



2024-2025 Phase One: Continuous Improvement Diagnostic for  
Districts\_09122024\_15:17

2024-2025 Phase One: Continuous Improvement Diagnostic for Districts

**Breathitt County**  
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## **2024-2025 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 2024-2025 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**

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- 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).***

***I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CDIP will be posted to the district's website pursuant to 703 KAR 5:225 Section 3(5)(a).***

Please enter your name and date below to certify.

Phillip Watts, September 17, 2024



2024-2025 Phase One: Executive Summary for  
Districts\_09122024\_15:16

2024-2025 Phase One: Executive Summary for Districts

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## 2024-2025 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 five 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. The population of Breathitt County, Kentucky in 2022 was 13,351, 3.6% down from the 13,855 who lived there in 2010. For comparison, the US population grew 7.7% and Kentucky's population grew 3.8% during that period.

In 2022, the median household income of Breathitt County households was \$38,209. However, 22.2% of Breathitt County families live in poverty.

The 2020 Census indicated that only 40.1% of the adults in Breathitt County were high school graduates or higher; only 17% 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 40 students. Enrollment numbers for the 2023-2024 school year was at 1602 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 continue to decrease.

The Free/Reduced lunch rate was approximately 76.88% as compared to the state's 60.2%. Breathitt County Schools participates in the Community Eligibility Provision (CEP) that allows all students in the district to eat free.

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

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grown to approximately \$4,400,000 as of June 2024. 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-3) for many years to come. Our district is currently in the beginning phase of building a new ATC building for students of our district to replace the one which was lost in the 2022 flood.

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

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 time from 75% in 2016 to 92.7% in 202.

#### 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 and our district is now 1:1 for grades K-12

#### Breathitt High School: Achievements:

Implementation of common writing template/format and timeline in grades 7-12 across content areas.

Graduation Rate has steadily increased.

Career readiness of students has steadily increased.

Purchasing of resources: TCI, Savaas, Edmentum, Open Science Ed, Amplify Science, Eureka Math Squared, Dreambox Math & Reading Plus

Professional Learning opportunities: Common planning time for content departments. Professional learning is ongoing to support student learning in all classrooms.

#### 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.

Have had significant increases in student math and reading scores.

Purchase of Voyager Passport, Acadience

Professional Learning opportunities: Common planning time for grade level teachers. Professional learning is ongoing to support student learning in all classrooms.

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.

Increase in Acadience reading composite scores in grades K, 1,2.

Purchasing of resources: Voyager Passport, GEODES, Acadience

Professional Learning opportunities:

Professional learning is ongoing to support student learning in all classrooms. Common planning for grade level teachers.

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. Teachers are provided common planning for grade levels.

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

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## 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 has been designed and is currently under construction. 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 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.

Besides all of the work that falls within the Districts Facility Plan, the district is also working fervently to update all buildings and grounds to ensure that maintenance is maintained on a regular schedule and falls within the financial goals of the district.

# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|



2024-2025 Phase Two: The Needs Assessment for  
Districts\_10102024\_13:13

2024-2025 Phase Two: The Needs Assessment for Districts

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## **2024-2025 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 aspects of teaching and learning that affect performance must guide the work. 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 they will address 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 as you conducted 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 were documented.

District Team Leads: Phillip Watts, Felicia Johnson, Tim Wooton, Hannah Watts, Fannie Hall, Amanda Turner. District leadership supported school level teams throughout the data review and analysis process. District members discussed CDIP process in September 2024 and October 2024. 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**

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Continuous Improvement Flowchart 2024-25 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?

Adjustments were made and have continued to be made to help ensure that we are able to implement our activities. As a result these adjustments have brought about change throughout our district in our instructional approach to better serve the many needs of our students. Through these changes we are working to improve academic outcomes.

We continue to implement the Clarity Playbook which all staff had previously been trained on. This information is shared with new staff members.

MTSS district and school team meetings continue. That work is an 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 2022-2023 to 288 in 2023-2024.

- From 2022 to 2024, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

Postsecondary Readiness continues to be in the 90th percentile for Breathitt County High School.

The graduation rate indicator has increased to 95.5 this year for Breathitt County High School.

The overall district quality of school climate and safety has increased to 87.9.

### Current State

4. Describe in narrative form 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 of students in the achievement gap scored proficient on Kentucky

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Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.

- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

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

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.
  - Teacher attendance rate was 82% for the 2023-24 academic year.
  - Survey results and perception data indicated 73% of the district's teachers received adequate professional development.
    - Highland Turner Elementary School earned an overall level of Blue.
    - Graduation Rate increased to a high score of 95.5 for the high school.

### **Priorities/Concerns**

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

**NOTE:** You must thoroughly address these priorities in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

**Example:** Students in our gap groups are scoring significantly below all students. Sixty-eight percent 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.

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**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 the district will utilize the strengths and leverages to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of

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58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

- Graduation Rate for Breathitt County High School was at a 95.5 which was a 6.1 increase over the previous year score of 89.4.
- Our elementary schools showed an increase across all levels of measurement/ accountability.

