

# Bracken County Schools - Title II

## **Describe how the district will use Title II, Part A funds to address the identified needs and how the activities are aligned with challenging State academic standards.**

Each school will host PLC Meetings, either by content or grade level, led by the School Administration and the District Curriculum Specialist. During the meetings, classroom assessments, CERT scores, and Mastery Connect scores will be analyzed. PLC Meetings will focus highly on reading and math. Upcoming curriculum and assessments in the classroom can be adjusted to meet reading and math needs in each classroom.

Professional development is scheduled and will be administered based on the identified needs at each school. The entire District will participate in the second part of the Emotional Poverty Training, which will show teachers classroom strategies for students in need. Individual schools will host PDs on New Teacher Orientation, Technology in the Classroom, Student Engagement, KAGAN Strategies, Curriculum Mapping, Addressing Achievement Gaps, Understanding the Exceptional Student, Collaborative Teaching, and Reading and Writing in the Content Areas. All of these PDs will have an emphasis on increasing reading and math achievement. These activities will be facilitated by the district curriculum coach funded in the Title II Budget.

## **Describe the district's systems of professional growth and improvement. Include descriptions of structures such as staff induction programs and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.**

Over the past two years, we implemented the use of technology K-12 during the Pandemic. Moving forward, we will be integrating engagement strategies during in-person instruction, as well as virtual engagement strategies. These strategies will focus on engaging students while reading in all contents and math where appropriate. In our school district, our Principals and the District Curriculum Specialist serve as the instructional leaders within each building. With SBDM Council direction and approval, followed by Board of Education approval, the Curriculum Team creates a professional development plan individual to each school. The Curriculum Team gathers input from staff members as to their professional development desires and growth needs. Continued on back.....

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Based on data collected from state assessments, universal screeners, and PLCs, it was determined that reading and math were the highest priority needs of our district. During the first month of school, PLCs will begin with an increased emphasis on reading and math. Baseline observations of all teachers will occur during the first month, followed by individual or small group meetings to reflect and create a plan of action for individual teachers and whole grade levels, as needed. PLCs following the first reflection meeting of the first semester will address reading and math engagement strategies observed in the classroom, classroom assessments, Mastery Connect scores, and Case 21 scores.

**Describe how the district will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) AND how the district will prioritize funds to schools that have the highest percentage of children under section 1124(c) (living below the poverty level).**

Funds will be prioritized to our schools based on need from the analyzed data. We only have three schools (EL, MS, and HS). The needs at the elementary will be prioritized first, followed by MS and HS.

## **What district needs were identified by the assessments?**

Based on test scores, each school in our district identified their needs. Reading and Math were identified as areas of need at Taylor Elementary, Bracken County Middle School, and Bracken County High School based on state assessments and universal screeners.

For more information please contact:

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