



## 2023-2024 Phase One: Continuous Improvement Diagnostic for Districts

2023-2024 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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## **2023-2024 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 2023-24 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**

- Non-Traditional Instruction 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 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



## 2023-2024 Phase Two: The Needs Assessment for Districts\_10252023\_14:28

2023-2024 Phase Two: The Needs Assessment for Districts

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## **2023-24 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, Tim Wooton, Hannah Watts, Fannie Hall, Nancy Eversole. District leadership supported school level teams throughout the data review and analysis process. District members discussed CDIP process in September 2023 and October 2023. These meetings discussed timelines, available data sources, and reviewed the BCS Continuous Improvement Process.

Discussed the continued support of our schools. October we completed the Needs Assessment, District Safety Report, and District Assurances.

## **ATTACHMENTS**

### **Attachment Name**



Continuous Improvement Flowchart 2023-24 School Year BCS

#### 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?

Due to historic flooding affecting our district in July of 2022, some of the activities outlined in the plan were unable to be carried out as originally planned.

Adjustments were made and have continued to be made during the recovery period to help ensure that we are able to implement our activities, but changes were made which affected timelines and specifics.

We continue to implement the Clarity Playbook which all staff had previously been trained on. New staff members are shared this information.

MTSS district and school team meetings continue. That work is on going process within our district and schools.

#### 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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

Postsecondary Readiness continues to increase, with a 95.7 this year for Breathitt County High School.

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

#### 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 2022-23 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.
  - Highland Turner Elementary School earned an overall level of Blue.
  - Postsecondary readiness increased to an all time high score of 95.7 for the high school.
  - The overall district rating increased from an orange (51.7) rating to a yellow (64.1) rating.

#### **Highland Turner Elementary School:**

- Achieved an overall score of 89.7 which was a blue rating.
- Scores increased in reading and math from 72.4 to 80.1.
- Scores increased in Science, Social Studies, and Writing from 75.1 to 83.2.
- Quality of school climate and safety status increased from 82.4 to 89.1.

#### **Sebastian Elementary School:**

- Lost the school label/classification as a TSI school from previous year.
- Increased the overall score from 45.6 to 67.2 to a yellow rating.
- Scores increased in reading and math from 44.2 to 51.3.
- Scores increased in Science, Social Studies, and Writing from 44.5 to 60.9.
- Quality of school climate and safety status increased from 75.1 to 77.2.

#### **Breathitt Middle/High:**

- Postsecondary readiness increased to an all time high score of 95.7 for the high school.
- Middle School and High School maintained their overall ratings of orange.

### 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.

- Reading at all grades levels will be a focus area.
- Develop a consistent progress monitoring system for students.
- 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 in the use of formal assessments.

#### **Highland Turner Elementary School:**

- Targeted intervention for math, 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.
- Strategic focus on CUSP students (close to moving to a higher tier).

#### **Sebastian Elementary School:**

- Targeted intervention for math, 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.
- Strategic focus on CUSP students (close to moving to a higher tier).

#### **Breathitt Elementary School:**

- Targeted intervention for reading.
- Tutoring and additional supports for reading (small group instruction).
- Tracking and monitoring of students needing tier II and tier III instruction.
- Create "monthly success criteria" for reading to include letters, sounds, sight words, and reading levels expected to be mastered.
- MTSS system implementation that includes progress monitoring.

### **Breathitt Middle/High:**

- Targeted intervention for all assessed content areas.
- Tutoring and additional supports for all assessed content areas.
- Strategic focus on CUSP students (close to moving to a higher tier).
- Continue to use formative assessments to make adjustments to instruction and to meet the needs of our students.
- 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 score for Breathitt County High School was at 95.7 which is our highest ever rating which was a 7.1 increase over the previous year score of 88.6.
- Our elementary schools showed an increase of 6.3 for combined reading and math, a 6.5 point increase in science, social studies, and writing, and a 1.9 increase in quality of school climate and safety status.

### 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 Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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

- a. Complete the Key Elements Template.

