



# **Comprehensive District Improvement Plan**

## **Breathitt County**

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## **Introduction**

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators District Diagnostic**

## **Introduction**

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

**Equitable Access to Effective Educators - District**

| Label                    | Assurance  | Response   | Comment | Attachment   |
|--------------------------|--|--|---------|--|
| District Equity Data (1) | <p>Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p> | I acknowledge that I have uploaded the District Equity Data. |         | BCS Equity Diagnostic 2016-17 2015 BCS TELL Survey |

**Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

Note-worthy data points:

1. High percentage of Free/Reduced students. (BCS 76.5%, State 60.3%)
2. High percentage of Special Education students: (BCS 16.2%, State 13.5%)
3. High percentage of Homeless students: (BCS 16.2%, State 13.5%)

**After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

All of the schools, with the exception of one, has 72 percent or higher of students receiving Free/Reduced meals. This is the indicator for students living in poverty. This creates barriers in our schools that we address on a daily basis. Annie Lowery addresses the problems with the infrastructure of our county in a 2014 article, "What's the Matter with Eastern Kentucky?" (The New York Times Magazine):

"The team at The Upshot, a Times news and data-analysis venture, compiled six basic metrics to give a picture of the quality and longevity of life in each county of the nation: educational attainment, household income, jobless rate, disability rate, life expectancy and obesity rate. Weighting each equally, six counties in eastern Kentucky's coal country (Breathitt, Clay, Jackson, Lee, Leslie and Magoffin) rank among the bottom 10."

According to the transition to adult life data, 30.8 percent of the students are not successful. In her article, Lowrey goes on to quote:

"One of the challenges that faces eastern Kentucky is the remoteness of the area," said James P. Ziliak, the director of the Center for Poverty Research at the University of Kentucky. "It's difficult to get to a lot of places. The communities are small, and they're spread apart, so you lose that synergy that you want to spark development a lot of times." Even with additional government subsidies, would businesses really want to move there? "It's this chicken-and-egg problem," Ziliak said. "My view is that firms will never locate into a community with an unskilled

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labor force, unless the only labor they need is unskilled. And there has been a historic lack of investment in human capital in these areas."

District-wide, 83% of the teachers have 4 or more years of experience; however, we are not meeting the needs of all students. The data indicates that our teachers are not providing Intervention instruction to meet the needs of students receiving free/reduced meals and/or students with disabilities. Our teachers need training to meet the needs of the aforementioned areas of need.

| Label            | Assurance  | Response   | Comment | Attachment               |
|------------------|--|--|---------|--------------------------|
| Goal Setting (4) | <p>Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA).</p> <p>Follow the steps below:</p> | I acknowledge that I have uploaded the District Equity Goals Data. |         | BCS Equity Goals 2016-17 |

**Strategies and Activities** Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

**Goal 1:**  
By 2019, the district will increase the combined (reading and math) percentage of proficient/distinguished students to 67.9% (elementary), 69.7 (middle), and 62.2 (high).

**Measurable Objective 1:**  
collaborate to increase the overall reading and math for elementary schools from to 38.2 to 55.0%, Sebastian Middle School from 33.9 to 57.5%, and Breathitt High School from 30.7 to 47.1% by 12/29/2017 as measured by Kentucky's Unbridled Learning Accountability Model .

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## Strategy1:

Monitor Academic and Learning Environment - The leadership team will use the Academic and Learning Environment Review Team (ALERT) monitoring tool (district created) to identify and document observable evidence of classroom environments that are conducive to student learning.

Category: Continuous Improvement

Research Cited: AdvancED, John Hattie, The Heart of Coaching, Thomas Crane

| Activity - Teacher Effectiveness   | Activity Type  | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible |
|--|--|------------|------------|---------------------------|-------------------|
| Using the summative evaluations submitted in CIIT, the ALERT will develop a tracking instrument to identify teachers needing additional support. | Professional Learning Recruitment and Retention Academic Support Program | 01/02/2017 | 12/29/2017 | \$2000 - District Funding | ALERT, principals |

## Strategy2:

Design and deliver instruction (Professional Learning and Support) - Leadership will develop a systematic approach to identify, implement, and monitor a Professional Learning plan.

Category: Professional Learning & Support

Research Cited: KDE Professional Learning Standards, learningforward.org, "Professional Learning Communities at Work," DuFour

| Activity - Professional Learning for Effective Teachers  | Activity Type                                  | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible |
|--|--|------------|------------|---------------------------|-------------------|
| The liaisons will use the data to work with principals to help plan Professional Learning to support teachers in achieving the Accomplished level or better. | Academic Support Program Professional Learning | 01/02/2017 | 12/29/2017 | \$2000 - District Funding | ALERT, Principals |

# **Phase I - GAP Target Assurance**

## **Introduction**

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

**Gap Target Assurance**

| Label | Assurance   | Response   | Comment | Attachment |
|-------|---|--|---------|------------|
|       | As superintendent of the district, I hereby certify that: | No school in the district has failed to meet its gap target for two (2) consecutive years. |         |            |

# **Phase I - Needs Assessment**

## **Introduction**

The purpose of the School District (system) Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?  
What does the data/information not tell you?**

Our district leadership team and CDIP committees examined data from KDE School Report Cards, MAP data and various surveys including TELL surveys. Teams examined trend data for reading and math combined, gap students (Free/Reduced and students with IEPs), and Novice ratings from the 2014-15 and 2015-16 school years. School leadership teams and principals have reviewed/analyzed school-level data and provided reports to the board of education. Items of concern are discussed at monthly principals' cadre meetings. The district Academic and Learning Environment Team (ALERT) has reviewed and analyzed school and district level data and provided reports to the board of education.

School and district leaders have analyzed KPREP, MAP, ACT, KOSSA, WorkKeys, MAP data, etc. in order to determine grade level and school needs.

Trends:

- Novice levels (all schools)
- Gap levels (all schools)
- On-Demand writing (all schools)

We specifically sought to answer the following questions:

1. How can we increase the percentage of students scoring proficient in reading and math? Data tells us the following:

Achievement (percent proficient/distinguished)

Elementary Reading: 51.5 (2014-15) 53.5 (2015-16), Math: 45.7 (2014-15) 50.6 (2015-16)

Middle Reading: 60.2 (2014-15) 53.4 (2015-16), Math: 49.0 (2014-15) 47.9 (2015-16)

High: Reading: 58.7 (2014-15) 41.4 (2015-16) Math: 38.1 (2014-15) 44.3 (2015-16)

Non-duplicated Gap Groups (percent proficient/distinguished)

Elementary Reading: 31.9 (2014-15) 35.4 (2015-16), Math: 20.6 (2014-15) 27.6 (2015-16)

Middle Reading: 38.9 (2014-15) 33.4 (2015-16), Math: 31.4 (2014-15) 23.5 (2015-16)

High: Reading: 48.7 (2014-15) 31.0 (2015-16), Math: 12.2 (2014-15) 23.7 (2015-16)

Data does not tell us which skills students lack in reading, math and writing. The data does not tell us if students are kindergarten ready (Brigance); nor does it tell us the level of proficiency students were when they entered third grade. The data does not tell us how effective intervention courses were on the non-duplicated gap groups.

2. How can we decrease the percentage of students who score Novice in reading and math.

Data:

Novice (percent Novice)

Elementary Reading: 42.3 (2014-15) 39.6 (2015-16), Math: 45.2 (2014-15) 38.2 (2015-16)

Middle Reading: 29.5 (2014-15) 35.8 (2015-16), Math: 32.2 (2014-15) 37.2 (2015-16)

High: Reading: 43.4 (2014-15) 55.0 (2015-16), Math: 40.9 (2014-15) 41.5 (2015-16)

Data does not tell us what interventions or strategies decreased the number of Novice students in reading and math in elementary schools. However, students scoring Novice in reading and math in middle school and high school increased. It doesn't tell us why students  
SY 2016-2017

are showing some improvement in elementary, but not showing improvement when they transition to middle and high.

### 3. Why are 30.8% of our students unsuccessful in transitioning to adult life?

Data tells us that all of the schools, with the exception of one, has 72 percent or higher of the student population from poverty. According to the transition to adult life data, 30.8 percent of the students are not successful.

District-wide, 83% of the teachers have 4 or more years of experience; however, we are not meeting the needs of all students. The data indicates that our teachers are not providing Intervention instruction to meet the needs of students receiving free/reduced meals and/or students with disabilities. Our teachers need training to meet the needs of the aforementioned areas of need.

### 4. Why did we have a decrease in the Graduation Rate, but an increase in students who are College and/or Career Ready?

2014-15 Grad. Rate 78.9 CCR 62.6

2015-16 Grad. Rate 75.3 CCR 64.0

Although we have made great strides in improving the CCR through the mentoring system, we still had a decrease in the Graduation Rate. However, through the Rtl program (intentional scheduling and instruction) and our credit recovery program, we will see an increase in the students graduating.

#### Sustainability Efforts:

- Continue work on curriculum
- Regular vertical and horizontal team planning
- Teacher leader cohorts
- New teacher support
- Strategic plan focused on teaching and learning
- Annual review of career pathways

## Areas of Strengths

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

1. Strengths:

--The percentage of core academic subject classes not taught by Highly Qualified Teachers is lower than the state in all three categories (all students, low poverty, high poverty students).

--The percentage of teachers with a Rank I degree (47.1%) is higher than the state (29.4%).

Overall, the elementary schools' students showed an increase in reading and math proficiency and decrease in Novice. High school students, including the Gap group, also showed an increase in math proficiency.

Achievement (percent proficient/distinguished)

Elementary 2014-15 Reading: 51.5 (2014-15) 53.5 (2015-16), Math: 45.7 (2014-15) 50.6 (2015-16)

High: Math: 38.1 (2014-15) 44.3 (2015-16)

Non-duplicated Gap Groups (percent proficient/distinguished)

Elementary Reading: 31.9 (2014-15) 35.4 (2015-16), Math: 20.6 (2014-15) 27.6 (2015-16)

High: Math: 12.2 (2014-15) 23.7 (2015-16)

Novice (percent Novice)

Elementary Reading: 42.3 (2014-15) 39.6 (2015-16), Math: 45.2 (2014-15) 38.2 (2015-16)

2. Actions to Sustain Areas of Strength:

Highland Turner Elementary School (Distinguished School) students scoring proficient in reading increased significantly--above the state average. The Free/reduced lunch students scoring proficient in reading increased 9.7%. To sustain the increases, that are occurring at Highland Turner, the principal will continue coaching staff and effective monitoring. The strategies that are occurring at Highland Turner will be incorporated across the district.

3. Causes to Celebrate

Highland Turner Elementary School (Distinguished School) students scoring proficient in reading increased significantly--above the state average. The Free/reduced lunch students scoring proficient in reading increased 9.7%.

## Opportunities for Improvement

### What were areas in need of improvement? What plans are you making to improve the areas of need?

#### 1. Areas in Need of Improvement

--Transition to Adult Life After Graduation-30.8% are Not Successful as compared to the state 7.0%.

Middle school students need improvement in all areas of accountability; high school students need improvement in reading proficiency and gap groups; as well as, novice reduction in reading and math.

Achievement (percent proficient/distinguished)

Middle Reading: 60.2 (2014-15) 53.4 (2015-16), Math: 49.0 (2014-15) 47.9 (2015-16)

High: Reading: 58.7 (2014-15) 41.4 (2015-16)

Non-duplicated Gap Groups (percent proficient/distinguished)

Middle Reading: 38.9 (2014-15) 33.4 (2015-16), Math: 31.4 (2014-15) 23.5 (2015-16)

High: Reading: 48.7 (2014-15) 31.0 (2015-16),

Novice (percent Novice)

Middle Reading: 29.5 (2014-15) 35.8 (2015-16), Math: 32.2 (2014-15) 37.2 (2015-16)

High: Reading: 43.4 (2014-15) 55.0 (2015-16), Math: 40.9 (2014-15) 41.5 (2015-16)

In 2015-16, a Standard 3 Review was conducted. The following list consists of the Improvement Priorities identified as a result of the audit.

3.1 Develop and implement a comprehensive curriculum, based on standards, that promotes learning experiences in each course/class that provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that learning activities are individualized for each student in a way that supports achievement of expectations and are aligned to the curriculum.

3.5 Develop policies, practices and culture that will ensure the creation of a school district that operates as a collaborative learning organization which supports improved instruction and student learning at all levels. The System's personnel can clearly link collaboration to improvement results in instructional practices, system effectiveness and student performance.

3.11 Create a formal process for collaboratively identifying all staff professional learning needs and evaluating the effectiveness of professional learning offerings throughout the district and in schools. Ensure all staff members participate in a rigorous, continuous program of professional learning that is aligned to the district and schools' purpose and direction.

#### 2. Plans for Improvement:

Both the middle and high schools are implementing an intense RtI program that is built into their daily schedule. All students at the middle school are receiving interventions. Using MAP, ALEKS Math, and Lexia Core Reading, students at the high school have been identified to receive intensive RtI strategies.

In addition, the Co-teaching for Gap Closure (CT4GC) model is being utilized in all core classrooms.