### 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 Processes

KCWP 6: Establish Learning Environment and Culture

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 directly below.**

### **ATTACHMENTS**

#### **Attachment Name**

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 District Key Elements 24-25

8. After analyzing the Key Elements of your teaching and learning environment, on which two or three processes, practices or conditions will the district focus its resources and efforts to produce the desired changes?

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



**NOTE:** The Comprehensive District Improvement Plan (CDIP) diagnostic and template must thoroughly address these elements.

KCWP 3: Design and deliver assessment literacy

KCWP 4: Review, analyze, and apply data



# Attachment Summary

| Attachment Name   | Description | Associated Item(s) |
|---|-------------|--------------------|
| <br>Continuous Improvement<br>Flowchart 2024-25 School Year<br>BCS |             | • 1                |
| <br>District Key Elements 24-25                                    |             | • 7                |



2024-2025 Phase Two: District Safety Report\_10102024\_13:05

2024-2025 Phase Two: District Safety Report

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## 2024-2025 Phase Two: District Safety Report District Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

### Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

*Please reference the appropriate board policy number(s) and/or title(s) in the comment box.*

Yes

School Facilities 05.4

### **ATTACHMENTS**

#### **Attachment Name**

 School Facilities 05.4 Policy

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.*

Yes, all schools within the Breathitt County School District have adopted plans.

3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes, first responders have been provided with copies and completed walk throughs of the buildings.

4. Has each school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes, routes have been identified and posted.

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes, routes are posted.

6. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file for review?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes, and copies are maintained.

7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

The main entrance at each school has cameras and electronic entrances.

8. Was each school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained on file for review?

*Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes, plans were reviewed prior to the start of school.

9. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

*Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes, plans were reviewed prior to the start of school.

10. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the current drill log?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes, all drills have been completed.

11. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the appropriate drill log and maintained on file?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*


Yes, all drills were completed.

12. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes, all drills were completed.

# Attachment Summary

| Attachment Name   | Description | Associated Item(s) |
|---|-------------|--------------------|
|  School Facilities 05.4 Policy |             | • 1                |



2024-2025 Phase Two: District Assurances\_10102024\_13:03

2024-2025 Phase Two: District Assurances

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| <u>2024-2025 Phase Two: District Assurances</u> | <u>3</u> |
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## 2024-2025 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

The district hereby ensures that the FY 2024-2025 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
- N/A

#### COMMENTS

# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|



2024-2025 Phase Three: The Superintendent Gap  
Assurance\_11012024\_14:32

2024-2025 Phase Three: The Superintendent Gap Assurance

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

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2024-2025 Phase Three: The Superintendent Gap Assurance ..... 3

## 2024-2025 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.



2024-2025 Phase Three: Comprehensive District Improvement  
Plan\_12062024\_13:32

2024-2025 Phase Three: Comprehensive District Improvement Plan

**Breathitt County**  
**Michael Phillip Watts**  
P.O. Box 750  
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## 2024-2025 Phase Three: Comprehensive District Improvement Plan

### Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for 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, and graduation rate. Long-term targets should be informed by the Needs Assessment for Schools.

**Objective:** Short-term target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. Six Sigma, Shipley, Baldrige, etc.).

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data Results
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establish Learning Environment and Culture

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

**Measure of Success:** Criteria that shows how well the school is accomplishing their action steps. The measures may be quantitative or qualitative but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

### 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
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate
- Achievement Gap

### Using the Comprehensive District Improvement Plan Template


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

a. Develop your Strategic Goals using the Comprehensive District Improvement Plan (CDIP) template.

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

### **ATTACHMENTS**

#### **Attachment Name**

 24-25 CDIP



Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Our district will continue to address student instructional needs as identified through the needs assessment diagnostic, the Breathitt County School District will maintain the use of MAP and Acadience Universal Screeners, Acadience Progress

Monitoring systems, Clarity in the classroom, Voyager Passport for targeted reading intervention, and Kagan engagement strategies. To better address district instructional needs as identified through the needs assessment diagnostic, we would like to add a more structured progress monitoring system for grades 3 and beyond for reading and math.

# Attachment Summary

| Attachment Name   | Description                         | Associated Item(s) |
|---|-------------------------------------|--------------------|
|  24-25 CDIP                                | Breathitt County Schools CDIP 24-25 | •                  |
| <br>Breathitt County Schools CDIP<br>24-25 | Breathitt County Schools CDIP 24-25 | •                  |



2024-2025 Phase Four: English Learner Plan for Districts (Lau  
Plan)\_03282025\_12:46

2024-2025 Phase Four: English Learner Plan for Districts (Lau Plan)

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

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2024-2025 Phase Four: English Learner Plan for Districts (Lau Plan) 3

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## 2024-2025 Phase Four: English Learner Plan for Districts (Lau Plan)

To meet the requirements of Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, all districts must develop a local plan for providing services to English learner (EL) students. All districts must have a plan in place, regardless of current EL enrollment.