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- **b. Upload your completed template in the attachment area directly below.**

### **ATTACHMENTS**

#### **Attachment Name**



District Key Elements

8. 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

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Continuous Improvement Flowchart 2023-24 School Year BCS		• 1
 District Key Elements		• 7



2023-2024 Phase Two: District Assurances\_10252023\_14:13

2023-2024 Phase Two: District Assurances

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## 2023-24 Phase Two: District Assurances

### Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225) and must contain a signed declaration by the superintendent that all schools in the district are in compliance with the necessary federal and state requirements for school improvement, including:

- KRS 158.649 (achievement gaps),
- 158.6455 (school accountability system),
- 158.782 (monitoring and review of turnaround plan),
- 160.346 (targeted and comprehensive improvement)
- 703 KAR 5:280 (school improvement procedures).
- Elementary and Secondary Education Act (ESSA)
- 20 U.S.C. 6301 et seq. (fair, equitable, and high-quality education, and close educational achievement gaps),
- 2 C.F.R. Part 200 (uniform administrative requirements) and
- 34 C.F.R. Part 200 (Title I).

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\_UAT

The district hereby ensures that the FY 2023-2024 District General and 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



Breathitt County

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o N/A

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase One: Executive Summary for  
Districts\_09192023\_16:49

2023-2024 Phase One: Executive Summary for Districts

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## 2023-2024 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 four 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 supports, and access to technology for our students.

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 was at 1838 students, including preschool. Based on population trend data as well as 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) 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 \$4,400,000 as of June 2023. 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. Through the Board of Education's actions, our District was able to close an outdated elementary school and open a new elementary school which will serve our students (grades P-2) 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. Additions to the tracking and intervention system for PBIS at the elementary schools has been a contributor to this change.

### District Stakeholders

Identify and describe the district's stakeholder groups. How does the district ensure stakeholder involvement and engagement in the improvement planning process?

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.

Our schools are a network of families, schools, district leaders, and community partners focused on increasing 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.

### District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the district embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

### 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

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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

#### 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

KAS for 2021 Science had lowest percentage of students scoring novice

Purchase of Voyager Passport, Acadience

Professional Learning opportunities: EdCamp, Clarity Workshop, Bobcat Minutes

Areas for Improvement:

Lower novice rates of students with disabilities in all categories

Retention of staff

Breathitt Elementary School (New facility):

Achievements: School reconfiguration and integration of new staff and students into the newest facility within the district.

Purchasing of resources: Voyager Passport, GEODES, Acadience

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Professional Learning opportunities: Professional learning is ongoing to support student learning in all classrooms.

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.

Purchasing of resources: Voyager Passport, GEODES, Acadience

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

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 2024. This new construction will replace the existing buildings and demolition will likely take place in 2023 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; Breathitt County Coliseum renovation due to a fire damage, Breathitt County Coliseum Window replacement with new ADA access, Breathitt County Coliseum Balcony

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Replacement, and Breathitt County High School Gym Floor replacement, and a new HVAC system for Highland Turner Elementary School..

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 completed during 2023-24.

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.

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 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

**Alignment to Needs:**

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

**Priorities/Concerns from Needs Assessment for Districts**

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

Ensuring consistent progress monitoring practices across schools.

Targeted intervention and small group tutoring for reading and writing.

**Processes, Practices, or Conditions to be Addressed from Key Elements Template**

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 3: Design and Deliver Assessment Literacy – Assessment Calendar, PLC protocol, presentations, agendas, and minutes.

KCWP 4: Review, Analyze and Apply Data – PLC protocol, presentations, agendas, and minutes. CDIP/CSIP planning, School Board and SBDM data presentations

**Indicator**

List the overall scores of status and change for each indicator and select which indicator(s) will be of priority focus through the strategies and activities outlined in this template.

Indicator	Status	Change
State Assessment Results in reading and mathematics	Low	Maintained
State Assessment Results in science, social studies and writing	Low	Maintained
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	Low	Maintained
Postsecondary Readiness (high schools and districts only)	Very High	Increased

Graduation Rate (high schools and districts only)	Low	Maintained
Explanations/Directions		



in high school from 50.2 to 65 by the 2027 – 2028 school year as measured by state-required academic assessments. Increase proficiency in math in elementary from 51.8 to 70.0, in middle school from 41.2 to 65.0, and in high school from 34.8 to 65.0 by the 2027 – 2028 school year as measured by state-required academic assessments.