At Breathitt High School, the CCR team is collaborating with the ATC to use data to develop and implement the CTE budget. They also plan to offer more pathways with Industry Certificates. However, these plans are only in the infancy stages of development.

Data analysis at both the middle and high school, allows teachers and administrators to know the number of students meeting mastery on SY 2016-2017

standards. It identifies Tier I strategies used for remediation for the students who did not meet mastery. MAP data is used to chart all student progress--individual and class. Teachers receive job-embedded professional learning through PLC data analysis process.

The district is developing ways to establish an effective leadership system and team structure to accomplish improvement goals, monitor implementation, and sustain and communicate results. The district liaisons are using newly developed systems to apply strategies for leading, engaging, supporting, and monitoring improvement in accomplishing goals and raising student achievement.

## **Oversight and Monitoring**

### **Describe your processes and interventions for monitoring continuous improvement.**

The District Academic and Learning Environment Team (ALERT), has developed processes including a monitoring tool to monitor and evaluate teaching strategies. Using the district walkthrough instrument, ALERT walkthroughs are conducted at least three times per year. In addition, each school receives support from an assigned district liaison. The liaison uses the monitoring tool, 30-60-90 day plans and quarterly reports to monitor instructional strategies, professional learning, attendance (teacher and students), etc.

After the district team has observed the classrooms, the data is compiled and indicator scores are shared with principals. The school leadership team will collaborate to develop a plan to address the areas (indicators) of need. Follow-up walkthroughs will be conducted to ensure plan effectiveness.

The CDIP is much more specific and measurable than previous plans. The plan identifies our most important needs and enables us to implement the activities with fidelity.

## **Conclusion**

### **Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

The CDIP is much more specific and measurable than previous plans. The plan identifies our most important needs and enables us to implement the activities with fidelity.

Through the district walkthroughs and PLCs, the ALERT will provide support for Rtl programs. Although each liaison supports his/her assigned schools, all liaisons are providing support to the middle and high school. The district worked with the schools to ensure the schedule for Tier teaching/learning in the middle and high school.

Using the school monitoring tool, the district liaisons will continue to support schools:

Observations, Lesson Plans, Class Time Interruptions, Pacing Calendars, Curriculum Monitoring, Program Review, PGES, CSIP, 30-60-90, SBDM, Attendance (student and teacher), PLC, Rtl, Special Education, ILP, Communication Plan

**FOCUS SCHOOLS:** LBJ Elementary, Breathitt High School

Additional support will be provided to the two focus schools in the district.

**LBJ:** The district will continue to monitor progress through Liaison monitoring visits and eleot walkthroughs. The CAO will participate in lesson walks with the principal(s) to monitor implementation of best practices instructional strategies.

**BHS:** The district will continue to provide intensive support through the Liaison (DOSE) monitoring visits, PLC support, Leadership meetings, and professional learning. District liaisons will support the CCR programs by mentoring with students about their career paths and college readiness.

# **2016-17 Comprehensive District Improvement Plan**

## **Overview**

### **Plan Name**

2016-17 Comprehensive District Improvement Plan

### **Plan Description**

2016-17 CDIP

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name  | Goal Details                                     | Goal Type      | Total Funding |
|---|--|--|----------------|---------------|
| 1 | By 2019, the district will increase the combined (reading and math) percentage of proficient/distinguished students to 67.9% (elementary), 69.7 (middle), and 62.2 (high).   | Objectives: 1<br>Strategies: 4<br>Activities: 12 | Organizational | \$12000       |
| 2 | Increase the Graduation Rate from 75% to 89% by 2020, as measured by the 5-Year Cohort Graduation Rate.  | Objectives: 1<br>Strategies: 1<br>Activities: 7  | Organizational | \$2500        |
| 3 | Increase the percentage of students who are College and Career Ready (CCR) from 76.1 (2016) to 82% by 2020.  | Objectives: 1<br>Strategies: 1<br>Activities: 5  | Organizational | \$55000       |
| 4 | Increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated): elementary schools to 73.7%, middle school to 73.1%, and high school to 73.1% in 2019.  | Objectives: 1<br>Strategies: 2<br>Activities: 6  | Organizational | \$8000        |
| 5 | By 2020, the district will decrease the percent of students scoring novice in reading at the Elementary to 18.1%, Middle to 13%, and High School to 18.9%. In math, novice will decrease in the Elementary to 19%, Middle to 14%, and High to 19.4%. | Objectives: 1<br>Strategies: 1<br>Activities: 3  | Organizational | \$0           |

## Goal 1: By 2019, the district will increase the combined (reading and math) percentage of proficient/distinguished students to 67.9% (elementary), 69.7 (middle), and 62.2 (high).

### Measurable Objective 1:

collaborate to increase the overall reading and math for elementary schools from to 38.2 to 55.0%, Sebastian Middle School from 33.9 to 57.5%, and Breathitt High School from 30.7 to 47.1% by 12/29/2017 as measured by Kentucky's Unbridled Learning Accountability Model .

### Strategy 1:

Design and deploy standards - The district will develop a systematic process for aligning common curriculum and assessments.

Category: Early Learning

Research Cited: Backward Design, Grant Wiggins

| Activity - Vertical/Horizontal Planning  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                  |
|--|--------------------------|------------|------------|-------------------|-------------------|------------------------------------|
| Through common PLCs, provide a structure for vertical and horizontal planning meetings (Preschool-6th, 7th-12th) to address KCAS common curriculum and assessments and to collaboratively analyze student work and data in order to make curriculum and instructional decisions.<br><br>Schools: All Schools | Academic Support Program | 01/02/2017 | 12/29/2017 | \$3000            | Grant Funds       | Chief Academic Officer, Principals |

| Activity - Monitor common assessment development   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                  |
|--|--------------------------|------------|------------|-------------------|-------------------|------------------------------------|
| Using the rigor and relevance framework, the district will monitor the development of KCAS common assessments.<br><br>Schools: All Schools | Academic Support Program | 01/02/2017 | 12/29/2017 | \$5000            | Title II Part A   | Chief Academic Officer, Principals |

### Strategy 2:

Design and deliver instruction (Professional Learning and Support) - Leadership will develop a systematic approach to identify, implement, and monitor a Professional Learning plan.

Category: Professional Learning & Support

Research Cited: KDE Professional Learning Standards, learningforward.org, "Professional Learning Communities at Work," DuFour

| Activity - Professional Learning Plan | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|  |                       |            |            |     |                     |                           |
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| Using walkthrough data and assessment data to determine high-yield strategies, the district team will collaborate with principals and teachers to develop a Professional Learning Plan (including a monitoring process) based on data from various sources.<br><br>Schools: LBJ Elementary School, Sebastian Middle School, Marie Roberts-Caney Elementary School, Highland-Turner Elementary School, Breathitt County High School | Professional Learning | 01/02/2017 | 12/29/2017 | \$0 | No Funding Required | CAO, Liaisons, Principals |
|--|-----------------------|------------|------------|-----|---------------------|---------------------------|

| Activity - Professional Learning for Effective Teachers  | Activity Type                                   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|------------|------------|-------------------|-------------------|-------------------|
| The liaisons will use the data to work with principals to help plan Professional Learning to support teachers in achieving the Accomplished level or better.<br><br>Schools: All Schools | Professional Learning, Academic Support Program | 01/02/2017 | 12/29/2017 | \$2000            | District Funding  | ALERT, Principals |

| Activity - Continuous Improvement   | Activity Type  | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                  |
|---|--|------------|------------|-------------------|---------------------|--|
| All schools will follow the district improvement planning process by creating 30-60-90 Day Plans. The district will monitor, review, and support schools in the implementation of all plans.<br><br>Schools: LBJ Elementary School, Sebastian Middle School, Marie Roberts-Caney Elementary School, Highland-Turner Elementary School, Breathitt County High School | Professional Learning, Academic Support Program, Recruitment and Retention | 01/02/2017 | 12/29/2017 | \$0               | No Funding Required | CAO, Liaisons, Principals, School Leadership Teams |

| Activity - TELL Survey Data  | Activity Type   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                  |
|--|---|------------|------------|-------------------|---------------------|------------------------------------|
| The TELL Survey indicated only 65.6% of teachers feel, "Teachers have an appropriate level of influence on decision making in this school." Using TELL Survey and other survey data, the district will create leadership teams, including the Building Assessment Coordinators Cadre, Teacher Leadership Team, Literacy Team.<br><br>Schools: LBJ Elementary School, Sebastian Middle School, Marie Roberts-Caney Elementary School, Highland-Turner Elementary School, Breathitt County High School | Professional Learning, Other - Leadership, Academic Support Program | 01/02/2017 | 12/29/2017 | \$0               | No Funding Required | district liaisons, CAO, principals |

### Strategy 3:

Monitor Academic and Learning Environment - The leadership team will use the Academic and Learning Environment Review Team (ALERT) monitoring tool (district created) to identify and document observable evidence of classroom environments that are conducive to student learning.

Category: Continuous Improvement

Research Cited: AdvancED, John Hattie, The Heart of Coaching, Thomas Crane

| Activity - ALERT Rounds | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

# Comprehensive District Improvement Plan

Breathitt County

| <p>The district team will use the district-created monitoring tool to observe, interview and collect artifacts to make decisions (based on data) regarding professional learning, coaching, resources, etc.</p> <p>Schools: LBJ Elementary School, Sebastian Middle School, Marie Roberts-Caney Elementary School, Highland-Turner Elementary School, Breathitt County High School</p>   | <p>Professional Learning, Academic Support Program</p>                            | <p>01/02/2017</p> | <p>12/29/2017</p> | <p>\$0</p>        | <p>No Funding Required</p> | <p>Academic and Learning Environment Review Team, Principals</p> |
|--|---|-------------------|-------------------|-------------------|----------------------------|--|
| Activity - Liaison Monitoring Tool   | Activity Type   | Begin Date        | End Date          | Resource Assigned | Source Of Funding          | Staff Responsible  |
| <p>District liaisons (assigned to schools) will use the district-created monitoring tool and principal-created quarterly reports to gather school-specific data. The data is shared with the superintendent and analyzed. The information is used to make decisions and address needs.</p> <p>Schools: All Schools</p>   | <p>Professional Learning, Policy and Process, Academic Support Program</p>        | <p>01/02/2017</p> | <p>12/29/2017</p> | <p>\$0</p>        | <p>No Funding Required</p> | <p>District Liaisons, superintendent, principals</p>             |
| Activity - Monitoring Instructional Coaching   | Activity Type   | Begin Date        | End Date          | Resource Assigned | Source Of Funding          | Staff Responsible  |
| <p>The district liaisons will monitor principals providing individualized coaching and feedback to support the development of the ALERT monitoring system.</p> <p>Schools: LBJ Elementary School, Sebastian Middle School, Marie Roberts-Caney Elementary School, Highland-Turner Elementary School, Breathitt County High School</p>  | <p>Professional Learning, Academic Support Program</p>                            | <p>01/02/2017</p> | <p>12/29/2017</p> | <p>\$0</p>        | <p>No Funding Required</p> | <p>Chief Academic Officer, District Liaisons, Principals</p>     |
| Activity - Teacher Effectiveness   | Activity Type   | Begin Date        | End Date          | Resource Assigned | Source Of Funding          | Staff Responsible  |
| <p>Using the summative evaluations submitted in CIIT, the ALERT will develop a tracking instrument to identify teachers needing additional support.</p> <p>Schools: All Schools</p>  | <p>Professional Learning, Academic Support Program, Recruitment and Retention</p> | <p>01/02/2017</p> | <p>12/29/2017</p> | <p>\$2000</p>     | <p>District Funding</p>    | <p>ALERT, principals</p>   |
| Activity - Effective Principals  | Activity Type   | Begin Date        | End Date          | Resource Assigned | Source Of Funding          | Staff Responsible  |
| <p>Using the Principal Professional Growth and Effectiveness System, the superintendent will conduct walkthroughs to identify and address principals' areas of strength and areas of need. For principals needing additional assistance, an improvement plan will be created and monitored for effectiveness.</p> <p>Schools: LBJ Elementary School, Sebastian Middle School, Marie Roberts-Caney Elementary School, Highland-Turner Elementary School, Breathitt County High School</p> | <p>Professional Learning, Academic Support Program</p>                            | <p>01/02/2017</p> | <p>12/29/2017</p> | <p>\$0</p>        | <p>No Funding Required</p> | <p>Superintendent</p>  |

**Strategy 4:**

Review, analyze and apply data results (Assessment Process) - Develop a systematic approach to effectively review, analyze, and apply data results of state and local assessments on a quarterly basis in order to monitor the intentional strategies that will impact students not scoring proficient/distinguished in reading and/or math.