The school district's EL plan is commonly referred to as a Lau Plan, in reference to the 1974 Lau v. Nichols Supreme Court case in which the Court ruled students cannot be denied access in and participation in an educational program due to inability to speak or understand English. The Court ordered that districts must take affirmative steps to overcome educational barriers faced by non-English speaking students.

By completing the following narratives, districts are documenting the required components of the districts EL/Lau Plan

1. Provide a narrative outlining the guiding principles of the district's Language Instruction Educational Program (LIEP).

The District shall provide an English language program to assist English learners, including immigrant children and youth, to attain English language proficiency, develop high levels of academic achievement in English, and achieve the same high standards in the same challenging state academic standards that all students in the District are expected to meet.

2. Describe the district's procedures for identification, enrollment, and placement of ELs in a Language Instruction Educational Program (LIEP).

At the time of initial enrollment in the district, the parent/guardian of every student in grades K- 12 shall be asked to complete a home language survey as a first screening process to identify potential English learner students. The home language survey will be given manually to each new family upon their initial enrollment into our district by the school guidance counselor.

The district will comply with the state policy that requires all local school districts in Kentucky to administer a home language survey (HLS) to students enrolled in the district as a first screening process to identify students with limited English proficiency with, but not limited to, the following four questions. (703 KAR 5:070).

1. What is the language most frequently spoken at home?
2. Which language did your child learn when he/she first began to talk?
3. What language does your child most frequently speak at home?
4. What language do you most frequently speak to your child?

Students whose primary or home language is other than English shall be administered an initial English language proficiency assessment to determine

whether they are English learners according to the federal definition in ESSA, Title III.

If the student in grades 1-12 scores a 4.5 overall composite on the WIDA Screener Online, the student is identified as Initially Fully English Proficient (IFEP). Students in grades 1-12 identified as IFEP will not take the ACCESS for ELLs in January. If the student in grades 1-12 scores below a 4.5 overall composite, the student is identified as an EL. A Kindergarten student who has taken the W-APT test will be able to exit after taking Kindergarten ACCESS and receiving a score of 4.5 and above, regardless of the W-APT score results in accordance with Kentucky's EL Identification and Placement Guidance.

Once a student is identified as an EL, the school will create a Program Service Plan (PSP). Parents will be notified and invited to the PSP meeting within 30 days of the first day of school. If the student was enrolled after the start of the school year, the PSP meeting must occur within 2 weeks of enrollment.

Students identified as English learners shall receive an annual assessment of English language proficiency in reading, writing, speaking, and listening to measure progress and modify the individual Program Services Plan. English proficiency and growth are measured each year using WIDA ACCESS for ELs Online Assessment for grades 1-12 and the K-ACCESS for kindergarten. As required by the Kentucky Department of Education, all EL students are assessed each January. This assessment measures English proficiency in the 4 domains of language: listening, speaking, reading, and writing. Staff must be trained and certified by WIDA to administer this assessment.

Student eligibility for placement in the EL Program is not based on immigration status and district staff is in fact prohibited from inquiring about the immigration status of a student or family.

The U.S. Supreme Court ruled in Plyler v. Doe that public schools may not require social security numbers from all students as this may expose undocumented status. Students are also not required to show an original birth certificate for enrollment. "Other reliable proof" such as a baptismal certificate, a family Bible with dutiful records, or an affidavit would suffice in place of the birth certificate.

3. Provide a description outlining the specific components of the district's Language Instruction Educational Program (LIEP). Please include specific staffing and other resources provided to EL students under LIEP.

Assessment, placement, and the design of an individual Program Services Plan (PSP) for English learners shall be made in compliance with appropriate state and federal education requirements.

Instructional and related services shall be designed to meet the English language and academic needs of students while assisting them to participate in the general education curriculum and to overcome language barriers to grade promotion or

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high school graduation. Students identified as English learners shall be provided the opportunity to participate in the school's English language instructional program.

District Title III staff will work with classroom teachers and guidance counselors to provide support to classroom teachers who will provide one or more service types as identified by the Program Service Plan:

- Structured English Immersion: EL students participate in content classrooms where teachers differentiate instruction
- Pull-Out English Instruction: EL students are pulled from their content classrooms for a portion of the day to receive

The school guidance counselor will maintain a folder for each student containing information related to the student's status as an EL and details about their individual PSP. The sources of information collected may include records on length of time from entry in a US English speaking school to exit from EL programs; performance on standardized achievement tests; grades in content area classes; Grade Point Averages (GPAs); teacher observations; parent observations and/or feedback; meeting promotion and graduation requirements; and/or graduation rates.

ESSA 3121(a)(5) requires that districts report on the number and percentage of ELs meeting the State academic standards for four years after students are no longer receiving Title III services. The data must include results on content assessments for reading/language arts, mathematics, and science and be disaggregated by English learners with disabilities (ELWD).

