educational experiences, access to food services, counseling support, and access to technology for our students. In the aftermath of the flooding in July 2022, the district was pleased to host visits from President Joe Biden, First Lady Jill Biden, Governor Andy Beshear, and Lieutenant Governor Jacqueline Coleman along with a host of state and national disaster relief personnel. Support from Joe Craft and Ambassador Kelly Craft has been instrumental in providing needed resources and supplies for over 200 students who suffered devastating losses due to the historic flooding.

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. Enrollment numbers for the 2020-2021 school year were 1838 students, including preschool. Based on population trend data as well as the displacement of families due to significant flooding in 2021 and 2022, enrollment numbers are expected to decrease.

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 Provision (CEP) which 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 \$3,900,000 as of June 2022. 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, in the last two years, the district has seen a decline in the number of students needing special education services. Additions to the tracking and intervention system for PBIS at elementary schools have been a contributor to this change.

Family Friendly Schools: Our district is committed to making sure our students are provided the greatest support between home, school, and community. Our district started working toward applying to be recognized through the Kentucky Department of Education and the Prichard Committee as Family Friendly Schools in March of 2022. Each school has a family engagement committee made up of school staff, parents, and community members that meet monthly to discuss the

importance of sharing responsibilities between families, schools, and communities as well as use tools to grow each of our schools in this area.

Our schools are a network of families, schools, district leaders, and community partners focused on increasing open communication, learning opportunities, and shared decision-making across our schools because we believe that high-quality, equitable, and inclusive education is the shared responsibility of families, schools, and communities. Our district shares a unified voice in advocating for effective and equitable family leadership and family-school-community partnerships.

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.

BREATHITT COUNTY SCHOOLS

VISION

Graduates Prepared for College, Career, and Community

MISSION

Breathitt County Schools will accomplish this vision by:

1. Putting students FIRST in ALL decision making,
2. Setting high expectations for student achievement,
3. Advocating for every child,
4. Promoting growth for students and staff,
5. Actively engaging community stakeholders, and
6. 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-level rigor
- 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:

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. The district has been able to sustain the 1:1 initiative into the current school year.

Breathitt High School:

Achievements: 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.

In Science-- a 3.9% increase in the number of 7th/8th-grade students scoring proficient/distinguished and a 0.5% increase in the number of high school students scoring proficient/distinguished.

Graduation Rate was 92.1%

Purchasing of resources: TCI, Actively Learn, Delta Math, Desmos, Edmentum, SPARK

Professional Learning opportunities: EdCamp, Clarity Workshop, Instruction/ Student Engagement book studies, Bobcat Minutes, Common planning time for content departments

Areas for Improvement:

Lower novice rates for all students in reading and math.

Increase ACT composite scores

Sebastian Elementary School:

Achievements: Read to Achieve Grant

SRCC survey: 96% of students agree/strongly agree this school is a caring place.

94% of students agree/strongly agree they felt safe in their classes

KSA for 2021 Science had the lowest percentage of students scoring novice

Purchase of TCI resources

Professional Learning opportunities: EdCamp, Clarity Workshop, Bobcat Minutes

Areas for Improvement:

Lower novice rates of students with disabilities in all categories

Retention of staff

Marie-Roberts Caney Elementary:

Additional teachers and support staff to support learning

After-school tutoring to address learning loss

In-school tutoring to address learning loss

Areas of improvement:

Decrease number of students scoring novice in all areas

Increase number of students scoring proficient/distinguished in all areas

Increase active student engagement

Improve clarity of Learning/teaching

Close gaps in learning

Highland-Turner Elementary School:

Additional staff to support learning loss and lower class size to allow for more small group instruction. Additional support for students not meeting benchmarks in reading and math through in-school and after-school tutoring. Professional learning is ongoing to support student learning in all classrooms.

District:

Additional federal program funding to support student learning in all grade levels.

Areas of Improvement:

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

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 winter 2023. 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 is in the process of design or construction includes a new roof for Sebastian Elementary School, Breathitt County Coliseum renovation due to 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 the 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 District's 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		.

Breathitt Co. Schools 2023 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.