Category: Continuous Improvement

Research Cited: Jim Shipley and Associates, Inc., Classroom Assessment for Student Learning, Stiggins, Arter, Chappuis

| Activity - Assessment Process  | Activity Type                                | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|--|------------|------------|-------------------|---------------------|---|
| The Chief Academic Officer will select the vital data points that will be analyzed and reviewed, monthly, quarterly and yearly to measure student achievement and will create an actionable "next steps process" for students not scoring proficient and/or distinguished in math, reading, science, and social studies. The data will be communicated to all stakeholders using the District Pulse Check.<br><br>Schools: All Schools | Policy and Process, Academic Support Program | 01/02/2017 | 12/29/2017 | \$0               | No Funding Required | Chief Academic Officer, ALERT (School Liaisons), Building Assessment Coordinators |

**Goal 2: Increase the Graduation Rate from 75% to 89% by 2020, as measured by the 5-Year Cohort Graduation Rate.**

**Measurable Objective 1:**

collaborate to increase the 5-Year Adjusted Cohort Graduation Rate from 75% (2016) to 89% by 06/30/2020 as measured by the 5-Year Adjusted Cohort formula (SRC).

**Strategy 1:**

Learning Culture and Environment-Non-Academic - The district will ensure appropriate support for behavioral, academic, social and emotional needs of all students and assure that students are learning in an optimal environment. This will be achieved through district wide strategies to address a reduction in the number of drop-outs for all students such as: mentoring, advisor/advisee, GEAR UP CCR class, and credit recovery in conjunction with FYRSCs.

Category: Persistence to Graduation

Research Cited: Special Education, SRC, GEAR UP documentation, Persistence to Graduation Tool

| Activity - Non-Cognitive Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

# Comprehensive District Improvement Plan

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|---|----------------------------|------------|------------|-------------------|---------------------|---|
| <p>The district will analyze non-cognitive data, such as attendance, behavior (suspensions, etc.) retention, GR, and transitions to better assist schools in identifying strategies for improvement. PBIS strategies will be used. The DPP will meet monthly to report graduation/dropout status to superintendent..</p> <p>Schools: LBJ Elementary School, Sebastian Middle School, Marie Roberts-Caney Elementary School, Highland-Turner Elementary School, Breathitt County High School</p>                   | Other - Data Analysis      | 12/29/2016 | 12/29/2017 | \$0               | No Funding Required | Superintendent, Data Analysis Team, DPP, Guidance Counselor, Principal, Liaison |
| <p><b>Activity - Graduation Initiatives</b></p>   | Activity Type              | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| <p>The GEAR UP Academic Specialists and CCR Coach/Teacher will utilize the Persistence to Graduation Tool to work with teachers to mentor middle and high school students regarding graduation requirements and academic progress. The DPP will meet monthly with BHS principal and guidance counselor to review graduation and drop out data.</p> <p>Schools: All Schools</p>  | Other - Mentoring          | 12/29/2016 | 12/29/2017 | \$0               | No Funding Required | Superintendent, DPP, Principals, Counselors, GEAR UP AS, Liaison                |
| <p><b>Activity - Counselors' Cadre</b></p>  | Activity Type              | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| <p>The DAC will meet with guidance counselors monthly to support assessment data analysis and monitor ILPs and the Persistence to Graduation Tool to provide support for improving the graduation rate. All decision-making will be driven by data analysis (academic and non-academic) and the DAC will report to the superintendent.</p> <p>Schools: LBJ Elementary School, Sebastian Middle School, Marie Roberts-Caney Elementary School, Highland-Turner Elementary School, Breathitt County High School</p> | Behavioral Support Program | 12/29/2016 | 12/29/2017 | \$0               | No Funding Required | DAC, Guidance Counselors, superintendent, designee                              |
| <p><b>Activity - Credit Recovery</b></p>  | Activity Type              | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| <p>The DPP will collaborate with the high school counselor monthly to monitor the use of credit recovery programs such as Compass Learning (limited use of Edgenuity) to support improved Graduation Rate. The DPP, guidance counselor and District Liaison will analyze the data to identify students who are not on track to graduate and support mentoring and programs.</p> <p>Schools: Breathitt Regional Juvenile Det Ctr, Cadet Leadership Education Program, Breathitt County High School</p>             | Other - Graduation Rate    | 12/29/2016 | 12/29/2017 | \$500             | Title I Part A      | DPP, District Liaison, BHS Principal, Guidance Counselor                        |
| <p><b>Activity - PBIS</b></p>   | Activity Type              | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |

## Comprehensive District Improvement Plan

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|  |  |                   |                 |                          |                          |   |
|--|--|-------------------|-----------------|--------------------------|--------------------------|---|
| The district will promote a cohesive PBIS framework of systems, practices, and data in partnership with KYCID that will improve outcomes for all students organized around three tiers of behavior support by providing resources, PBIS trainings for school level teams, trauma informed care training and promoting evidence-based behavioral interventions.<br><br>Schools: Breathitt County High School  | Behavioral Support Program                           | 01/03/2017        | 12/29/2017      | \$2000                   | District Funding         | DPP, DOSE, High School Principal, Assistant Principal, and Guidance Counselor |
| <b>Activity - Increase Attendance</b>  | <b>Activity Type</b>                                 | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| The district will provide training and guidance to school leadership and attendance personnel regarding requirements and procedures of the district's new attendance policy, including utilization of the Attendance Intervention Tab on Infinite Campus, policy/procedure requirements, conferences, attendance notices, etc.<br><br>Schools: LBJ Elementary School, Sebastian Middle School, Marie Roberts-Caney Elementary School, Highland-Turner Elementary School, Breathitt County High School  | Behavioral Support Program, Professional Learning    | 01/03/2017        | 12/29/2017      | \$0                      | No Funding Required      | DPP, High School Principal, Assistant Principal, and Guidance Counselor       |
| <b>Activity - Truancy Monitoring</b>   | <b>Activity Type</b>                                 | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| DPP will support school-level truancy monitoring by providing monthly Infinite Campus Reports and District Truancy data to ensure that the parents and guardians of all students with unexcused absences have received communication/conferences along with proper and timely written notices relevant to their child's attendance/truancy, and that once a student is truant, that the DPP is in receipt of all necessary documentation to pursue charges of truancy against the student and/or unlawful transaction with minor/educational neglect against the parent or guardian as appropriate.<br><br>Schools: LBJ Elementary School, Sebastian Middle School, Marie Roberts-Caney Elementary School, Highland-Turner Elementary School, Breathitt County High School | Behavioral Support Program, Academic Support Program | 12/29/2016        | 12/29/2017      | \$0                      | No Funding Required      | DPP, Attendance Clerks  |

### Goal 3: Increase the percentage of students who are College and Career Ready (CCR) from 76.1 (2016) to 82% by 2020.

#### Measurable Objective 1:

collaborate to increase the percentage of students who are CCR to 80 by 06/30/2017 as measured by the Unbridled Learning CCR model..

#### Strategy 1:

CCR Monitoring: Review, analyze and apply data - The district team will use results that involve a repeatable system for knowing data and planning resources

# Comprehensive District Improvement Plan

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accordingly. The team will assist the high school in using (not limited to) the District Student Tracking Spreadsheet and student Infinite Campus data to monitor CCR. The priorities for improvement will be based on data interpretation for individual student success. Next steps will be determined based on the findings of the District CCR Student Tracking Spreadsheet.

Category: Career Readiness Pathways

Research Cited: Rick DuFour Data Analysis Protocol

| Activity - Individual College and Career Plans  | Activity Type                  | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|--------------------------------|------------|------------|-------------------|---------------------|---|
| The DPP will work with the Data Analysis Team and school liaison to monitor graduation, academic progress, and college and career readiness which includes KOSSA, WorkKeys, COMPASS, ASVAB, and Industry Certificates.<br><br>Schools: Breathitt County High School | Career Preparation/Orientation | 01/02/2017 | 06/30/2017 | \$0               | No Funding Required | DPP, CTE Coor, CCR Coach, Guidance Counselor, Principals, Data Analysis Team, Liaison |

| Activity - Operation Preparation/Close the Deal   | Activity Type                  | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------------------|------------|------------|-------------------|-------------------|--|
| Develop, promote and implement Operation Preparation district-wide with an emphasis for 8th and 10th grade students. BHS will participate in Close the Deal--the school and community work together to promote CCR.<br><br>Schools: All Schools | Career Preparation/Orientation | 01/02/2017 | 06/30/2017 | \$2000            | District Funding  | CTE Coordinator, Principals, Guidance Counselors, GEAR UP CCR Coach and AS, Directors of FRYSC |

| Activity - CCR Class   | Activity Type                  | Begin Date | End Date   | Resource Assigned | Source Of Funding       | Staff Responsible  |
|--|--------------------------------|------------|------------|-------------------|-------------------------|--|
| Through the GEAR UP and ARI initiatives, the district provides a CCR Coach/Teacher. The class uses a variety of web-based programs (Career Cruising Methods Test Prep, WIN Learning, Individual Learning Plans, and Why Try--Building Resilience in the Workplace) to better prepare students for college and career readiness. These programs will provide student data that will enable the teacher to make decisions regarding instruction and intervention.<br><br>Schools: Breathitt County High School | Career Preparation/Orientation | 01/02/2017 | 06/30/2017 | \$51000           | Other, District Funding | CCR Coach, DPP, ARI Innovation Coordinator, CTE Coordinator, Technology Coordinator, Principal, District Data Team |

| Activity - Additional Testing | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|--------------------------|------------|------------|--------|------------------------|--|
| Administer KYOTE/COMPASS (English, Reading and Math) up to two times per year to eligible students who have not met ACT benchmarks. Also, administer ASVAB and WorkKeys. Middle school students will take NWEA MAP 3-times/year to predict ACT. High school students not meeting benchmark can retake pending availability. GEAR UP funds will be used to support cost. The CCR monitoring tool will be used to track data analysis and student progress and needs. | Academic Support Program | 01/02/2017 | 06/30/2017 | \$2000 | IDEA, District Funding | DAC, Liaisons, CTE Coor, Principals, ATC, Counselors |
| Schools: Sebastian Middle School, Breathitt County High School  |                          |            |            |        |                        |  |

| Activity - Career Pathways Communication  | Activity Type   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|---|------------|------------|-------------------|---------------------|--|
| The district will support CCR communication between middle and high school and ATC to provide students access to a CTE program that aligns with the career pathways identified in their ILP's. The CTE Coordinator will work with CTE instructors and ATC staff to develop a communication plan for students, parents, and stakeholders to identify the career pathways that are available at Breathitt County High School and the Breathitt Area and Technical Center. | Other - Communication, Career Preparation/Orientation | 01/02/2017 | 06/30/2017 | \$0               | No Funding Required | Principals, Liaisons, CTE Coordinator and instructors, ATC staff |
| Schools: Sebastian Middle School, Breathitt County High School  |   |            |            |                   |                     |  |

**Goal 4: Increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated): elementary schools to 73.7%, middle school to 73.1%, and high school to 73.1% in 2019.**

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group in elementary schools from 38.2% to 55%, Sebastian Middle School from 33.9% to 57.5%, and Breathitt High from 30.7% to 47.1% by 06/30/2017 as measured by KPREP and EOC..

**Strategy 1:**

Align and delivery of support processes - The district will monitor and evaluate the effectiveness of instruction through a Plan-Do-Study-Act model (PDSA) for students of non-duplicated gap groups.

Category: Learning Systems

Research Cited: Jim Shipley and Associates, Inc, Stiggins, DuFour.

| Activity - Instructional Programs-Non-Duplicated Gaps | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

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|--|--------------------------|------------|------------|-----|---------------------|---|
| Using various data points, the liaisons will monitor the use of instructional programs monthly to support learning in non-duplicated gap groups.<br><br>Schools: All Schools | Academic Support Program | 01/02/2017 | 12/31/2017 | \$0 | No Funding Required | Liaisons, Principal, ALERT, Guidance Counselors |
|--|--------------------------|------------|------------|-----|---------------------|---|

| Activity - Intervention Walk Through  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible               |
|---|--------------------------|------------|------------|-------------------|---------------------|---------------------------------|
| The district team will create a monitoring tool that will be utilized to monitor instruction for tiered interventions.<br><br>Schools: LBJ Elementary School, Sebastian Middle School, Marie Roberts-Caney Elementary School, Highland-Turner Elementary School, Breathitt County High School | Academic Support Program | 01/02/2017 | 06/30/2017 | \$0               | No Funding Required | CAO, DOSE, Liaisons, Principals |

| Activity - Data Rooms   | Activity Type                                 | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                    |
|---|---|------------|------------|-------------------|---------------------|--|
| The district liaisons will work with school staff to monitor student progress. Using local and state data, the district liaisons will support and monitor school data rooms and/or data charts and notebooks to identify subpopulations and review student performance data.<br><br>Schools: LBJ Elementary School, Sebastian Middle School, Marie Roberts-Caney Elementary School, Highland-Turner Elementary School, Breathitt County High School | Other - Assessments, Academic Support Program | 01/02/2017 | 06/30/2017 | \$0               | No Funding Required | Liaisons, DOSE, CAO, Principals, Guidance Counselors |

### Strategy 2:

Special Education - District Staff/School Administrative Staff will use various data points to identify and document observable evidence of co-teaching strategies implemented in general classroom environments.

