

Vision

Distinguished District Aspiring for Excellence

Mission

We will aspire for excellence and become a distinguished district by:

Beliefs

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.

Transition and Graduation

Objectives

- Provide students with college and career opportunities to improve graduation rates.

Critical Initiatives

- Develop a system to support and monitor improvement of the CTE program and professional learning for CTE Staff.
- Design and implement a system to monitor Tier I instruction for alignment to the Program of Studies.
- Design and implement a system to monitor and support student progress toward graduation and transition readiness.

Proficiency and Growth

Objectives

- Provide learning opportunities that impact learning for all students.

Critical Initiatives

- Provide professional learning experiences around evidence-based engagement strategies in a blended learning environment.
- Design and implement a process for monitoring the use of evidence-based instructional strategies and their impact on Reading and Math achievement.

Proficiency and Gap

Objectives

- Provide individualized learning opportunities for all students.

Critical Initiatives

- Provide professional learning to support differentiation of instruction.
- Design a system to support and monitor the implementation of differentiation strategies into classroom instruction.
- Develop and monitor the implementation of a system of academic and behavioral supports for students

Proficiency and SAI

Objectives

- Provide students with relevant, standards-aligned learning experiences

Critical Initiatives

- Design and implement a process for ensuring curriculum (including resources), instruction and assessments are aligned to revised KAS.
- Design and implement a monitoring system to ensure that Tier I instruction, resources, and assessments meet the intent of the KAS and are implemented with fidelity.
- Provide evidence-based instructional resources and professional learning to support the implementation of the KAS

Key Measures

- Master schedule
- CTE pathways offered
- Lesson plans
- Unit plans
- Walkthrough data
- Data tracking
- EOP and Industry Certification data
- Graduation rate

Key Measures

- Walkthrough data
- Reading and Math data
- Walkthrough data
- Reading and Math data

Key Measures

- Walkthrough data
- Unit plans
- Lesson plans
- Walkthrough data
- Unit plans
- Lesson plans
- MTSS plan
- PLC Data presentations

Key Measures

- Curriculum documents
- Lesson plans
- Walkthrough data
- Walkthrough data
- Curriculum documents
- PLC data/presentations
- Walkthrough data
- Teacher surveys
- Lesson plans

Objective

Provide students with college and career opportunities to improve graduation rates.

Critical Initiative

Develop a system to support and monitor improvement of the CTE program and professional learning for CTE Staff.

Start Date: 01/01/2020

End Date: 06/01/2020

Key Measures

Master schedule

CTE pathways offered

Critical Initiative

Design and implement a system to monitor Tier I instruction for alignment to the Program of Studies.

Start Date: 01/01/2020

End Date: 12/31/2020

Key Measures

Lesson plans

Unit plans

Walkthrough data

Critical Initiative

Design and implement a system to monitor and support student progress toward graduation and transition readiness.

Start Date: 01/01/2020

End Date: 09/30/2020

Key Measures

Data tracking

EOP and Industry Certification data

Graduation rate

Objective

Provide learning opportunities that impact learning for all students.

Critical Initiative

Provide professional learning experiences around evidence-based engagement strategies in a blended learning environment.

Start Date: 01/03/2020

End Date: 12/31/2021

Key Measures

Walkthrough data

Reading and Math data

Critical Initiative

Design and implement a process for monitoring the use of evidence-based instructional strategies and their impact on Reading and Math achievement.

Start Date: 01/01/2020

End Date: 12/31/2021

Key Measures

Walkthrough data

Reading and Math data

Objective

Provide individualized learning opportunities for all students.

Critical Initiative

Provide professional learning to support differentiation of instruction.

Start Date: 01/03/2020

End Date: 08/12/2020

Key Measures

Walkthrough data

Unit plans

Lesson plans

Critical Initiative

Design a system to support and monitor the implementation of differentiation strategies into classroom instruction.

Start Date: 03/01/2020

End Date: 08/15/2020

Key Measures

Walkthrough data

Unit plans

Lesson plans

Critical Initiative

Develop and monitor the implementation of a system of academic and behavioral supports for students

Start Date: 01/01/2020

End Date: 12/31/2021

Key Measures

MTSS plan

PLC Data presentations

Objective

Provide students with relevant, standards-aligned learning experiences

Critical Initiative

Design and implement a process for ensuring curriculum (including resources), instruction and assessments are aligned to revised KAS.

Start Date: 01/01/2020

End Date: 07/31/2020

Key Measures

Curriculum documents

Lesson plans

Walkthrough data

Critical Initiative

Design and implement a monitoring system to ensure that Tier I instruction, resources, and assessments meet the intent of the KAS and are implemented with fidelity.

Start Date: 01/01/2020

End Date: 12/31/2021

Key Measures

Walkthrough data

Curriculum documents

PLC data/presentations

Critical Initiative

Provide evidence-based instructional resources and professional learning to support the implementation of the KAS

Start Date: 01/03/2020

End Date: 12/31/2020

Key Measures

Walkthrough data

Teacher surveys

Lesson plans

2019-20 Phase Two: District Assurances_10142019_14:48

2019-20 Phase Two: District Assurances

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

Last Modified: 10/14/2019
Status: Locked

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2019-20 Phase Two: District Assurances

2019-20 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read each assurance and indicate whether your district is in compliance 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.