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). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): Increase proficiency in reading in elementary from 48.5 to 70.0, in middle school from 48 to 65, and in high school from 46.8 to 65 by 2027-2028 as measured by state-required academic assessments. Increase proficiency in math in elementary from 48.3 to 70.0, in middle school from 45.1 to 65.0, and in high school from 44.7 to 65.0 by 2027-2028 as measured by state-required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in reading in the elementary to 52.8, in the middle school to 51.4, and in the high school to 50.4 by 2023 as measured by state-required academic assessments.	Implement and monitor 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	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	
		Identify, support, and monitor teacher participation in the Deeper Learning Initiative.	Agendas, sign in sheets, teacher participation	District 30-60-90	

Updated May 2022

Goal 1 (State your reading and math goal.): Increase proficiency in reading in elementary from 48.5 to 70.0, in middle school from 48 to 65, and in high school from 46.8 to 65 by 2027-2028 as measured by state-required academic assessments. Increase proficiency in math in elementary from 48.3 to 70.0, in middle school from 45.1 to 65.0, and in high school from 44.7 to 65.0 by 2027-2028 as measured by state-required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			certificates, teacher projects		
Objective 2 Increase proficiency in math in the elementary to 52.6, in the middle school to 49.1, and in the high school to 48.8 by 2023 as measured by state-required academic assessments.	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	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	PD agenda, sign in sheet, eWalk data, eleot data	District 30-60-90	
		Identify, support, and monitor teacher participation in the Deeper Learning Initiative.	Agendas, sign in sheets, teacher participation certificates, teacher projects	District 30-60-90	

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): Increase proficiency in science in the elementary from 52.9 to 67, in the middle school from 33.5 to 59, and in the high school from 33.2 to 55.0 by 2027-2028 as measured by state-required academic assessments. Increase proficiency in writing in the elementary 52.3 to 67, in the middle school from 42.2 to 59 and in the high school from 52.7 to 55 by 2027-2028 as measured by state-required academic assessments. Increase proficiency in social studies in the elementary from 54.8 to 75, in the middle school from 36.9 to 59.0 and in the high school from 44.1 to 55 by 2027-2028 as measured by state-required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in science in the elementary to 55.7, in the middle school to 38.6, and in the high school to 37.6 by 2023 as measured by state-required academic assessments.	Implement and monitor a process for ensuring curriculum (including resources), instruction and assessments are aligned to NGSS. KCWP 1 & 2	KAS implementation PD	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	
	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	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90	
		Monitor and support implementation of Classroom Discussion PD, provided by Kagan	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
Objective 2 Increase proficiency in writing in the elementary to	Implement and monitor a process for ensuring curriculum (including	KAS implementation PD	Google Classroom tracking/completion	District 30-60-90	

Updated May 2022

Goal 2 (State your science, social studies, and writing goal.): Increase proficiency in science in the elementary from 52.9 to 67, in the middle school from 33.5 to 59, and in the high school from 33.2 to 55.0 by 2027-2028 as measured by state-required academic assessments. Increase proficiency in writing in the elementary 52.3 to 67, in the middle school from 42.2 to 59 and in the high school from 52.7 to 55 by 2027-2028 as measured by state-required academic assessments. Increase proficiency in social studies in the elementary from 54.8 to 75, in the middle school from 36.9 to 59.0 and in the high school from 44.1 to 55 by 2027-2028 as measured by state-required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
55.2, in the middle school to 45.6, and in the high school to 53.2 by 2023 as measured by state-required academic assessments.	resources), instruction and assessments are aligned to revised KAS. KCWP 1 & 2		rates, sign in sheet, eWalk data, eleot data		
		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	
	Implement and adjust 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	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90	
Monitor and support implementation of Classroom Discussion PD, provided by Kagan		PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90		
Objective 3 Increase proficiency in social studies in the elementary to 58.8, in the middle school to	Implement and monitor a process for ensuring curriculum (including	KAS implementation PD	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90	

Updated May 2022

Goal 2 (State your science, social studies, and writing goal.): Increase proficiency in science in the elementary from 52.9 to 67, in the middle school from 33.5 to 59, and in the high school from 33.2 to 55.0 by 2027-2028 as measured by state-required academic assessments. Increase proficiency in writing in the elementary 52.3 to 67, in the middle school from 42.2 to 59 and in the high school from 52.7 to 55 by 2027-2028 as measured by state-required academic assessments. Increase proficiency in social studies in the elementary from 54.8 to 75, in the middle school from 36.9 to 59.0 and in the high school from 44.1 to 55 by 2027-2028 as measured by state-required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
41.32, and in the high school to 46.3 by 2023 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	
	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	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90	
		Monitor and support implementation of Classroom Discussion PD, provided by Kagan	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	