Category: Continuous Improvement

Research Cited: Shipley and Associates, INC, Kentucky Department of Education, National Implementation Research Network (NIRN)

| Activity - Co-Teaching for Gap Closure (CT4GC) Classrooms  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------------|------------|------------|-------------------|-------------------|--|
| The ALERT/school administrative staff will use the district-created monitoring tool to observe, interview, and collect artifacts for current CT4GC classrooms in the district to ensure fidelity (research based strategies and interventions).<br><br>Schools: LBJ Elementary School, Sebastian Middle School, Marie Roberts-Caney Elementary School, Highland-Turner Elementary School, Breathitt County High School | Academic Support Program | 01/02/2017 | 06/30/2017 | \$3000            | IDEA              | ALERT, Director of Special Education, Principals, Chief Academic Officer |

| Activity - Co-Teaching for Gap Closure (CT4GC) Classrooms | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
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|--|--------------------------|------------|------------|--------|------|--------------------------|
| The district will expand the CT4GC model classrooms by way of a Scale-up process for each school.<br>Schools: Breathitt County High School | Academic Support Program | 01/02/2017 | 06/30/2017 | \$5000 | IDEA | DOSE, ALERT, Principals, |
|--|--------------------------|------------|------------|--------|------|--------------------------|

| Activity - Co-Teaching for Gap Closure (CT4GC) monitoring   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                      |
|---|--------------------------|------------|------------|-------------------|-------------------|--|
| The Director of Special Education/CAO/ or School Administration Teams will meet with Special Education Staff for each school quarterly to review CT4GC data tracking sheets to monitor students with disabilities progress.<br>Schools: All Schools | Academic Support Program | 01/02/2017 | 06/28/2017 | \$0               | IDEA              | DOSE, CAO, School Administration Staff |

**Goal 5: By 2020, the district will decrease the percent of students scoring novice in reading at the Elementary to 18.1%, Middle to 13%, and High School to 18.9%. In math, novice will decrease in the Elementary to 19%, Middle to 14%, and High to 19.4%.**

**Measurable Objective 1:**

collaborate to decrease the percent of students scoring novice in reading at the Elementary level by 6.1%, Middle level by 9.3%, and High School by 18.6%. Math, decrease in the Elementary level by 2.8%, Middle School level by 8.4%, and the High School level 2.9%. by 06/30/2017 as measured by KPREP and EOC.

**Strategy 1:**

Design and Delivery of Instruction Tiered Instructional approach - The district will develop a systematic approach to ensure implementation of a tiered system of instruction which will be monitored 3 times per year following each benchmark assessment and evaluated through an intervention walkthrough instrument, student data tracking tool and intervention plan.

Category: Learning Systems

Research Cited: DuFour, Cook, Kentucky Department of Education

| Activity - Novice Reduction Team  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| The district will develop a Novice Reduction Team for each school. The team will consist of DOSE, CAO, school liaison, school Principal, school BAC, assistant principal.<br>Schools: All Schools | Academic Support Program | 01/03/2017 | 01/31/2017 | \$0               | No Funding Required | DOSE; CAO         |

| Activity - Novice Reduction Time Line | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|--------------------------|------------|------------|-----|---------------------|-----------|
| The DOSE and CAO will develop a Novice Reduction Time Line. This time line will outline the process for implementation, monitoring, and evaluation of each school's tiered system approach. | Academic Support Program | 01/03/2017 | 02/28/2017 | \$0 | No Funding Required | DOSE; CAO |
| Schools: All Schools  |                          |            |            |     |                     |           |

| Activity - District Novice Reduction Process Review   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible         |
|---|--------------------------|------------|------------|-------------------|---------------------|---------------------------|
| The District Novice Reduction team (DOSE, CAO, and school liaison) will meet monthly to review and/or revising the Novice Reduction time line process and discuss next steps. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0               | No Funding Required | DOSE; CAO; school liaison |
| Schools: All Schools  |                          |            |            |                   |                     |                           |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### IDEA

| Activity Name                                  | Activity Description  | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--|---|--------------------------|------------|------------|-------------------|--|
| Co-Teaching for Gap Closure (CT4GC) Classrooms | The ALERT/school administrative staff will use the district-created monitoring tool to observe, interview, and collect artifacts for current CT4GC classrooms in the district to ensure fidelity (research based strategies and interventions).   | Academic Support Program | 01/02/2017 | 06/30/2017 | \$3000            | ALERT, Director of Special Education, Principals, Chief Academic Officer |
| Co-Teaching for Gap Closure (CT4GC) monitoring | The Director of Special Education/CAO/ or School Administration Teams will meet with Special Education Staff for each school quarterly to review CT4GC data tracking sheets to monitor students with disabilities progress.   | Academic Support Program | 01/02/2017 | 06/28/2017 | \$0               | DOSE, CAO, School Administration Staff                                   |
| Additional Testing                             | Administer KYOTE/COMPASS (English, Reading and Math) up to two times per year to eligible students who have not met ACT benchmarks. Also, administer ASVAB and WorkKeys. Middle school students will take NWEA MAP 3-times/year to predict ACT. High school students not meeting benchmark can retake pending availability. GEAR UP funds will be used to support cost. The CCR monitoring tool will be used to track data analysis and student progress and needs. | Academic Support Program | 01/02/2017 | 06/30/2017 | \$500             | DAC, Liaisons, CTE Coor, Principals, ATC, Counselors                     |
| Co-Teaching for Gap Closure (CT4GC) Classrooms | The district will expand the CT4GC model classrooms by way of a Scale-up process for each school.   | Academic Support Program | 01/02/2017 | 06/30/2017 | \$5000            | DOSE, ALERT, Principals,   |
| <b>Total</b>                                   |   |                          |            |            | <b>\$8500</b>     |  |

### Title I Part A

| Activity Name   | Activity Description   | Activity Type           | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|-----------------|--|-------------------------|------------|------------|-------------------|--|
| Credit Recovery | The DPP will collaborate with the high school counselor monthly to monitor the use of credit recovery programs such as Compass Learning (limited use of Edgenuity) to support improved Graduation Rate. The DPP, guidance counselor and District Liaison will analyze the data to identify students who are not on track to graduate and support mentoring and programs. | Other - Graduation Rate | 12/29/2016 | 12/29/2017 | \$500             | DPP, District Liaison, BHS Principal, Guidance Counselor |

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**Total** \$500

**Title II Part A**

| Activity Name                         | Activity Description   | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible                  |
|---------------------------------------|--|--------------------------|------------|------------|-------------------|------------------------------------|
| Monitor common assessment development | Using the rigor and relevance framework, the district will monitor the development of KCAS common assessments. | Academic Support Program | 01/02/2017 | 12/29/2017 | \$5000            | Chief Academic Officer, Principals |
| <b>Total</b>                          |  |                          |            |            | \$5000            |                                    |

**No Funding Required**

| Activity Name              | Activity Description  | Activity Type  | Begin Date | End Date   | Resource Assigned | Staff Responsible                                  |
|----------------------------|---|--|------------|------------|-------------------|--|
| Novice Reduction Time Line | The DOSE and CAO will develop a Novice Reduction Time Line. This time line will outline the process for implementation, monitoring, and evaluation of each school's tiered system approach.   | Academic Support Program   | 01/03/2017 | 02/28/2017 | \$0               | DOSE; CAO  |
| TELL Survey Data           | The TELL Survey indicated only 65.6% of teachers feel, "Teachers have an appropriate level of influence on decision making in this school." Using TELL Survey and other survey data, the district will create leadership teams, including the Building Assessment Coordinators Cadre, Teacher Leadership Team, Literacy Team.       | Professional Learning, Other - Leadership, Academic Support Program        | 01/02/2017 | 12/29/2017 | \$0               | district liaisons, CAO, principals                 |
| Counselors' Cadre          | The DAC will meet with guidance counselors monthly to support assessment data analysis and monitor ILPs and the Persistence to Graduation Tool to provide support for improving the graduation rate. All decision-making will be driven by data analysis (academic and non-academic) and the DAC will report to the superintendent. | Behavioral Support Program   | 12/29/2016 | 12/29/2017 | \$0               | DAC, Guidance Counselors, superintendent, designee |
| Novice Reduction Team      | The district will develop a Novice Reduction Team for each school. The team will consist of DOSE, CAO, school liaison, school Principal, school BAC, assistant principal.   | Academic Support Program   | 01/03/2017 | 01/31/2017 | \$0               | DOSE; CAO  |
| Intervention Walk Through  | The district team will create a monitoring tool that will be utilized to monitor instruction for tiered interventions.  | Academic Support Program   | 01/02/2017 | 06/30/2017 | \$0               | CAO, DOSE, Liaisons, Principals                    |
| Continuous Improvement     | All schools will follow the district improvement planning process by creating 30-60-90 Day Plans. The district will monitor, review, and support schools in the implementation of all plans.  | Professional Learning, Academic Support Program, Recruitment and Retention | 01/02/2017 | 12/29/2017 | \$0               | CAO, Liaisons, Principals, School Leadership Teams |

# Comprehensive District Improvement Plan

Breathitt County

|  |   |   |            |            |     |   |
|--|---|---|------------|------------|-----|---|
| Monitoring Instructional Coaching          | The district liaisons will monitor principals providing individualized coaching and feedback to support the development of the ALERT monitoring system.   | Professional Learning, Academic Support Program                     | 01/02/2017 | 12/29/2017 | \$0 | Chief Academic Officer, District Liaisons, Principals                   |
| Instructional Programs-Non-Duplicated Gaps | Using various data points, the liaisons will monitor the use of instructional programs monthly to support learning in non-duplicated gap groups.  | Academic Support Program  | 01/02/2017 | 12/31/2017 | \$0 | Liaisons, Principal, ALERT, Guidance Counselors                         |
| Liaison Monitoring Tool                    | District liaisons (assigned to schools) will use the district-created monitoring tool and principal-created quarterly reports to gather school-specific data. The data is shared with the superintendent and analyzed. The information is used to make decisions and address needs.   | Professional Learning, Policy and Process, Academic Support Program | 01/02/2017 | 12/29/2017 | \$0 | District Liaisons, superintendent, principals                           |
| Increase Attendance                        | The district will provide training and guidance to school leadership and attendance personnel regarding requirements and procedures of the district's new attendance policy, including utilization of the Attendance Intervention Tab on Infinite Campus, policy/procedure requirements, conferences, attendance notices, etc.  | Behavioral Support Program, Professional Learning                   | 01/03/2017 | 12/29/2017 | \$0 | DPP, High School Principal, Assistant Principal, and Guidance Counselor |
| Graduation Initiatives                     | The GEAR UP Academic Specialists and CCR Coach/Teacher will utilize the Persistence to Graduation Tool to work with teachers to mentor middle and high school students regarding graduation requirements and academic progress. The DPP will meet monthly with BHS principal and guidance counselor to review graduation and drop out data.   | Other - Mentoring   | 12/29/2016 | 12/29/2017 | \$0 | Superintendent, DPP, Principals, Counselors, GEAR UP AS, Liaison        |
| Career Pathways Communication              | The district will support CCR communication between middle and high school and ATC to provide students access to a CTE program that aligns with the career pathways identified in their ILP's. The CTE Coordinator will work with CTE instructors and ATC staff to develop a communication plan for students, parents, and stakeholders to identify the career pathways that are available at Breathitt County High School and the Breathitt Area and Technical Center. | Other - Communication, Career Preparation/Orientation               | 01/02/2017 | 06/30/2017 | \$0 | Principals, Liaisons, CTE Coordinator and instructors, ATC staff        |
| ALERT Rounds                               | The district team will use the district-created monitoring tool to observe, interview and collect artifacts to make decisions (based on data) regarding professional learning, coaching, resources, etc.  | Professional Learning, Academic Support Program                     | 01/02/2017 | 12/29/2017 | \$0 | Academic and Learning Environment Review Team, Principals               |