Updated June 2023

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in reading in the elementary to 60, in the middle school to 52, and in the high school to 53 by 2024 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	PD agenda, sign in sheet, eWalk data, eleot data	District 30-60-90	
		Deploy and monitor impact of PD, including data analysis during (but not limited to) PLCs			
		Identify, support, and monitor teacher participation in the Deeper Learning Initiative.	Agendas, sign in sheets, teacher participation certificates, teacher projects	District 30-60-90	

Objective 2 Increase proficiency in math in the elementary to 53, in the middle school to 43, and in the high school to 37 by 2024 as measured by state-required academic assessments.	Implement a process for monitoring the use of evidence-based instructional strategies and their impact on 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	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

### 1: State Assessment Results in Reading and Mathematics

## 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 66.9 to 75, in the middle school from 32.6 to 59, and in the high school from 23.7 to 55.0 by 2027-2028 as measured by state-required academic assessments. Increase proficiency in writing in elementary 59.9 to 67, in the middle school from 43.1 to 59 and in the high school from 48 to 55 by 2027-2028 as measured by state-required academic assessments. Increase proficiency in social studies in the elementary from 52.5 to 75, in the middle school from 30.9 to 59.0 and in the high school from 42.1 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 68, in the middle school to 35, and in the high school to 26 by 2024 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, elect 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	
		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	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  Monitor and support implementation of Classroom Discussion PD, provided by Kagan	Google Classroom tracking/completion rates, sign in sheet, eWalk data, elect data  PD agenda, sign in sheet, eWalk data, elect data, data analysis	District 30-60-90  District 30-60-90	

Goal 2 (State your science, social studies, and writing goal.): Increase proficiency in science in the elementary from 66.9 to 75, in the middle school from 32.6 to 59, and in the high school from 23.7 to 55.0 by 2027-2028 as measured by state-required academic assessments. Increase proficiency in writing in elementary 59.9 to 67, in the middle school from 43.1 to 59 and in the high school from 48 to 55 by 2027-2028 as measured by state-required academic assessments. Increase proficiency in social studies in the elementary from 52.5 to 75, in the middle school from 30.9 to 59.0 and in the high school from 42.1 to 55 by 2027-2028 as measured by state-required academic assessments

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase proficiency in writing in the elementary to 62, in the middle school to 45.6, and in the high school to 53.2 by 2024 as measured by state-required academic assessments.	Implement and monitor a process for ensuring curriculum (including resources), instruction and assessments are aligned to revised KAS. 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	
		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	Google Classroom tracking/ completion rates, sign-in sheet, eWalk data, data analysis	District 30-60-90	
		Monitor and support implementation of the KAS. Classroom Discussion PD, provided by Kagan	PD agenda, sign in sheet, eWalk data, eleot data, data analysis.	District 30-60-90	

Goal 2 (State your science, social studies, and writing goal.): Increase proficiency in science in the elementary from 66.9 to 75, in the middle school from 32.6 to 59, and in the high school from 23.7 to 55.0 by 2027-2028 as measured by state-required academic assessments. Increase proficiency in writing in elementary 59.9 to 67, in the middle school from 43.1 to 59 and in the high school from 48 to 55 by 2027-2028 as measured by state-required academic assessments. Increase proficiency in social studies in the elementary from 52.5 to 75, in the middle school from 30.9 to 59.0 and in the high school from 42.1 to 55 by 2027-2028 as measured by state-required academic assessments

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 Increase proficiency in social studies in elementary school to 55, in the middle school to 33, and in the high school to 45 by 2024 as measured by state-required academic assessments.	Implement and monitor a process for ensuring curriculum (including resources), instruction and assessments are aligned to revised KAS. 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 1 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/agenda/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 sheets, eWalk data, eleot data, data analysis.	District 30-60-90	
		Monitor and support implementation of classroom discussion PD.	PD agenda, sign in sheet, eWalk data, eleot datam data analysis.	District 30-60-90	

### 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
Objective 1 Increase proficiency in reading for all students in the students with disabilities gap group in the elementary from 49.6 to 52, in the middle school from 29.6 to 37.0, and in the high school to 40.7 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.	Review MTSS plan with all staff	eWalk data, eleot data lesson plans PLC presentations/agendas/minutes. CCEIS plan, MTSS meeting agendas and data reports. Acadience progress monitoring data.	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.			
	Co-Teaching	Train staff on co-teaching models (primary and secondary)	Agenda, sign-in sheets, eWalk data, eleot data, quarterly reports.	District 30-60-90	