Updated May 2022

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase proficiency in reading for all students in the students with disabilities gap group in the elementary from 36.4 to 43.12, in the middle school from 30.0 to 37.0, and in the high school to 40.7 by 2024 as measured by state-required academic assessments.</p>	Provide professional learning to support differentiation of instruction.	Provide support for implementation for Kagan Cooperative Learning Strategies	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
		Provide PD on data use for instructional decisions			
	Develop and monitor the implementation of a system of academic and behavioral support for students.	Train all staff on the MTSS plan	eWalk data, eleot data, data analysis, lesson plans, PLC presentations/adjustments, monitoring of progress monitoring, CEIS plan, MTSS monthly agendas, MTSS data reports, Running Records, intervention reports		
		Monitor implementation of the MTSS plan			
		Implementation of evidence based strategies			
		Consistent system for progress monitoring			
	Co-Teaching	Train all staff on Co-teaching models (Primary and Secondary)	Agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
		Monitor implementation of Co-teaching models.			
	Voluntary CEIS Participation	Facilitate CEIS grade level meetings	Agenda, sign in sheet, eWalk data, eleot data, data analysis, quarterly reports	District 30-60-90	
		CEIS meetings with KDE - Quarterly Reports			
		CEIS meetings with KY ABRI			

Updated May 2022

Goal 3 (State your achievement gap goal.): Increase proficiency in reading for all students in the students with disabilities gap group in the elementary from 36.4 to 70.0, in the middle school from 30.0 to 65.0, and in the high school to 65.0 by 2027-2028 as measured by state-required academic assessments. Increase proficiency in math for all students in the students with disabilities gap group in the elementary from 35.6 to 70.0, in the middle school from 34.7 to 65.0, and in the high school to 65.0 by 2027-2028 as measured by state-required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase proficiency in math for all students in the students with disabilities gap group in the elementary from 35.6 to 41.2, in the middle school from 34.7 to 40.7, and in the high school to 37.0 by 2024 as measured by state-required academic assessments.	Provide professional learning to support differentiation of instruction.	Provide support for implementation for Kagan Cooperative Learning Strategies	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
		Provide PD on data use for instructional decisions			
	Develop and monitor the implementation of a system of academic and behavioral support for students.	Train all staff on the MTSS plan	eWalk data, eleot data, data analysis, lesson plans, PLC presentations/adjustments, monitoring of progress monitoring, CEIS plan, MTSS monthly agendas, MTSS data reports, Running Records, intervention reports	District 30-60-90	
	Monitor implementation of the MTSS plan	Implementation of evidence based strategies			
	Consistent system for progress monitoring	Support development of communication process for sharing information from school teams to faculty and staff as a whole			
	Co-Teaching	Train all staff on the MTSS plan			
		Monitor implementation of the MTSS plan			
	Voluntary CEIS Participation	Facilitate CEIS grade level meetings	Agenda, sign in sheet, eWalk data, eleot data, data analysis, quarterly reports	District 30-60-90	
	CEIS meetings with KDE - Quarterly Reports				
		CEIS meetings with KY ABRI			

Updated May 2022

4: English Learner Progress

Goal 4 (State your English learner goal.): Our district does not have any ELL students enrolled. Our Lau Plan is reviewed annually to ensure that we have a plan in place to address student needs if/when they arise.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the Quality of School Climate and Safety Index score in the elementary schools from 78.4 to 82.0, in the middle school from 66.6 to 75.0, and in the high school from 59.1 to 64.0 by 2027-28 as measured by state-required survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the Quality of School Climate and Safety Index score in the elementary schools to 79.4, in the middle school to 68.2, and in the high school to 60.1 by 2023 as measured by state-required survey.</p>	<p>Provide evidence-based instructional resources and professional learning to support the whole child</p>	<p>Design, Deploy and monitor impact of PD</p>	<p>PD agenda, sign in sheet, eWalk data, eleot data, data analysis</p>	<p>District 30-60-90</p>	
		<p>Trauma Informed Care PD</p>	<p>PD agenda, sign in sheet, eWalk data, eleot data, data analysis</p>	<p>District 30-60-90</p>	
	<p>Design and Implement a process for monitoring the use of evidence-based instructional strategies and their impact on student achievement and QSCS data.</p>	<p>Monitor and support the inclusion of social-emotional support parent resources available on the district website</p>	<p>District website resources for parents are available and current</p>	<p>District 30-60-90</p>	
		<p>Monitor and support school participation in and promotion of school and community based engagement activities that support social-emotional learning</p>	<p>Student participation, Articles, Social Media posts, student recognitions</p>	<p>District 30-60-90</p>	
	<p>Provide a guidance specialist to support the implementation of evidence-based professional learning and counseling.</p>	<p>Trauma Informed Care PD</p>	<p>PD agenda, sign in sheet, eWalk data, eleot data, data analysis</p>	<p>District 30-60-90</p>	
	<p>Design and develop a system for using behavior data to select social-emotional lessons.</p>	<p>Provide professional learning focused on using behavior data to identify next steps.</p>	<p>PD agenda, sign in sheet, eWalk data, eleot data, data analysis</p>	<p>District 30-60-90</p>	
		<p>Support and monitor school MTSS teams to ensure that behavior data is used to intentionally select SEL lessons.</p>	<p>MTSS agenda, sign in sheet, eWalk data, eleot data, data</p>	<p>District 30-60-90</p>	