# Comprehensive District Improvement Plan

Breathitt County

|  |   |  |            |            |     |   |
|--|---|--|------------|------------|-----|---|
| Individual College and Career Plans      | The DPP will work with the Data Analysis Team and school liaison to monitor graduation, academic progress, and college and career readiness which includes KOSSA, WorkKeys, COMPASS, ASVAB, and Industry Certificates.  | Career Preparation/Orientation                       | 01/02/2017 | 06/30/2017 | \$0 | DPP, CTE Coor, CCR Coach, Guidance Counselor, Principals, Data Analysis Team, Liaison |
| District Novice Reduction Process Review | The District Novice Reduction team (DOSE, CAO, and school liaison) will meet monthly to review and/or revising the Novice Reduction time line process and discuss next steps.   | Academic Support Program                             | 01/03/2017 | 12/29/2017 | \$0 | DOSE; CAO; school liaison   |
| Professional Learning Plan               | Using walkthrough data and assessment data to determine high-yield strategies, the district team will collaborate with principals and teachers to develop a Professional Learning Plan (including a monitoring process) based on data from various sources.   | Professional Learning                                | 01/02/2017 | 12/29/2017 | \$0 | CAO, Liaisons, Principals   |
| Data Rooms                               | The district liaisons will work with school staff to monitor student progress. Using local and state data, the district liaisons will support and monitor school data rooms and/or data charts and notebooks to identify subpopulations and review student performance data.  | Other - Assessments, Academic Support Program        | 01/02/2017 | 06/30/2017 | \$0 | Liaisons, DOSE, CAO, Principals, Guidance Counselors                                  |
| Non-Cognitive Data Analysis              | The district will analyze non-cognitive data, such as attendance, behavior (suspensions, etc.) retention, GR, and transitions to better assist schools in identifying strategies for improvement. PBIS strategies will be used. The DPP will meet monthly to report graduation/dropout status to superintendent..   | Other - Data Analysis                                | 12/29/2016 | 12/29/2017 | \$0 | Superintendent, Data Analysis Team, DPP, Guidance Counselor, Principal, Liaison       |
| Effective Principals                     | Using the Principal Professional Growth and Effectiveness System, the superintendent will conduct walkthroughs to identify and address principals' areas of strength and areas of need. For principals needing additional assistance, an improvement plan will be created and monitored for effectiveness.  | Professional Learning, Academic Support Program      | 01/02/2017 | 12/29/2017 | \$0 | Superintendent  |
| Truancy Monitoring                       | DPP will support school-level truancy monitoring by providing monthly Infinite Campus Reports and District Truancy data to ensure that the parents and guardians of all students with unexcused absences have received communication/conferences along with proper and timely written notices relevant to their child's attendance/truancy, and that once a student is truant, that the DPP is in receipt of all necessary documentation to pursue charges of truancy against the student and/or unlawful transaction with minor/educational neglect against the parent or guardian as appropriate. | Behavioral Support Program, Academic Support Program | 12/29/2016 | 12/29/2017 | \$0 | DPP, Attendance Clerks  |

## Comprehensive District Improvement Plan

Breathitt County

|                    |  |  |            |            |     |   |
|--------------------|--|--|------------|------------|-----|---|
| Assessment Process | The Chief Academic Officer will select the vital data points that will be analyzed and reviewed, monthly, quarterly and yearly to measure student achievement and will create an actionable "next steps process" for students not scoring proficient and/or distinguished in math, reading, science, and social studies. The data will be communicated to all stakeholders using the District Pulse Check. | Policy and Process, Academic Support Program | 01/02/2017 | 12/29/2017 | \$0 | Chief Academic Officer, ALERT (School Liaisons), Building Assessment Coordinators |
| <b>Total</b>       |  |  |            |            | \$0 |   |

### Other

| Activity Name | Activity Description   | Activity Type                  | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|---------------|--|--------------------------------|------------|------------|-------------------|--|
| CCR Class     | Through the GEAR UP and ARI initiatives, the district provides a CCR Coach/Teacher. The class uses a variety of web-based programs (Career Cruising Methods Test Prep, WIN Learning, Individual Learning Plans, and Why Try-- Building Resilience in the Workplace) to better prepare students for college and career readiness. These programs will provide student data that will enable the teacher to make decisions regarding instruction and intervention. | Career Preparation/Orientation | 01/02/2017 | 06/30/2017 | \$30600           | CCR Coach, DPP, ARI Innovation Coordinator, CTE Coordinator, Technology Coordinator, Principal, District Data Team |
| <b>Total</b>  |  |                                |            |            | \$30600           |  |

### Grant Funds

| Activity Name                | Activity Description   | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible                  |
|------------------------------|--|--------------------------|------------|------------|-------------------|------------------------------------|
| Vertical/Horizontal Planning | Through common PLCs, provide a structure for vertical and horizontal planning meetings (Preschool-6th, 7th-12th) to address KCAS common curriculum and assessments and to collaboratively analyze student work and data in order to make curriculum and instructional decisions. | Academic Support Program | 01/02/2017 | 12/29/2017 | \$3000            | Chief Academic Officer, Principals |
| <b>Total</b>                 |  |                          |            |            | \$3000            |                                    |

### District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|

# Comprehensive District Improvement Plan

Breathitt County

|  |   |  |            |            |                |  |
|--|---|--|------------|------------|----------------|--|
| PBIS   | The district will promote a cohesive PBIS framework of systems, practices, and data in partnership with KYCID that will improve outcomes for all students organized around three tiers of behavior support by providing resources, PBIS trainings for school level teams, trauma informed care training and promoting evidence-based behavioral interventions.  | Behavioral Support Program   | 01/03/2017 | 12/29/2017 | \$2000         | DPP, DOSE, High School Principal, Assistant Principal, and Guidance Counselor                                      |
| Professional Learning for Effective Teachers | The liaisons will use the data to work with principals to help plan Professional Learning to support teachers in achieving the Accomplished level or better.  | Professional Learning, Academic Support Program                            | 01/02/2017 | 12/29/2017 | \$2000         | ALERT, Principals  |
| CCR Class                                    | Through the GEAR UP and ARI initiatives, the district provides a CCR Coach/Teacher. The class uses a variety of web-based programs (Career Cruising Methods Test Prep, WIN Learning, Individual Learning Plans, and Why Try--Building Resilience in the Workplace) to better prepare students for college and career readiness. These programs will provide student data that will enable the teacher to make decisions regarding instruction and intervention.     | Career Preparation/Orientation   | 01/02/2017 | 06/30/2017 | \$20400        | CCR Coach, DPP, ARI Innovation Coordinator, CTE Coordinator, Technology Coordinator, Principal, District Data Team |
| Operation Preparation/Close the Deal         | Develop, promote and implement Operation Preparation district-wide with an emphasis for 8th and 10th grade students. BHS will participate in Close the Deal--the school and community work together to promote CCR.   | Career Preparation/Orientation   | 01/02/2017 | 06/30/2017 | \$2000         | CTE Coordinator, Principals, Guidance Counselors, GEAR UP CCR Coach and AS, Directors of FRYSC                     |
| Additional Testing                           | Administer KYOTE/COMPASS (English, Reading and Math) up to two times per year to eligible students who have not met ACT benchmarks. Also, administer ASVAB and WorkKeys. Middle school students will take NWEA MAP 3-times/year to predict ACT. High school students not meeting benchmark can retake pending availability. GEAR UP funds will be used to support cost. The CCR monitoring tool will be used to track data analysis and student progress and needs. | Academic Support Program   | 01/02/2017 | 06/30/2017 | \$1500         | DAC, Liaisons, CTE Coor, Principals, ATC, Counselors   |
| Teacher Effectiveness                        | Using the summative evaluations submitted in CIIT, the ALERT will develop a tracking instrument to identify teachers needing additional support.  | Professional Learning, Academic Support Program, Recruitment and Retention | 01/02/2017 | 12/29/2017 | \$2000         | ALERT, principals  |
| <b>Total</b>                                 |   |  |            |            | <b>\$29900</b> |  |

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

| Activity Name                              | Activity Description  | Activity Type   | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--|---|---|------------|------------|-------------------|--|
| Vertical/Horizontal Planning               | Through common PLCs, provide a structure for vertical and horizontal planning meetings (Preschool-6th, 7th-12th) to address KCAS common curriculum and assessments and to collaboratively analyze student work and data in order to make curriculum and instructional decisions.  | Academic Support Program  | 01/02/2017 | 12/29/2017 | \$3000            | Chief Academic Officer, Principals   |
| Monitor common assessment development      | Using the rigor and relevance framework, the district will monitor the development of KCAS common assessments.  | Academic Support Program  | 01/02/2017 | 12/29/2017 | \$5000            | Chief Academic Officer, Principals   |
| Operation Preparation/Close the Deal       | Develop, promote and implement Operation Preparation district-wide with an emphasis for 8th and 10th grade students. BHS will participate in Close the Deal--the school and community work together to promote CCR.   | Career Preparation/Orientation                                      | 01/02/2017 | 06/30/2017 | \$2000            | CTE Coordinator, Principals, Guidance Counselors, GEAR UP CCR Coach and AS, Directors of FRYSC |
| Instructional Programs-Non-Duplicated Gaps | Using various data points, the liaisons will monitor the use of instructional programs monthly to support learning in non-duplicated gap groups.  | Academic Support Program  | 01/02/2017 | 12/31/2017 | \$0               | Liaisons, Principal, ALERT, Guidance Counselors  |
| Graduation Initiatives                     | The GEAR UP Academic Specialists and CCR Coach/Teacher will utilize the Persistence to Graduation Tool to work with teachers to mentor middle and high school students regarding graduation requirements and academic progress. The DPP will meet monthly with BHS principal and guidance counselor to review graduation and drop out data. | Other - Mentoring   | 12/29/2016 | 12/29/2017 | \$0               | Superintendent, DPP, Principals, Counselors, GEAR UP AS, Liaison                               |
| Liaison Monitoring Tool                    | District liaisons (assigned to schools) will use the district-created monitoring tool and principal-created quarterly reports to gather school-specific data. The data is shared with the superintendent and analyzed. The information is used to make decisions and address needs.   | Professional Learning, Policy and Process, Academic Support Program | 01/02/2017 | 12/29/2017 | \$0               | District Liaisons, superintendent, principals  |

## Comprehensive District Improvement Plan

Breathitt County

|  |  |  |            |            |                |   |
|--|--|--|------------|------------|----------------|---|
| Assessment Process                             | The Chief Academic Officer will select the vital data points that will be analyzed and reviewed, monthly, quarterly and yearly to measure student achievement and will create an actionable "next steps process" for students not scoring proficient and/or distinguished in math, reading, science, and social studies. The data will be communicated to all stakeholders using the District Pulse Check. | Policy and Process, Academic Support Program                               | 01/02/2017 | 12/29/2017 | \$0            | Chief Academic Officer, ALERT (School Liaisons), Building Assessment Coordinators |
| Teacher Effectiveness                          | Using the summative evaluations submitted in CIIT, the ALERT will develop a tracking instrument to identify teachers needing additional support.   | Professional Learning, Academic Support Program, Recruitment and Retention | 01/02/2017 | 12/29/2017 | \$2000         | ALERT, principals   |
| Professional Learning for Effective Teachers   | The liaisons will use the data to work with principals to help plan Professional Learning to support teachers in achieving the Accomplished level or better.   | Professional Learning, Academic Support Program                            | 01/02/2017 | 12/29/2017 | \$2000         | ALERT, Principals   |
| Co-Teaching for Gap Closure (CT4GC) monitoring | The Director of Special Education/CAO/ or School Administration Teams will meet with Special Education Staff for each school quarterly to review CT4GC data tracking sheets to monitor students with disabilities progress.  | Academic Support Program   | 01/02/2017 | 06/28/2017 | \$0            | DOSE, CAO, School Administration Staff  |
| Novice Reduction Team                          | The district will develop a Novice Reduction Team for each school. The team will consist of DOSE, CAO, school liaison, school Principal, school BAC, assistant principal.  | Academic Support Program   | 01/03/2017 | 01/31/2017 | \$0            | DOSE; CAO   |
| Novice Reduction Time Line                     | The DOSE and CAO will develop a Novice Reduction Time Line. This time line will outline the process for implementation, monitoring, and evaluation of each school's tiered system approach.  | Academic Support Program   | 01/03/2017 | 02/28/2017 | \$0            | DOSE; CAO   |
| District Novice Reduction Process Review       | The District Novice Reduction team (DOSE, CAO, and school liaison) will meet monthly to review and/or revising the Novice Reduction time line process and discuss next steps.  | Academic Support Program   | 01/03/2017 | 12/29/2017 | \$0            | DOSE; CAO; school liaison   |
| <b>Total</b>                                   |  |  |            |            | <b>\$14000</b> |   |

### Sebastian Middle School

| Activity Name             | Activity Description   | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible               |
|---------------------------|--|--------------------------|------------|------------|-------------------|---------------------------------|
| Intervention Walk Through | The district team will create a monitoring tool that will be utilized to monitor instruction for tiered interventions. | Academic Support Program | 01/02/2017 | 06/30/2017 | \$0               | CAO, DOSE, Liaisons, Principals |