Folders will be updated on an annual basis and contain the following documentation:

- Copy of the HLS
- Initial ELP assessment scoresheet (Kindergarten W-APT/WIDA Screener Online)
- Copy of the parent notification letter
- Level of academic achievement
- Annual ELP assessment scoresheet (ACCESS for ELLs 2.0)
- The Program Service Plan

Infinite Campus will be updated each grading period (9 weeks) to reflect changes to the student's PSP.

4. Describe the district's process for ensuring EL students receive meaningful access to all co-curricular and extracurricular programs and activities.

EL students will have the same access to co-curricular programs as the general education population. School staff ensures that EL students suspected of having a

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disability under IDEA or Section 504 are identified, located, and evaluated in a timely manner using culturally and linguistically appropriate measures.

School staff encourage universal screening of all students in one or more grade levels to identify students for gifted services, as well as to consider including reliable and valid nonverbal ability assessments as part of the identification process to ensure equal access for EL students to the gifted and talented program.

School staff will not allow a language gap to be a barrier for an EL student to fully participate in any program offered by Breathitt County Schools, including but not limited to: dual credit courses, credit recovery programs, mental health services, college and career programs, or alternative placement.

The Title III Director will procure personnel and/or contracted interpreters, as needed, to ensure that parents are aware of school and district programs and events. All interpreting services will be paid for at district cost and not charged to Title III or any other federal or specific programs. Interpreters will be competent, reliable, and qualified to provide language services to students and families. Extra time for meetings, ARCs, evaluations, etc will be considered when scheduling interpreting services to properly respect students and families.

5. Describe the EL specific professional development opportunities provided to staff who deliver instruction or provide support to the district's LIEP.

All teachers of English Learners are provided professional learning throughout the school year. At the beginning of the year, the EL coordinator provides professional learning for all English Learning teachers. This professional learning is an overview of state and local requirements for English Learners, expectations for teaching ELL students, understanding the PSP, and instructional strategies. WIDA professional learning opportunities are offered online, in-person, and blended formats. Each year, KDE selects the WIDA professional learning opportunities which will be offered during the upcoming school year.

PD topics may include explaining the ACCESS assessment and performance levels, the WIDA Can-Do and ELP standards, differentiating instruction for ELL students, and providing accommodations and modifications to support EL students' learning, Assessment and Modifications for EL Students, EL Students' PSPs, Differentiation, and other PD sessions by request.

6. Describe the district's process regarding the administration of ACCESS and Alternate ACCESS English language proficiency assessment.

English learners who have not attained English language proficiency shall be assessed during state-wide testing in a valid, reliable manner and provided appropriate accommodations including, to the extent practicable, assessments in the language and form most likely to yield accurate data regarding student knowledge and ability in academic content areas.

7. Provide a description outlining the criteria and procedures regarding EL students transitioning and/or exiting the district's LIEP.

EL exit criteria is based on WIDA ACCESS scores. Students in grades 1-12 who reach a composite score of at least 4.5 are considered English proficient and will exit the EL program. Students who completed Tier A of ACCESS will not exit the program. Students who reach proficiency begin the 4-year monitoring process on the first day of the following school year. Kindergarten students may exit EL status after taking and receiving a 4.5 overall composite score on the ACCESS for ELLs test.

8. Describe the district's procedures for monitoring EL students who have exited the program or opted out of the LIEP.

Exited EL students are monitored for 4 years after meeting the Kentucky requirements for English proficiency. Staff is required to monitor exited students following the guidelines set forth by the Kentucky Department of Education and under the obligation of Title VI of the Civil Rights Act and the Equal Educational Opportunities Act. To ensure exited EL students are sustaining academic progress, staff will collect and record data each grading period (9 weeks). This data includes grade reports, MAP scores, benchmark assessments, common assessments, and teacher, student, and parent input. Students who show persistent deficits in any academic area will be provided the support necessary to be successful, including any interventions available. In addition, staff may administer the WIDA MODEL to re-assess the student's English proficiency. If it is determined that a student exited prematurely from the ELD program, the student may re-enter the English Language Development Program. If determined by the PSP committee or the Lau Team that a student should be re-entered, a parent meeting will be required and a PSP will be created to meet the needs of the student

9. Provide a narrative outlining the process for evaluating the effectiveness of the LIEP.

The EL committee will evaluate the EL program utilizing data and a yearly survey provided to staff and parents. Using the most recent ACCESS scores at the end of each school year, EL staff will analyze the percentage of exiting EL students, the percentage of students making growth, the number of long-term EL students, and data trends for each school. Staff and parents will be provided a survey each year to determine future needs for staffing, resources, professional development, home/school communication, and any other need related to EL services.

10. Describe the district's procedures for ensuring meaningful communication with limited English proficient parents.

Parents of EL students will receive communication from the school from which the student attends. Once a student is identified, parents will be notified and invited to the PSP meeting. Parents will receive updates from the school periodically on the progress of their child's progress as outlined in the PSP.



# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|



2024-2025 Phase Four: Professional Development Plan for Districts  
for School Year 2025-2026\_03282025\_12:45

2024-2025 Phase Four: Professional Development Plan for Districts for School Year  
2025-2026

**Breathitt County**  
**Michael Phillip Watts**  
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## 2024-2025 Phase Four: Professional Development Plan for Districts for School Year 2025-2026

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

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. 704 KAR 3:035 establishes the annual professional development plan.

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

Section 3 further provides, "Each school and local district professional development plan shall contain the following five (5) elements:

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

### 1. Professional Development Plan

What is the district's mission?

BREATHITT COUNTY SCHOOLS

VISION

Graduates Prepared for College, Career, and Community

MISSION

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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.

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

Priority for professional development 1--Strategies to address learning loss

Priority for professional development 2--Instructional planning

a. What are the specific **objectives** (long-term and short-term) for this professional development?

Priority 1 is directly related to our proficiency goals which our district has set for student achievement:

- Increase proficiency in reading in elementary from 42 to 65, in middle school from 32 to 68, and in high school from 34 to 60 by the 2027 – 2028 school year as measured by state-required academic assessments.
- Increase proficiency in math in elementary from 40 to 65, in middle school from 29 to 55, and in high school from 24 to 55 by the 2027 – 2028 school year as measured by state-required academic assessments.
- Increase proficiency in science in the elementary from 39 to 50, in the middle school from 10 to 38, and in the high school from 2 to 43 by 2027-2028 as measured by state-required academic assessments.
- Increase proficiency in writing in elementary 36 to 63, in the middle school from 13 to 39 and in the high school from 21 to 55 by 2027-2028 as measured by state-required academic assessments.
- Increase proficiency in social studies in the elementary from 39 to 73, in the middle school from 13 to 63 and in the high school from 25 to 50 by 2027-2028 as measured by state-required academic assessments.

Short Term:

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Establishing a district-wide expectation around differentiation of instruction and varied instructional strategies.

Long Term:

Provide professional learning for teachers focused on:

- Differentiation of instruction
- Scaffolding
- Formative assessment
- Intervention strategies
- Goal setting
- Active engagement
- Support for re-teaching

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

Closing the gap of learning loss

Decrease in SPED referrals

Educators feel more successful

c. How will this professional development be monitored for **evidence of implementation**?

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)

iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

eWalk Data

Progress monitoring data

Guided planning process

PLC data presentations

MTSS data

Teachers, building level administrators, and district level curriculum administrators will be responsible for gathering data for evidence of implementation.

Student data will be discussed in weekly school level PLC meetings, monthly district PLC meetings, monthly principal and district leadership meetings.

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

Increase in students scoring at proficiency or higher in all content areas, and particularly in reading and math. Novice reduction in all academic areas.

Decrease in the number of students in Tier 2 &3.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

Teachers (P-12)

Support Staff

Administrators

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

Funding will be provided by the district through the expenditure of local, state, and federal funding sources. The district will also work with our local educational cooperatives (KVEC and KEDC) and grant partners to assist in meeting the professional learning needs of district personnel.

Professional learning will be year round from July 2025 to June 2026.

We will utilize district resources, cooperative resources, KDE resources, and district curriculum/program specific professional learning to meet the needs of district personnel.

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics

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consultant)? The ongoing supports should be connected to the specific professional development area identified in question 3.

District PLC (monthly)

School PLC (weekly)

Feedback and Support Visits

Coaching and feedback from principals, curriculum team, literacy coach, DOSE

a. What are the specific **objectives** (long-term and short-term) for this professional development?

Priority 2 is directly related to our proficiency goals which our district has set for student achievement:

- Increase proficiency in reading in elementary from 42 to 65, in middle school from 32 to 68, and in high school from 34 to 60 by the 2027 – 2028 school year as measured by state-required academic assessments.
- Increase proficiency in math in elementary from 40 to 65, in middle school from 29 to 55, and in high school from 24 to 55 by the 2027 – 2028 school year as measured by state-required academic assessments.
- Increase proficiency in science in the elementary from 39 to 50, in the middle school from 10 to 38, and in the high school from 2 to 43 by 2027-2028 as measured by state-required academic assessments.
- Increase proficiency in writing in elementary 36 to 63, in the middle school from 13 to 39 and in the high school from 21 to 55 by 2027-2028 as measured by state-required academic assessments.
- Increase proficiency in social studies in the elementary from 39 to 73, in the middle school from 13 to 63 and in the high school from 25 to 50 by 2027-2028 as measured by state-required academic assessments.

Short Term: Establishing and supporting a district wide expectation around lesson design, learning intentions, and success criteria.

Long Term: Provide professional learning for teachers focused on: classroom management, active engagement strategies, inquiry learning, success criteria, and learning intentions.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

Teachers are provided with instructional strategies that focus on the priority need. Teachers are prepared to present high quality, effective instruction that provides a guaranteed and viable curriculum to students.