Updated May 2022

Goal 5 (State your climate and safety goal.): Increase the Quality of School Climate and Safety Index score in the elementary schools from 78.4 to 82.0, in the middle school from 66.6 to 75.0, and in the high school from 59.1 to 64.0 by 2027-28 as measured by state-required survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			analysis, SEL lesson plans		
	Monitor implementation of PBIS requirements from district and school MTSS plans.	Provide training for all staff in the school and district MTSS plans.	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
		Monitor communication with students and parents regarding school MTSS plan.	Emails, flyers, social media posts, website, school newsletters	District 30-60-90	
		Support and monitor communication from district and school MTSS teams to the entire school staff.	Meeting agendas, emails, school newsletters, meeting minutes, sign in sheets	District 30-60-90	

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): Increase the percentage of students graduating as postsecondary ready from 83.8 to 88.8 by 2027-2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students graduating as postsecondary ready from 83.8 to 84.8 by 2022-2023.	Monitor and support the improvement of the CTE program and professional learning for CTE staff	Deploy a professional learning needs survey to collect data regarding professional learning needs	Professional learning needs survey	District 30-60-90	
		Analyze professional learning survey data to determine professional learning that is needed/requested	Professional learning needs survey results	District 30-60-90	
		Develop PD plan to include CTE specific events that address data collected from the survey	PD plan, agendas, sign in sheets, reflections	District 30-60-90	
		Monitor CTE program implementation and PD	eWalk data, eleot data, data analysis, fidelity rubrics/checklists	District 30-60-90	
	Monitor Tier I instruction for alignment to the Program of Studies.	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	eWalk data, eleot data, data analysis, fidelity rubrics/checklists	District 30-60-90	
	Monitor and support student progress toward postsecondary readiness,	Monitor CTE program implementation and PD	eWalk data, eleot data, data analysis, fidelity rubrics/checklists	District 30-60-90	
		Monitor Breathitt County Schools Postsecondary Readiness spreadsheet	Postsecondary Readiness spreadsheet, check-in meeting agendas, accurate CTE data	District 30-60-90	

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Goal 6 (State your postsecondary goal.): Increase the percentage of students graduating as postsecondary ready from 83.8 to 88.8 by 2027-2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Schedule CTE pathway courses sequentially, when possible	Develop a course sequence document for each CTE pathway that clearly states all pathway courses and the recommended sequence of completion.	Completed course sequence document	District 30-60-90	
	Establish community partnerships to support advisory councils	Design and implement a system to engage community partners with CTE pathways	Advisory council attendance, job fair participation	District 30-60-90	

7: Graduation Rate

Goal 7 (State your graduation rate goal.): Increase Graduation Rate from 91.2 to 95.0 by 2027-2028 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 91.2 to 95.0 by 2023 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	
		Update communication plan to include all ways to contact parents.	Meeting agendas/minutes/sign-in sheets, student/family contact logs as a results of Persistence to Graduation data analysis	District 30-60-90	
		Attendance Information campaign for parents	Meeting agendas/minutes/sign-in sheets, student/family contact logs as a results of Persistence to Graduation data analysis	District 30-60-90	
		Promote High Attendance Days	Flyers, Meeting agendas/minutes/sign-in sheets, student/family contact logs as a results of Persistence to	District 30-60-90	

Updated May 2022

Goal 7 (State your graduation rate goal.): Increase Graduation Rate from 91.2 to 95.0 by 2027-2028 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
			Graduation data analysis	District 30-60-90	
		Truancy Diversion Program	Meeting agendas/minutes/sign-in sheets, student/family contact logs as a results of Persistence to Graduation data analysis		
		Provide support to schools for using Early Warning System in IC to help schools identify students at risk.	IC reports/ meeting agendas/family contact log	District 30-60-90	

Updated May 2022

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.

Response:

Breathitt County School District will ensure a focus on continuous improvement in instructional leadership practices so that all students have the opportunity to attend a high performing school. In order to support this commitment, the district will be piloting a system of support for principals that ensures all schools have highly effective instructional leaders who are consistently supported in their efforts to improve in their profession, support teachers' professional growth, and impact student learning in meaningful ways. The system includes tiers of support based on school performance data and feedback and monitoring system data (eLeot data, eWalk data, MAP, implementation rubrics, etc.). Support is provided to each school based on the data, and that support is tiered based on need. The system also includes regular progress monitoring by a district liaison and quarterly monitoring by the superintendent for the more intensely support tiers.



2022-23 Phase Three: The Superintendent Gap
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2022-23 Phase Three: The Superintendent Gap Assurance

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2022-23 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.**