# Comprehensive District Improvement Plan

Breathitt County

|  |   |   |            |            |        |   |
|--|---|---|------------|------------|--------|---|
| Professional Learning Plan                     | Using walkthrough data and assessment data to determine high-yield strategies, the district team will collaborate with principals and teachers to develop a Professional Learning Plan (including a monitoring process) based on data from various sources.   | Professional Learning                                 | 01/02/2017 | 12/29/2017 | \$0    | CAO, Liaisons, Principals   |
| Additional Testing                             | Administer KYOTE/COMPASS (English, Reading and Math) up to two times per year to eligible students who have not met ACT benchmarks. Also, administer ASVAB and WorkKeys. Middle school students will take NWEA MAP 3-times/year to predict ACT. High school students not meeting benchmark can retake pending availability. GEAR UP funds will be used to support cost. The CCR monitoring tool will be used to track data analysis and student progress and needs.     | Academic Support Program                              | 01/02/2017 | 06/30/2017 | \$2000 | DAC, Liaisons, CTE Coor, Principals, ATC, Counselors                            |
| Non-Cognitive Data Analysis                    | The district will analyze non-cognitive data, such as attendance, behavior (suspensions, etc.) retention, GR, and transitions to better assist schools in identifying strategies for improvement. PBIS strategies will be used. The DPP will meet monthly to report graduation/dropout status to superintendent..   | Other - Data Analysis                                 | 12/29/2016 | 12/29/2017 | \$0    | Superintendent, Data Analysis Team, DPP, Guidance Counselor, Principal, Liaison |
| Counselors' Cadre                              | The DAC will meet with guidance counselors monthly to support assessment data analysis and monitor ILPs and the Persistence to Graduation Tool to provide support for improving the graduation rate. All decision-making will be driven by data analysis (academic and non-academic) and the DAC will report to the superintendent.   | Behavioral Support Program                            | 12/29/2016 | 12/29/2017 | \$0    | DAC, Guidance Counselors, superintendent, designee                              |
| Data Rooms                                     | The district liaisons will work with school staff to monitor student progress. Using local and state data, the district liaisons will support and monitor school data rooms and/or data charts and notebooks to identify subpopulations and review student performance data.  | Other - Assessments, Academic Support Program         | 01/02/2017 | 06/30/2017 | \$0    | Liaisons, DOSE, CAO, Principals, Guidance Counselors                            |
| Co-Teaching for Gap Closure (CT4GC) Classrooms | The ALERT/school administrative staff will use the district-created monitoring tool to observe, interview, and collect artifacts for current CT4GC classrooms in the district to ensure fidelity (research based strategies and interventions).   | Academic Support Program                              | 01/02/2017 | 06/30/2017 | \$3000 | ALERT, Director of Special Education, Principals, Chief Academic Officer        |
| Career Pathways Communication                  | The district will support CCR communication between middle and high school and ATC to provide students access to a CTE program that aligns with the career pathways identified in their ILP's. The CTE Coordinator will work with CTE instructors and ATC staff to develop a communication plan for students, parents, and stakeholders to identify the career pathways that are available at Breathitt County High School and the Breathitt Area and Technical Center. | Other - Communication, Career Preparation/Orientation | 01/02/2017 | 06/30/2017 | \$0    | Principals, Liaisons, CTE Coordinator and instructors, ATC staff                |

# Comprehensive District Improvement Plan

Breathitt County

|                                   |   |  |            |            |     |   |
|-----------------------------------|---|--|------------|------------|-----|---|
| ALERT Rounds                      | The district team will use the district-created monitoring tool to observe, interview and collect artifacts to make decisions (based on data) regarding professional learning, coaching, resources, etc.  | Professional Learning, Academic Support Program                            | 01/02/2017 | 12/29/2017 | \$0 | Academic and Learning Environment Review Team, Principals               |
| Monitoring Instructional Coaching | The district liaisons will monitor principals providing individualized coaching and feedback to support the development of the ALERT monitoring system.   | Professional Learning, Academic Support Program                            | 01/02/2017 | 12/29/2017 | \$0 | Chief Academic Officer, District Liaisons, Principals                   |
| Continuous Improvement            | All schools will follow the district improvement planning process by creating 30-60-90 Day Plans. The district will monitor, review, and support schools in the implementation of all plans.  | Professional Learning, Academic Support Program, Recruitment and Retention | 01/02/2017 | 12/29/2017 | \$0 | CAO, Liaisons, Principals, School Leadership Teams                      |
| Effective Principals              | Using the Principal Professional Growth and Effectiveness System, the superintendent will conduct walkthroughs to identify and address principals' areas of strength and areas of need. For principals needing additional assistance, an improvement plan will be created and monitored for effectiveness.  | Professional Learning, Academic Support Program                            | 01/02/2017 | 12/29/2017 | \$0 | Superintendent  |
| Increase Attendance               | The district will provide training and guidance to school leadership and attendance personnel regarding requirements and procedures of the district's new attendance policy, including utilization of the Attendance Intervention Tab on Infinite Campus, policy/procedure requirements, conferences, attendance notices, etc.  | Behavioral Support Program, Professional Learning                          | 01/03/2017 | 12/29/2017 | \$0 | DPP, High School Principal, Assistant Principal, and Guidance Counselor |
| Truancy Monitoring                | DPP will support school-level truancy monitoring by providing monthly Infinite Campus Reports and District Truancy data to ensure that the parents and guardians of all students with unexcused absences have received communication/conferences along with proper and timely written notices relevant to their child's attendance/truancy, and that once a student is truant, that the DPP is in receipt of all necessary documentation to pursue charges of truancy against the student and/or unlawful transaction with minor/educational neglect against the parent or guardian as appropriate. | Behavioral Support Program, Academic Support Program                       | 12/29/2016 | 12/29/2017 | \$0 | DPP, Attendance Clerks  |
| TELL Survey Data                  | The TELL Survey indicated only 65.6% of teachers feel, "Teachers have an appropriate level of influence on decision making in this school." Using TELL Survey and other survey data, the district will create leadership teams, including the Building Assessment Coordinators Cadre, Teacher Leadership Team, Literacy Team.   | Professional Learning, Other - Leadership, Academic Support Program        | 01/02/2017 | 12/29/2017 | \$0 | district liaisons, CAO, principals                                      |

**Comprehensive District Improvement Plan**

Breathitt County

**Total**

\$5000

**Marie Roberts-Caney Elementary School**

| Activity Name                                  | Activity Description  | Activity Type                                   | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--|---|---|------------|------------|-------------------|---|
| Intervention Walk Through                      | The district team will create a monitoring tool that will be utilized to monitor instruction for tiered interventions.  | Academic Support Program                        | 01/02/2017 | 06/30/2017 | \$0               | CAO, DOSE, Liaisons, Principals   |
| Professional Learning Plan                     | Using walkthrough data and assessment data to determine high-yield strategies, the district team will collaborate with principals and teachers to develop a Professional Learning Plan (including a monitoring process) based on data from various sources.   | Professional Learning                           | 01/02/2017 | 12/29/2017 | \$0               | CAO, Liaisons, Principals   |
| Non-Cognitive Data Analysis                    | The district will analyze non-cognitive data, such as attendance, behavior (suspensions, etc.) retention, GR, and transitions to better assist schools in identifying strategies for improvement. PBIS strategies will be used. The DPP will meet monthly to report graduation/dropout status to superintendent..                   | Other - Data Analysis                           | 12/29/2016 | 12/29/2017 | \$0               | Superintendent, Data Analysis Team, DPP, Guidance Counselor, Principal, Liaison |
| Counselors' Cadre                              | The DAC will meet with guidance counselors monthly to support assessment data analysis and monitor ILPs and the Persistence to Graduation Tool to provide support for improving the graduation rate. All decision-making will be driven by data analysis (academic and non-academic) and the DAC will report to the superintendent. | Behavioral Support Program                      | 12/29/2016 | 12/29/2017 | \$0               | DAC, Guidance Counselors, superintendent, designee                              |
| Data Rooms                                     | The district liaisons will work with school staff to monitor student progress. Using local and state data, the district liaisons will support and monitor school data rooms and/or data charts and notebooks to identify subpopulations and review student performance data.  | Other - Assessments, Academic Support Program   | 01/02/2017 | 06/30/2017 | \$0               | Liaisons, DOSE, CAO, Principals, Guidance Counselors                            |
| Co-Teaching for Gap Closure (CT4GC) Classrooms | The ALERT/school administrative staff will use the district-created monitoring tool to observe, interview, and collect artifacts for current CT4GC classrooms in the district to ensure fidelity (research based strategies and interventions).   | Academic Support Program                        | 01/02/2017 | 06/30/2017 | \$3000            | ALERT, Director of Special Education, Principals, Chief Academic Officer        |
| ALERT Rounds                                   | The district team will use the district-created monitoring tool to observe, interview and collect artifacts to make decisions (based on data) regarding professional learning, coaching, resources, etc.  | Professional Learning, Academic Support Program | 01/02/2017 | 12/29/2017 | \$0               | Academic and Learning Environment Review Team, Principals                       |

# Comprehensive District Improvement Plan

Breathitt County

|                                   |   |  |            |            |               |   |
|-----------------------------------|---|--|------------|------------|---------------|---|
| Monitoring Instructional Coaching | The district liaisons will monitor principals providing individualized coaching and feedback to support the development of the ALERT monitoring system.   | Professional Learning, Academic Support Program                            | 01/02/2017 | 12/29/2017 | \$0           | Chief Academic Officer, District Liaisons, Principals                   |
| Continuous Improvement            | All schools will follow the district improvement planning process by creating 30-60-90 Day Plans. The district will monitor, review, and support schools in the implementation of all plans.  | Professional Learning, Academic Support Program, Recruitment and Retention | 01/02/2017 | 12/29/2017 | \$0           | CAO, Liaisons, Principals, School Leadership Teams                      |
| Effective Principals              | Using the Principal Professional Growth and Effectiveness System, the superintendent will conduct walkthroughs to identify and address principals' areas of strength and areas of need. For principals needing additional assistance, an improvement plan will be created and monitored for effectiveness.  | Professional Learning, Academic Support Program                            | 01/02/2017 | 12/29/2017 | \$0           | Superintendent  |
| Increase Attendance               | The district will provide training and guidance to school leadership and attendance personnel regarding requirements and procedures of the district's new attendance policy, including utilization of the Attendance Intervention Tab on Infinite Campus, policy/procedure requirements, conferences, attendance notices, etc.  | Behavioral Support Program, Professional Learning                          | 01/03/2017 | 12/29/2017 | \$0           | DPP, High School Principal, Assistant Principal, and Guidance Counselor |
| Truancy Monitoring                | DPP will support school-level truancy monitoring by providing monthly Infinite Campus Reports and District Truancy data to ensure that the parents and guardians of all students with unexcused absences have received communication/conferences along with proper and timely written notices relevant to their child's attendance/truancy, and that once a student is truant, that the DPP is in receipt of all necessary documentation to pursue charges of truancy against the student and/or unlawful transaction with minor/educational neglect against the parent or guardian as appropriate. | Behavioral Support Program, Academic Support Program                       | 12/29/2016 | 12/29/2017 | \$0           | DPP, Attendance Clerks  |
| TELL Survey Data                  | The TELL Survey indicated only 65.6% of teachers feel, "Teachers have an appropriate level of influence on decision making in this school." Using TELL Survey and other survey data, the district will create leadership teams, including the Building Assessment Coordinators Cadre, Teacher Leadership Team, Literacy Team.   | Professional Learning, Other - Leadership, Academic Support Program        | 01/02/2017 | 12/29/2017 | \$0           | district liaisons, CAO, principals                                      |
| <b>Total</b>                      |   |  |            |            | <b>\$3000</b> |   |

## LBJ Elementary School

# Comprehensive District Improvement Plan

Breathitt County

| Activity Name                                  | Activity Description  | Activity Type                                   | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--|---|---|------------|------------|-------------------|---|
| Intervention Walk Through                      | The district team will create a monitoring tool that will be utilized to monitor instruction for tiered interventions.  | Academic Support Program                        | 01/02/2017 | 06/30/2017 | \$0               | CAO, DOSE, Liaisons, Principals   |
| Professional Learning Plan                     | Using walkthrough data and assessment data to determine high-yield strategies, the district team will collaborate with principals and teachers to develop a Professional Learning Plan (including a monitoring process) based on data from various sources.   | Professional Learning                           | 01/02/2017 | 12/29/2017 | \$0               | CAO, Liaisons, Principals   |
| Non-Cognitive Data Analysis                    | The district will analyze non-cognitive data, such as attendance, behavior (suspensions, etc.) retention, GR, and transitions to better assist schools in identifying strategies for improvement. PBIS strategies will be used. The DPP will meet monthly to report graduation/dropout status to superintendent..                   | Other - Data Analysis                           | 12/29/2016 | 12/29/2017 | \$0               | Superintendent, Data Analysis Team, DPP, Guidance Counselor, Principal, Liaison |
| Counselors' Cadre                              | The DAC will meet with guidance counselors monthly to support assessment data analysis and monitor ILPs and the Persistence to Graduation Tool to provide support for improving the graduation rate. All decision-making will be driven by data analysis (academic and non-academic) and the DAC will report to the superintendent. | Behavioral Support Program                      | 12/29/2016 | 12/29/2017 | \$0               | DAC, Guidance Counselors, superintendent, designee                              |
| Data Rooms                                     | The district liaisons will work with school staff to monitor student progress. Using local and state data, the district liaisons will support and monitor school data rooms and/or data charts and notebooks to identify subpopulations and review student performance data.  | Other - Assessments, Academic Support Program   | 01/02/2017 | 06/30/2017 | \$0               | Liaisons, DOSE, CAO, Principals, Guidance Counselors                            |
| Co-Teaching for Gap Closure (CT4GC) Classrooms | The ALERT/school administrative staff will use the district-created monitoring tool to observe, interview, and collect artifacts for current CT4GC classrooms in the district to ensure fidelity (research based strategies and interventions).   | Academic Support Program                        | 01/02/2017 | 06/30/2017 | \$3000            | ALERT, Director of Special Education, Principals, Chief Academic Officer        |
| ALERT Rounds                                   | The district team will use the district-created monitoring tool to observe, interview and collect artifacts to make decisions (based on data) regarding professional learning, coaching, resources, etc.  | Professional Learning, Academic Support Program | 01/02/2017 | 12/29/2017 | \$0               | Academic and Learning Environment Review Team, Principals                       |
| Monitoring Instructional Coaching              | The district liaisons will monitor principals providing individualized coaching and feedback to support the development of the ALERT monitoring system.   | Professional Learning, Academic Support Program | 01/02/2017 | 12/29/2017 | \$0               | Chief Academic Officer, District Liaisons, Principals                           |