Title I

1. Pursuant to Section 1112(e)(1)(B)(ii), all schools in the district give timely notice to parents of students taught for four or more consecutive weeks by a teacher who does not meet applicable state certification requirements at the grade level and subject area assigned. Section 1112(c)(6) of ESSA also requires districts provide an assurance to KDE that all teachers and paraprofessionals working in a program supported by Title I, Part A funds meet applicable certification requirements. Finally, KRS 161.020 prohibits a person from holding a public school position for which certificates may be issued, unless he or she holds a certificate for the position, issued by the Education Professional Standards Board.

- Yes**
- No
- N/A

2. Pursuant to Section 1116(a)(3)B) of ESSA, the district ensures that parents and family members of students receiving services under Title I, Part A are involved in decisions regarding the allotment of federal funding for parental involvement activities.

- Yes**
- No
- N/A

3. Pursuant to Section 1116(c)(1) of ESSA, the district ensures that each school served under Title I, Part A convenes an annual meeting, at a convenient time, to inform parents of their school's participation and explain requirements under Title I, Part A, including the right of parents to be involved.

- Yes**
- No
- N/A

4. Pursuant to Section 1112(a)(1)(A) of ESSA, the district ensures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, other appropriate school personnel, and with parents of children served under Title I, Part A.

- Yes**
- No
- N/A

5. Pursuant to Section 1117(b)(1) and in order to ensure timely and meaningful consultation, the district ensures that it consults with appropriate officials at private schools within and outside the district that serve students residing in the district. This consultation occurs during development of the district's programs under Title I, Part A and is done with the goal of reaching an agreement on how to provide equitable services to eligible private school students. This assurance is also required pursuant to Section 1112(c)(2) of ESSA.

- Yes**
- No

N/A

6. Our district complies with Section 1113(c)(3) of ESSA, which requires a portion of Title I, Part A funds be set-aside for neglected institutions in the district, and ensures such funds are spent on identified student needs as required by the Code of Federal Regulations (CFR).

Yes

No

N/A

7. The district ensures that child counts submitted to KDE pursuant to Title I, Part D, which is found in Sections 1401-1432 of ESSA, are supported by appropriate documentation.

Yes

No

N/A

8. Pursuant to Sections 1423(3) of ESSA, the district ensures that participating schools coordinate with facilities working with delinquent children to ensure such children are participating in a comparable education program.

Yes

No

N/A

9. Pursuant to Section 1118(b), the district ensures it uses Title I funds only to supplement not supplant funds that would, in the absence of federal funds, be made available from state and local sources. To demonstrate this, the district uses a methodology that allocates funding in a way that ensures a school receiving Title I funds is allocated all state and local funds it would otherwise receive were it not receiving Title I funds.

Yes

No

N/A

10. Pursuant to Section 1118(c), the district ensures it has established and implemented a district-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and, a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

Yes

No

N/A

Title II

11. The district provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes**
- No
- N/A

12. Pursuant to Section 2103(b)(2)(C) of ESSA, the district prioritizes Title II funds to schools implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

- Yes**
- No
- N/A

13. If Title II funds are used by the district for the purpose of reducing class size to a level that is evidence-based, as permitted by Section 2103(b)(3)(D), the district ensures schools are first allocated funds according to mandated cap size requirements prior to using federal funds to provide additional staff.

- Yes**
- No
- N/A

All Programs

14. The district ensures that personnel compensated from federal program funds are performing assignments aligned to the program purpose and in accordance with the program plan and that appropriate documentation of such work is maintained. This ensures the use is in compliance with 2 CFR 200.430.

- Yes**
- No
- N/A

15. The district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements and in compliance with 2 CFR 200.430.

- Yes**
- No
- N/A

Individual Learning Plan (ILP)

16. Pursuant to 704 KAR 3:305(2), the district ensures that an individualized learning plan (ILP), which adheres to the [Kentucky Department of Education's Self-Implementation Rubric](#), is being implemented with fidelity for all students in grades 6 to 12.

- Yes**
- No
- N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Three: The Superintendent Gap Assurance_10142019_14:53

2019-20 Phase Three: The Superintendent Gap Assurance

Breathitt County
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P.O. Box 750
Jackson, Kentucky, 41339
United States of America

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2019-20 Phase Three: The Superintendent Gap Assurance

2019-20 Phase Three: The Superintendent Gap Assurance

Gap Target Assurance

As superintendent of the district, I hereby certify that (please select one):

- 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.
- The following school(s) failed to meet its/their targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. (Please list the names of any school being reported pursuant to KRS 158.649(9) in the comment box below.)**

COMMENTS

Please enter your comments below.

Breathitt High School, Marie Roberts-Caney Elementary, LBJ Elementary

Attachment Summary

Attachment Name	Description	Associated Item(s)
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