Decrease in SPED referrals

Educators feel more successful

Better classroom assessment practices

Increased student engagement

c. How will this professional development be monitored for **evidence of implementation**?

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)

iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

eWalk Data

Progress monitoring data

Guided planning process

PLC data presentations

MTSS data

Curriculum team feed back visits monthly to each school

Teachers, building level administrators, and district level curriculum administrators will be responsible for gathering data for evidence of implementation.

Student data will be discussed in weekly school level PLC meetings, monthly district PLC meetings, monthly principal and district leadership meetings.

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

Increase in students scoring at proficiency or higher in all content areas, and particularly in reading and math. Novice reduction in all academic areas.

Decrease in the number of students in Tier 2 &3.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

Teachers (P-12)

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## Support Staff

### Administrators

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

Funding will be provided by the district through the expenditure of local, state, and federal funding sources. The district will also work with our local educational cooperatives (KVEC and KEDC) and grant partners to assist in meeting the professional learning needs of district personnel.

Professional learning will be year round from July 2025 to June 2026.

We will utilize district resources, cooperative resources, KDE resources, and district curriculum/program specific professional learning to meet the needs of district personnel.

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 4.

District PLC (monthly)

School PLC (weekly)

Feedback and Support Visits

Coaching and feedback from principals, curriculum team, literacy coach, DOSE

Mentor/Mentee program

Breathitt County

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5. If there is additional professional development information you would like to include, you may upload an attachment(s) here. **If you do NOT wish to include an optional extension, please list N/A in the space provided below.**

N/A

Breathitt County

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# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
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2024-2025 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2025-26 School Year)\_03282025\_12:48

2024-2025 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2025-26 School Year)

**Breathitt County**  
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Jackson, Kentucky 41339

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## **2024-2025 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2025-2026 School Year)**

The purpose of this diagnostic is to support the district in designing and implementing a plan for a continuation of learning during times when non-traditional instruction may need to be implemented in order to prevent a loss of learning. The basis of the continuation of learning plan comes from KRS 158.070(9) and 701 KAR 5:150, which state the following:

KRS 158.070(9):

*Notwithstanding any other statute, each school term shall include no less than the equivalent of the student instructional year in subsection (1)(f) of this section, or a variable student instructional year in subsection (1)(h) of this section, except that the commissioner of education may grant up to the equivalent of ten (10) student attendance days for school districts that have a non-traditional instruction plan approved by the commissioner of education on days when the school district is closed for health or safety reasons. The district's plan shall indicate how the non-traditional instruction process shall be a continuation of learning that is occurring on regular student attendance days. Instructional delivery methods, including the use of technology, shall be clearly delineated in the plan. Average daily attendance for purposes of Support Education Excellence in Kentucky program funding during the student attendance days granted shall be calculated in compliance with administrative regulations promulgated by the Kentucky Board of Education.*

701 KAR 5:150, Section 1(5):

*“non-traditional instruction plan” means the strategy approved by the commissioner and implemented by a local school district to ensure instruction on non-traditional instruction days is a continuation of learning that is occurring on regular student attendance days as required by KRS 158.070(9).*

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225, Section 3(2)(b), what are the district’s plans for implementing non-traditional instruction to provide a continuation of learning during times (both short-term and long-term) when in-person instruction may not be feasible and to support continuous improvement?

### **District Assurances for Continuation of Learning Plan:**

The District assures:

1. Instruction on days designated as Non-Traditional Instruction (NTI) Days when the school district is closed to in-person instruction will be a continuation of the learning occurring on in-person student attendance days.
2. It utilizes a learning management system to make instructional design more adaptable for NTI Days.
3. Its primary delivery method on NTI days shall be digital. The district further assures that it will make every effort to ensure all students have both access to a device and to the internet.

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4. Agreements have been reached with other educational entities that service the district's students (i.e. area technology centers, other dual credit institutions, regional schools) to ensure that the district's students are not penalized when the district uses an NTI day.

5. The district will continue instruction, support and communication with all students on NTI days to ensure academic progress as well as social and emotional well-being are not negatively impacted on NTI days.

6. All teachers have received adequate professional learning to ensure they are prepared to facilitate instruction on NTI days.

7. All staff will follow their normal work schedules on NTI days.

8. Agreements have been reached with community partners (i.e. libraries, community centers, churches) to enhance delivery of services on NTI days.

9. Participation will be recorded for all students on NTI days.

10. Has a written plan in place to communicate information related to NTI days.

Please enter the name of the district superintendent and date below to certify.

Phillip Watts

April 22, 2025

1. What is the district's plan to ensure a continuation of learning will occur when in-person instruction is not feasible and non-traditional instruction is implemented?

Students will be prepared for college, career, and community. High expectations, synchronous learning, evidence based practices, standards based, etc... During nontraditional instruction, students will continue to have access to strong instruction and grade-appropriate assignments during synchronous learning through Google Classroom and Google Meet.