## Comprehensive District Improvement Plan

Breathitt County

|                        |   |  |            |            |               |   |
|------------------------|---|--|------------|------------|---------------|---|
| Continuous Improvement | All schools will follow the district improvement planning process by creating 30-60-90 Day Plans. The district will monitor, review, and support schools in the implementation of all plans.  | Professional Learning, Academic Support Program, Recruitment and Retention | 01/02/2017 | 12/29/2017 | \$0           | CAO, Liaisons, Principals, School Leadership Teams                      |
| Effective Principals   | Using the Principal Professional Growth and Effectiveness System, the superintendent will conduct walkthroughs to identify and address principals' areas of strength and areas of need. For principals needing additional assistance, an improvement plan will be created and monitored for effectiveness.  | Professional Learning, Academic Support Program                            | 01/02/2017 | 12/29/2017 | \$0           | Superintendent  |
| Increase Attendance    | The district will provide training and guidance to school leadership and attendance personnel regarding requirements and procedures of the district's new attendance policy, including utilization of the Attendance Intervention Tab on Infinite Campus, policy/procedure requirements, conferences, attendance notices, etc.  | Behavioral Support Program, Professional Learning                          | 01/03/2017 | 12/29/2017 | \$0           | DPP, High School Principal, Assistant Principal, and Guidance Counselor |
| Truancy Monitoring     | DPP will support school-level truancy monitoring by providing monthly Infinite Campus Reports and District Truancy data to ensure that the parents and guardians of all students with unexcused absences have received communication/conferences along with proper and timely written notices relevant to their child's attendance/truancy, and that once a student is truant, that the DPP is in receipt of all necessary documentation to pursue charges of truancy against the student and/or unlawful transaction with minor/educational neglect against the parent or guardian as appropriate. | Behavioral Support Program, Academic Support Program                       | 12/29/2016 | 12/29/2017 | \$0           | DPP, Attendance Clerks  |
| TELL Survey Data       | The TELL Survey indicated only 65.6% of teachers feel, "Teachers have an appropriate level of influence on decision making in this school." Using TELL Survey and other survey data, the district will create leadership teams, including the Building Assessment Coordinators Cadre, Teacher Leadership Team, Literacy Team.   | Professional Learning, Other - Leadership, Academic Support Program        | 01/02/2017 | 12/29/2017 | \$0           | district liaisons, CAO, principals                                      |
| <b>Total</b>           |   |  |            |            | <b>\$3000</b> |   |

### Highland-Turner Elementary School

| Activity Name             | Activity Description   | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible               |
|---------------------------|--|--------------------------|------------|------------|-------------------|---------------------------------|
| Intervention Walk Through | The district team will create a monitoring tool that will be utilized to monitor instruction for tiered interventions. | Academic Support Program | 01/02/2017 | 06/30/2017 | \$0               | CAO, DOSE, Liaisons, Principals |

# Comprehensive District Improvement Plan

Breathitt County

|  |   |   |            |            |        |   |
|--|---|---|------------|------------|--------|---|
| Professional Learning Plan                     | Using walkthrough data and assessment data to determine high-yield strategies, the district team will collaborate with principals and teachers to develop a Professional Learning Plan (including a monitoring process) based on data from various sources.   | Professional Learning                           | 01/02/2017 | 12/29/2017 | \$0    | CAO, Liaisons, Principals   |
| Non-Cognitive Data Analysis                    | The district will analyze non-cognitive data, such as attendance, behavior (suspensions, etc.) retention, GR, and transitions to better assist schools in identifying strategies for improvement. PBIS strategies will be used. The DPP will meet monthly to report graduation/dropout status to superintendent..                   | Other - Data Analysis                           | 12/29/2016 | 12/29/2017 | \$0    | Superintendent, Data Analysis Team, DPP, Guidance Counselor, Principal, Liaison |
| Counselors' Cadre                              | The DAC will meet with guidance counselors monthly to support assessment data analysis and monitor ILPs and the Persistence to Graduation Tool to provide support for improving the graduation rate. All decision-making will be driven by data analysis (academic and non-academic) and the DAC will report to the superintendent. | Behavioral Support Program                      | 12/29/2016 | 12/29/2017 | \$0    | DAC, Guidance Counselors, superintendent, designee                              |
| Data Rooms                                     | The district liaisons will work with school staff to monitor student progress. Using local and state data, the district liaisons will support and monitor school data rooms and/or data charts and notebooks to identify subpopulations and review student performance data.  | Other - Assessments, Academic Support Program   | 01/02/2017 | 06/30/2017 | \$0    | Liaisons, DOSE, CAO, Principals, Guidance Counselors                            |
| Co-Teaching for Gap Closure (CT4GC) Classrooms | The ALERT/school administrative staff will use the district-created monitoring tool to observe, interview, and collect artifacts for current CT4GC classrooms in the district to ensure fidelity (research based strategies and interventions).   | Academic Support Program                        | 01/02/2017 | 06/30/2017 | \$3000 | ALERT, Director of Special Education, Principals, Chief Academic Officer        |
| ALERT Rounds                                   | The district team will use the district-created monitoring tool to observe, interview and collect artifacts to make decisions (based on data) regarding professional learning, coaching, resources, etc.  | Professional Learning, Academic Support Program | 01/02/2017 | 12/29/2017 | \$0    | Academic and Learning Environment Review Team, Principals                       |
| Monitoring Instructional Coaching              | The district liaisons will monitor principals providing individualized coaching and feedback to support the development of the ALERT monitoring system.   | Professional Learning, Academic Support Program | 01/02/2017 | 12/29/2017 | \$0    | Chief Academic Officer, District Liaisons, Principals                           |

## Comprehensive District Improvement Plan

Breathitt County

|                        |   |  |            |            |        |   |
|------------------------|---|--|------------|------------|--------|---|
| Continuous Improvement | All schools will follow the district improvement planning process by creating 30-60-90 Day Plans. The district will monitor, review, and support schools in the implementation of all plans.  | Professional Learning, Academic Support Program, Recruitment and Retention | 01/02/2017 | 12/29/2017 | \$0    | CAO, Liaisons, Principals, School Leadership Teams                      |
| Effective Principals   | Using the Principal Professional Growth and Effectiveness System, the superintendent will conduct walkthroughs to identify and address principals' areas of strength and areas of need. For principals needing additional assistance, an improvement plan will be created and monitored for effectiveness.  | Professional Learning, Academic Support Program                            | 01/02/2017 | 12/29/2017 | \$0    | Superintendent  |
| Increase Attendance    | The district will provide training and guidance to school leadership and attendance personnel regarding requirements and procedures of the district's new attendance policy, including utilization of the Attendance Intervention Tab on Infinite Campus, policy/procedure requirements, conferences, attendance notices, etc.  | Behavioral Support Program, Professional Learning                          | 01/03/2017 | 12/29/2017 | \$0    | DPP, High School Principal, Assistant Principal, and Guidance Counselor |
| Truancy Monitoring     | DPP will support school-level truancy monitoring by providing monthly Infinite Campus Reports and District Truancy data to ensure that the parents and guardians of all students with unexcused absences have received communication/conferences along with proper and timely written notices relevant to their child's attendance/truancy, and that once a student is truant, that the DPP is in receipt of all necessary documentation to pursue charges of truancy against the student and/or unlawful transaction with minor/educational neglect against the parent or guardian as appropriate. | Behavioral Support Program, Academic Support Program                       | 12/29/2016 | 12/29/2017 | \$0    | DPP, Attendance Clerks  |
| TELL Survey Data       | The TELL Survey indicated only 65.6% of teachers feel, "Teachers have an appropriate level of influence on decision making in this school." Using TELL Survey and other survey data, the district will create leadership teams, including the Building Assessment Coordinators Cadre, Teacher Leadership Team, Literacy Team.   | Professional Learning, Other - Leadership, Academic Support Program        | 01/02/2017 | 12/29/2017 | \$0    | district liaisons, CAO, principals                                      |
| <b>Total</b>           |   |  |            |            | \$3000 |   |

### Cadet Leadership Education Program

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|

## Comprehensive District Improvement Plan

Breathitt County

|                 |  |                         |            |            |       |  |
|-----------------|--|-------------------------|------------|------------|-------|--|
| Credit Recovery | The DPP will collaborate with the high school counselor monthly to monitor the use of credit recovery programs such as Compass Learning (limited use of Edgenuity) to support improved Graduation Rate. The DPP, guidance counselor and District Liaison will analyze the data to identify students who are not on track to graduate and support mentoring and programs. | Other - Graduation Rate | 12/29/2016 | 12/29/2017 | \$500 | DPP, District Liaison, BHS Principal, Guidance Counselor |
| <b>Total</b>    |  |                         |            |            | \$500 |  |

### Breathitt Regional Juvenile Det Ctr

| Activity Name   | Activity Description   | Activity Type           | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|-----------------|--|-------------------------|------------|------------|-------------------|--|
| Credit Recovery | The DPP will collaborate with the high school counselor monthly to monitor the use of credit recovery programs such as Compass Learning (limited use of Edgenuity) to support improved Graduation Rate. The DPP, guidance counselor and District Liaison will analyze the data to identify students who are not on track to graduate and support mentoring and programs. | Other - Graduation Rate | 12/29/2016 | 12/29/2017 | \$500             | DPP, District Liaison, BHS Principal, Guidance Counselor |
| <b>Total</b>    |  |                         |            |            | \$500             |  |

### Breathitt County High School

| Activity Name                       | Activity Description   | Activity Type                  | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|-------------------------------------|--|--------------------------------|------------|------------|-------------------|--|
| Individual College and Career Plans | The DPP will work with the Data Analysis Team and school liaison to monitor graduation, academic progress, and college and career readiness which includes KOSSA, WorkKeys, COMPASS, ASVAB, and Industry Certificates.   | Career Preparation/Orientation | 01/02/2017 | 06/30/2017 | \$0               | DPP, CTE Coor, CCR Coach, Guidance Counselor, Principals, Data Analysis Team, Liaison                              |
| Intervention Walk Through           | The district team will create a monitoring tool that will be utilized to monitor instruction for tiered interventions.   | Academic Support Program       | 01/02/2017 | 06/30/2017 | \$0               | CAO, DOSE, Liaisons, Principals  |
| CCR Class                           | Through the GEAR UP and ARI initiatives, the district provides a CCR Coach/Teacher. The class uses a variety of web-based programs (Career Cruising Methods Test Prep, WIN Learning, Individual Learning Plans, and Why Try-- Building Resilience in the Workplace) to better prepare students for college and career readiness. These programs will provide student data that will enable the teacher to make decisions regarding instruction and intervention. | Career Preparation/Orientation | 01/02/2017 | 06/30/2017 | \$51000           | CCR Coach, DPP, ARI Innovation Coordinator, CTE Coordinator, Technology Coordinator, Principal, District Data Team |

# Comprehensive District Improvement Plan

Breathitt County

|  |   |   |            |            |        |   |
|--|---|---|------------|------------|--------|---|
| Professional Learning Plan                     | Using walkthrough data and assessment data to determine high-yield strategies, the district team will collaborate with principals and teachers to develop a Professional Learning Plan (including a monitoring process) based on data from various sources.   | Professional Learning                         | 01/02/2017 | 12/29/2017 | \$0    | CAO, Liaisons, Principals   |
| Additional Testing                             | Administer KYOTE/COMPASS (English, Reading and Math) up to two times per year to eligible students who have not met ACT benchmarks. Also, administer ASVAB and WorkKeys. Middle school students will take NWEA MAP 3-times/year to predict ACT. High school students not meeting benchmark can retake pending availability. GEAR UP funds will be used to support cost. The CCR monitoring tool will be used to track data analysis and student progress and needs. | Academic Support Program                      | 01/02/2017 | 06/30/2017 | \$2000 | DAC, Liaisons, CTE Coor, Principals, ATC, Counselors                            |
| Non-Cognitive Data Analysis                    | The district will analyze non-cognitive data, such as attendance, behavior (suspensions, etc.) retention, GR, and transitions to better assist schools in identifying strategies for improvement. PBIS strategies will be used. The DPP will meet monthly to report graduation/dropout status to superintendent..   | Other - Data Analysis                         | 12/29/2016 | 12/29/2017 | \$0    | Superintendent, Data Analysis Team, DPP, Guidance Counselor, Principal, Liaison |
| Counselors' Cadre                              | The DAC will meet with guidance counselors monthly to support assessment data analysis and monitor ILPs and the Persistence to Graduation Tool to provide support for improving the graduation rate. All decision-making will be driven by data analysis (academic and non-academic) and the DAC will report to the superintendent.   | Behavioral Support Program                    | 12/29/2016 | 12/29/2017 | \$0    | DAC, Guidance Counselors, superintendent, designee                              |
| Credit Recovery                                | The DPP will collaborate with the high school counselor monthly to monitor the use of credit recovery programs such as Compass Learning (limited use of Edgenuity) to support improved Graduation Rate. The DPP, guidance counselor and District Liaison will analyze the data to identify students who are not on track to graduate and support mentoring and programs.  | Other - Graduation Rate                       | 12/29/2016 | 12/29/2017 | \$500  | DPP, District Liaison, BHS Principal, Guidance Counselor                        |
| Data Rooms                                     | The district liaisons will work with school staff to monitor student progress. Using local and state data, the district liaisons will support and monitor school data rooms and/or data charts and notebooks to identify subpopulations and review student performance data.  | Other - Assessments, Academic Support Program | 01/02/2017 | 06/30/2017 | \$0    | Liaisons, DOSE, CAO, Principals, Guidance Counselors                            |
| Co-Teaching for Gap Closure (CT4GC) Classrooms | The ALERT/school administrative staff will use the district-created monitoring tool to observe, interview, and collect artifacts for current CT4GC classrooms in the district to ensure fidelity (research based strategies and interventions).   | Academic Support Program                      | 01/02/2017 | 06/30/2017 | \$3000 | ALERT, Director of Special Education, Principals, Chief Academic Officer        |