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 49.2 to 52, in the middle school from 25.9 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.	Monitor implementation of co-teaching models.	PD agenda, sign in sheet, eWalk data, elect data, data analysis	District 30-60-90	
		Provide support for implementation for Kagan Cooperative Learning Strategies			
		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 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	eWalk data, elect 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	
	Co-Teaching	Train all staff on the MTSS plan			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Monitor implementation of the MTSS plan			



4: English Learner Progress

Updated June 2023

Goal 4 (State your English learner goal.): N/A					
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 80.3 to 95, in the middle school from 66.6 to 85.0, and in the high school from 52.8 to 80 by 2027-28 as measured by state-required survey.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1 Increase the Quality of School Climate and Safety Index score in the elementary schools to 95, in the middle school to 85, and in the high school to 80 by 2028 as measured by state-required survey.	Provide evidence-based instructional resources and support the whole child	Design, Deploy and monitor impact of PD	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90		
		Trauma Informed Care PD	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90		
		Monitor and support the inclusion of social-emotional support parent resources available on the district website	District website resources for parents are available and current	District 30-60-90		
	Design and implement a process for monitoring the use of evidence-based instructional strategies and their impact on student achievement and QSCS data.	Monitor and support school participation in and promotion of school and community-based engagement activities that support social-emotional learning	Student participation, Articles, Social Media posts, student recognitions	District 30-60-90		
	Provide a guidance specialist to support the implementation of evidence-based professional learning and counseling.	Trauma informed care PD	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90		
	Design and develop a system for using behavior data to select social-emotional lessons.	Provide professional learning focused on using behavior data to identify next steps.	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90		

Goal 5 (State your climate and safety goal.): Increase the Quality of School Climate and Safety Index score in the elementary schools from 80.3 to 95, in the middle school from 66.6 to 85.0, and in the high school from 52.8 to 80 by 2027-28 as measured by state-required survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Monitor implementation of PBIS requirements from district and school MTSS plans.	Support and monitor school MTSS teams to ensure that behavior data is used to intentionally select SEL lessons.	PD agenda, sign in sheet, eWalk data, elect data, data analysis	District 30-60-90	
		Review district MTSS plan with all staff in the school and district MTSS plans.	PD agenda, sign in sheet, eWalk data, elect 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 95.7 to 100 by 2027-2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students graduating as postsecondary ready from 95.7 to 100 by 2028.	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. Analyze professional learning survey data to determine professional learning that is needed/requested.	Professional learning needs survey.	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, elect data, fidelity rubrics/checklists	District 30-60-90	
		Utilize CTE pathway specific eWalk templates with fidelity and provide feedback from data collected from eWalks	Completed eWalk templates	District 30-60-90	
		Monitor Tier I instruction for alignment to the Program of Studies.	eWalk data, elect data, data analysis, fidelity rubrics/checklists	District 30-60-90	
		Monitor and support student progress toward postsecondary readiness.	eWalk data, elect data, data analysis, fidelity rubrics/checklists	District 30-60-90	
		Monitor CTE program implementation and PD	Postsecondary Readiness spreadsheet, check-in meeting agendas, accurate CTE data	District 30-60-90	
		Monitor Breathitt County Schools Postsecondary Readiness spreadsheet			

Goal 6 (State your postsecondary goal.): Increase the percentage of students graduating as postsecondary ready from 95.7 to 100 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 90.0 to 100 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 90.0 to 100 by 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.	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	Fliers, Meeting agendas/minutes/sign-in sheets, student/family contact logs as a results of Persistence to 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	District 30-60-90	
		Provide support to schools for using Early Warning System in IC to	IC reports/ meeting agendas/family contact log	District 30-60-90	

Goal 7 (State your graduation rate goal.): Increase Graduation Rate from 90.0 to 100 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
		help schools identify students at risk.			

8: Other (Optional)

Goal 8 (State your other goal.): N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					



Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and 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:  
N/A

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

**Additional/More Rigorous Actions**

Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?  
response:  
/A



2023-2024 Phase Three: The Superintendent Gap  
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2023-2024 Phase Three: The Superintendent Gap Assurance

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United States of America

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## 2023-2024 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:

● **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.