The vision of the district for ensuring a continuation of learning when implementing nontraditional instruction will align with our academic non-negotiables: strong instruction, high expectations, grade-appropriate assignments, and deep engagement. Our goal is to utilize a synchronous learning day so that students can leverage established schedules and routines to continue learning even if they are at home. The district will provide access to learning for all students, including those without the internet, through clearly developed plans that are communicated with all stakeholders.

Our plan is designed to leverage the strengths and resources specific to each grade band and is as follows:

- Grades K-6 will utilize current digital content providers that are already part of the daily instructional routine for students. These programs will include (but not be limited to), Zearn, Dreambox, and Khan Academy for Mathematics, Lexia and Reading Plus for Reading and Writing, Study Island and TCI for Social Studies, and Amplify for Science. Each of these programs includes instructional support for students, monitoring capabilities for teachers, principals, and district administrators, and alignment to both the KAS and our district curriculum. Daily assignments for those students accessing content online, including direct links to any online programs, will be posted to the Google classroom for each NTI day. For those students who require hard copies of assignments, packets containing the materials for each subject for each day will be distributed for students to take home prior to the first NTI day. In the event that an NTI day is called and a student has not received his/her hard copy materials, arrangements will be made for pickup or delivery of the work.
- Grades 7-12 will utilize Google Classroom as a learning management system, which again mirrors the daily instructional routine for students and teachers. KAS-aligned tasks will be deployed from all content teachers using the protocols that already exist in those classrooms. Google Classroom provides an avenue by which teachers can provide instructional support and feedback to students; additionally, Google Classroom provides easy monitoring opportunities for teachers, principals, and district administrators. Daily assignments for those students accessing content online, including direct links to any online programs, will be posted to the Google classroom for each NTI day. For students who do not have internet access, assignments may be downloaded prior to the first NTI day to allow them to complete their tasks offline. For those students who require hard copies of assignments, packets containing the materials for each subject for each day will be distributed for students to take home prior to the first NTI day. In the event that an NTI day is called and a student has not received his/her hard copy materials, arrangements will be made for pickup or delivery of the work.
- Breathitt County has evidence of capacity through its success with maintaining a 1:1 initiative for six years. Additionally, the district technology department includes a district technology coordinator and two technology specialists who provide technical support to teachers and students as well as a technology integration specialist, who provides direct support to teachers in leveraging technology to enhance student learning. Teachers have had the opportunity to participate in multiple training sessions to support their utilization of the digital learning platforms and Google Apps for Education. Additionally, teachers have engaged in guided planning, standards workshops, and technology integration workshops that have built their capacity to provide quality blended learning instruction to students. Prior to the first announced NTI day, parents and families will receive a letter explaining the intent, expectations, and processes for NTI days. Students will be notified on days that are deemed non-traditional days via School Messenger, the district website, the district app, and social media. The district will utilize data from

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the district technology readiness survey as well as anecdotal student responses in determining student access to reliable internet services. Students that have access will be required to use online resources. Students who do not have internet access at home will be provided opportunities to access technology during announced times at school on inclement weather days and during given opportunities upon returning to school. Usernames and passwords to all utilized programs will be provided to students prior to the first NTI day. During announced NTI days, technology staff and/or teachers will be available to provide support in recovering usernames and passwords. Teachers will also be available via (video conference, Google Meet, and Microsoft Teams) email, Remind, Class Dojo, and other established classroom communication strategies so that two communication remains in place during NTI days. Principals and district curriculum staff will support teachers in NTI lesson development through teacher workdays and guided planning sessions. Feedback will be provided on NTI lesson plans and resources prior to the first NTI day so that it can be assured that instruction is aligned to the KAS and is a continuation of learning from the classroom setting. Additionally, principals and district curriculum staff will engage in continuous improvement of the NTI system by providing support and feedback to teachers throughout the NTI days.

2. How will the district ensure a continuation of learning on non-traditional instruction days for students with Individual Education Plans (IEPs) when in-person instruction is not feasible? Please also address how the Admissions and Release Committee (ARC) will be involved for students with IEPs.

The Breathitt County School District is committed to providing an NTI program that addresses the needs of all students, including those students with Individual Education Plans. To accomplish this, we will engage the following strategy: The Breathitt County School District will ensure the implementation of Individual Education Programs (IEPs) for students with disabilities during Non-Traditional Instruction (NTI) days. The Director of Special Education (DOSE) has developed a process that will enable Special Education Case Managers to ensure appropriate steps are taken to provide discussions and services when the district should utilize Non-Traditional Instructional (NTI) days. Special Education Case Managers, along with general education teachers, parents, principals, and students (when appropriate), will develop a specific language that will be used to describe services and supports as prescribed in the student's IEP when an Admissions and Release Committee (ARC) meeting is conducted. The district also developed contingency learning plans for all students with an IEP. These plans are reviewed and accepted during the student's annual review meeting. This includes plans to provide appropriate modifications to packets or online work assigned to all students during NTI days without having to conduct an ARC meeting to change the student's placement. This specific language will be embedded in ARC's conference summaries and IEPs to reflect support and services for NTI days. Pre-planning for NTI days will t County Page 7 of 10 be crucial. The DOSE has set expectations for all special education case managers when pre-planning work packets for NTI days. Special

## education case managers will work with their designated grade level general

education teachers to develop modified classwork based upon accommodations and modifications set forth in student's IEPs. During this time, the case managers will develop a list of students on their caseloads who will potentially have internet access. This will help determine the need for work packets sent home during NTI days. The case managers will also develop a working phone list of all students on their respected caseloads. The teachers will also prepare communication logs that will be utilized for all students during NTI days. The DOSE will work with each special education case manager to review caseload summaries which will determine when student's Annual Reviews and Re-Evaluations timelines are due. This will ensure timelines are known and met if reviews and evaluations occur during extended periods of NTI days. The district has ensured all teachers have a personal device that can be used during NTI days. The DOSE has trained all case managers on the use of Google Meet or similar platform which offers video and voice one-to-one and group calls. Case managers have the ability to schedule, invite, and conduct teleconference meetings. This has been utilized by the district special education staff to conduct ARC meetings during NTI days. This ensures staff can connect with each other during extended NTI days in order to meet federal guidelines for special education annual review and reevaluations. When NTI days are scheduled, NTI expectations for special education case managers will be utilized. Special Education case managers will report their workplace, based upon district directives. Case managers will be actively available to support students and parents with NTI assigned work. Case managers will make contact with all caseload students/parents at least once during the NTI day. This communication will be logged on the district-developed communication log. Case managers will monitor NTI work as it is completed by students and returned to school. If extended NTI days are utilized, the DOSE will schedule Google Meet or similar platform with case managers to discuss support needed for students, staff, or parents.

Case managers will complete a running log of specially designed instruction that occurs with students each NTI day.

3. How will the district ensure a continuation of learning on non-traditional instruction days for other special populations of students, including, for example, English Language Learners with a Program Services Plan (PSP), students with a Gifted Student Services Plan (GSSP), and students placed in alternative education programs served by the district?

The Breathitt County School District is committed to providing an NTI program that addresses the needs of all students, including those students with Program Services Plans.

To accomplish this, we will engage the following strategies:

- Currently, we do not have any English language learners. Should any students enroll requiring these services, adjustments, and accommodations to the material will be made to meet their individual needs using evidence-based strategies that support the learning for English Learners. All requirements of the district Lau Plan will be followed.

The Breathitt County School District will ensure the implementation of plans for students who have been determined eligible for 504 supports during NonTraditional Instruction (NTI) days. The 504 coordinator and school-level guidance counselors have developed a process that will enable teachers to ensure appropriate steps are taken to provide discussions and services when the district should utilize Non-Traditional Instructional (NTI) days. General education teachers, parents, principals, and students (when appropriate), will develop a specific language that will be used to describe services and supports as prescribed in the student's 504 plan when a 504 meeting is conducted. This may include plans to provide appropriate modifications to packets or online work assigned to all students during NTI days. This specific language will be embedded in 504's conference summaries and plans to reflect supports and services for NTI days. Preplanning for NTI days will be crucial. Grade level general education teachers will develop modified classwork based upon accommodations and modifications set forth in the student's 504 plan. During this time, the teachers will develop a list of students on their roster who will potentially have internet access. This will help determine the need for work packets sent home during NTI days. The teachers will also develop a working phone list of all students on their respective rosters. The teachers will also prepare communication logs that will be utilized for all students during NTI days. When NTI days are scheduled, NTI expectations for all teachers will be utilized. Teachers will report to their workplace, based upon district directives. Teachers will be actively available to support students and parents with NTI assigned work. Teachers will make contact with students/parents during the NTI day. This communication will be logged on the district-developed communication log. Teachers will monitor NTI work as it is completed by students and returned to school. If extended NTI days are utilized, the 504 Coordinator and guidance counselors may schedule Google Meet or similar platform with teachers to discuss supports needed for students, staff, or parents.

- The nature of our program, which revolves around individualized instruction, includes a variety of opportunities, resources, and enrichments to ensure that the needs of our gifted and talented students are met. Our district Gifted and Talented Coordinator will provide resources and training for all staff regarding meeting the needs of this population of students as part of our summer professional learning.
- Direct Services will be provided to students using available resources and structures as outlined in each student's GSSP.

4. How does the above non-traditional instruction plan providing for a continuation of learning relate to district goals?

The nontraditional instruction plan provides opportunities for all students to access strong instruction and grade-appropriate assignments to ensure that students are prepared for college, career, and community. Students will continue to receive instruction in all of the Kentucky Academic Standards utilizing instructional resources that include both print and digital resources. Students have been provided with 1:1 devices in grades K-12, and tech support is available throughout non-traditional instruction days so that all students have an opportunity to access

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instruction. The NTI Helpline has been established to support district goals around communication and to ensure that barriers can be removed for students in a timely manner.

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# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
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