# Comprehensive District Improvement Plan

Breathitt County

|  |   |  |            |            |        |   |
|--|---|--|------------|------------|--------|---|
| Co-Teaching for Gap Closure (CT4GC) Classrooms | The district will expand the CT4GC model classrooms by way of a Scale-up process for each school.   | Academic Support Program   | 01/02/2017 | 06/30/2017 | \$5000 | DOSE, ALERT, Principals,  |
| Career Pathways Communication                  | The district will support CCR communication between middle and high school and ATC to provide students access to a CTE program that aligns with the career pathways identified in their ILP's. The CTE Coordinator will work with CTE instructors and ATC staff to develop a communication plan for students, parents, and stakeholders to identify the career pathways that are available at Breathitt County High School and the Breathitt Area and Technical Center. | Other - Communication, Career Preparation/Orientation                      | 01/02/2017 | 06/30/2017 | \$0    | Principals, Liaisons, CTE Coordinator and instructors, ATC staff              |
| ALERT Rounds                                   | The district team will use the district-created monitoring tool to observe, interview and collect artifacts to make decisions (based on data) regarding professional learning, coaching, resources, etc.  | Professional Learning, Academic Support Program                            | 01/02/2017 | 12/29/2017 | \$0    | Academic and Learning Environment Review Team, Principals                     |
| Monitoring Instructional Coaching              | The district liaisons will monitor principals providing individualized coaching and feedback to support the development of the ALERT monitoring system.   | Professional Learning, Academic Support Program                            | 01/02/2017 | 12/29/2017 | \$0    | Chief Academic Officer, District Liaisons, Principals                         |
| Continuous Improvement                         | All schools will follow the district improvement planning process by creating 30-60-90 Day Plans. The district will monitor, review, and support schools in the implementation of all plans.  | Professional Learning, Academic Support Program, Recruitment and Retention | 01/02/2017 | 12/29/2017 | \$0    | CAO, Liaisons, Principals, School Leadership Teams                            |
| Effective Principals                           | Using the Principal Professional Growth and Effectiveness System, the superintendent will conduct walkthroughs to identify and address principals' areas of strength and areas of need. For principals needing additional assistance, an improvement plan will be created and monitored for effectiveness.  | Professional Learning, Academic Support Program                            | 01/02/2017 | 12/29/2017 | \$0    | Superintendent  |
| PBIS   | The district will promote a cohesive PBIS framework of systems, practices, and data in partnership with KYCID that will improve outcomes for all students organized around three tiers of behavior support by providing resources, PBIS trainings for school level teams, trauma informed care training and promoting evidence-based behavioral interventions.  | Behavioral Support Program   | 01/03/2017 | 12/29/2017 | \$2000 | DPP, DOSE, High School Principal, Assistant Principal, and Guidance Counselor |
| Increase Attendance                            | The district will provide training and guidance to school leadership and attendance personnel regarding requirements and procedures of the district's new attendance policy, including utilization of the Attendance Intervention Tab on Infinite Campus, policy/procedure requirements, conferences, attendance notices, etc.  | Behavioral Support Program, Professional Learning                          | 01/03/2017 | 12/29/2017 | \$0    | DPP, High School Principal, Assistant Principal, and Guidance Counselor       |

**Comprehensive District Improvement Plan**

Breathitt County

|                    |   |   |            |            |         |                                    |
|--------------------|---|---|------------|------------|---------|------------------------------------|
| Truancy Monitoring | DPP will support school-level truancy monitoring by providing monthly Infinite Campus Reports and District Truancy data to ensure that the parents and guardians of all students with unexcused absences have received communication/conferences along with proper and timely written notices relevant to their child's attendance/truancy, and that once a student is truant, that the DPP is in receipt of all necessary documentation to pursue charges of truancy against the student and/or unlawful transaction with minor/educational neglect against the parent or guardian as appropriate. | Behavioral Support Program, Academic Support Program                | 12/29/2016 | 12/29/2017 | \$0     | DPP, Attendance Clerks             |
| TELL Survey Data   | The TELL Survey indicated only 65.6% of teachers feel, "Teachers have an appropriate level of influence on decision making in this school." Using TELL Survey and other survey data, the district will create leadership teams, including the Building Assessment Coordinators Cadre, Teacher Leadership Team, Literacy Team.   | Professional Learning, Other - Leadership, Academic Support Program | 01/02/2017 | 12/29/2017 | \$0     | district liaisons, CAO, principals |
| <b>Total</b>       |   |   |            |            | \$63500 |                                    |

## **Phase II - Assurances - District**

## **Introduction**

KDE Assurances for Districts

**District Assurances**

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 1.    | All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 2.    | The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website. | Yes      |         |            |

| Label | Assurance  | Response | Comment  | Attachment |
|-------|--|----------|--|------------|
| 3.    | All teachers in our district including those providing services to private school students are highly qualified. | Yes      | The LEAD report documents all teachers are highly qualified. |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 4.    | All paraeducators in our district including those providing services to private school students are highly qualified. | Yes      |         |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 5.    | All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment   |
|-------|--|----------|---------|--|
| 6.    | Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready. | Yes      |         | Professional Learning Plan May 2016 BCS 2016-17 Professional Learning Plan |

# Comprehensive District Improvement Plan

Breathitt County

| Label | Assurance  | Response | Comment  | Attachment                  |
|-------|--|----------|--|-----------------------------|
| 7.    | Our district has planned strategies to recruit and retain highly qualified teachers. | Yes      | We have a New Teacher Leadership Team that meets monthly. The district provides support to new teachers to empower them to be leaders in the district. | New Teacher Meeting Minutes |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 8.    | Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 9.    | Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools. | Yes      |         |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 10.   | Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity. | Yes      |         |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 11.   | Our district ensures class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews. | Yes      |         |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 12.   | Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 13.   | Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements. | Yes      |         |            |

# Comprehensive District Improvement Plan

Breathitt County

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 14.   | Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 15.   | Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed. | Yes      |         |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 16.   | Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable. | Yes      |         |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 17.   | Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements. | Yes      |         |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 18.   | Our district ensures proper maintenance of records according to federal program guidelines. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 19.   | Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds. | Yes      |         |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 20.   | Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance. | Yes      |         |            |

| Label | Assurance  | Response | Comment                      | Attachment |
|-------|--|----------|------------------------------|------------|
| 21.   | Our district ensures that only eligible schools are served by Title I, Part A. | N/A      | We are a SWP at all schools. |            |

# Comprehensive District Improvement Plan

Breathitt County

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 22.   | Our district ensures that low-income data for all schools is taken on the same day. | Yes      |         |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 23.   | Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 24.   | Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 25.   | Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 26.   | Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district. | Yes      |         |            |

| Label | Assurance  | Response | Comment                                 | Attachment |
|-------|--|----------|---|------------|
| 27.   | Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools. | N/A      | We do not have any non-Title I schools. |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 28.   | Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools. | Yes      |         |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 29.   | Our district ensures that parents are involved in deciding ways in which parent involvement funds are used. | Yes      |         |            |

# Comprehensive District Improvement Plan

Breathitt County

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 30.   | Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 31.   | Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 32.   | Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness. | Yes      |         |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 33.   | Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services. | Yes      |         |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 34.   | Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 35.   | For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 36.   | Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget. | Yes      |         |            |

# Comprehensive District Improvement Plan

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| <b>Label</b> | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|--------------|--|-----------------|----------------|-------------------|
| 37.          | We certify that we are a District of Innovation and attach the approved application. | N/A             |                |                   |

| <b>Label</b> | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|--------------|--|-----------------|----------------|-------------------|
| 38.          | The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place. | Yes             |                |                   |

## **Phase II - Compliance and Accountability - Districts**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

**Planning and Accountability Requirements**

The district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. **Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.**

**Goal 1:**

Increase the percentage of students who are College and Career Ready (CCR) from 76.1 (2016) to 82% by 2020.

**Measurable Objective 1:**

collaborate to increase the percentage of students who are CCR to 80 by 06/30/2017 as measured by the Unbridled Learning CCR model..

**Strategy1:**

CCR Monitoring: Review, analyze and apply data - The district team will use results that involve a repeatable system for knowing data and planning resources accordingly. The team will assist the high school in using (not limited to) the District Student Tracking Spreadsheet and student Infinite Campus data to monitor CCR. The priorities for improvement will be based on data interpretation for individual student success. Next steps will be determined based on the findings of the District CCR Student Tracking Spreadsheet.

Category: Career Readiness Pathways

Research Cited: Rick DuFour Data Analysis Protocol

| Activity - CCR Class  | Activity Type                   | Begin Date | End Date   | Funding Amount & Source                       | Staff Responsible  |
|---|---------------------------------|------------|------------|---|--|
| Through the GEAR UP and ARI initiatives, the district provides a CCR Coach/Teacher. The class uses a variety of web-based programs (Career Cruising Methods Test Prep, WIN Learning, Individual Learning Plans, and Why Try--Building Resilience in the Workplace) to better prepare students for college and career readiness. These programs will provide student data that will enable the teacher to make decisions regarding instruction and intervention. | Career Preparation/ Orientation | 01/02/2017 | 06/30/2017 | \$30600 - Other<br>\$20400 - District Funding | CCR Coach, DPP, ARI Innovation Coordinator, CTE Coordinator, Technology Coordinator, Principal, District Data Team |

| Activity - Career Pathways Communication  | Activity Type  | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|--|------------|------------|---------------------------|--|
| The district will support CCR communication between middle and high school and ATC to provide students access to a CTE program that aligns with the career pathways identified in their ILP's. The CTE Coordinator will work with CTE instructors and ATC staff to develop a communication plan for students, parents, and stakeholders to identify the career pathways that are available at Breathitt County High School and the Breathitt Area and Technical Center. | Career Preparation/ Orientation<br>Other - Communication | 01/02/2017 | 06/30/2017 | \$0 - No Funding Required | Principals, Liaisons, CTE Coordinator and instructors, ATC staff |

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| Activity - Additional Testing   | Activity Type            | Begin Date | End Date   | Funding Amount & Source                   | Staff Responsible                                    |
|---|--------------------------|------------|------------|---|--|
| Administer KYOTE/COMPASS (English, Reading and Math) up to two times per year to eligible students who have not met ACT benchmarks. Also, administer ASVAB and WorkKeys. Middle school students will take NWEA MAP 3-times/year to predict ACT. High school students not meeting benchmark can retake pending availability. GEAR UP funds will be used to support cost. The CCR monitoring tool will be used to track data analysis and student progress and needs. | Academic Support Program | 01/02/2017 | 06/30/2017 | \$500 - IDEA<br>\$1500 - District Funding | DAC, Liaisons, CTE Coor, Principals, ATC, Counselors |

| Activity - Operation Preparation/Close the Deal   | Activity Type                   | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|---------------------------------|------------|------------|---------------------------|--|
| Develop, promote and implement Operation Preparation district-wide with an emphasis for 8th and 10th grade students. BHS will participate in Close the Deal--the school and community work together to promote CCR. | Career Preparation/ Orientation | 01/02/2017 | 06/30/2017 | \$2000 - District Funding | CTE Coordinator, Principals, Guidance Counselors, GEAR UP CCR Coach and AS, Directors of FRYSC |

| Activity - Individual College and Career Plans   | Activity Type                   | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible   |
|--|---------------------------------|------------|------------|---------------------------|---|
| The DPP will work with the Data Analysis Team and school liaison to monitor graduation, academic progress, and college and career readiness which includes KOSSA, WorkKeys, COMPASS, ASVAB, and Industry Certificates. | Career Preparation/ Orientation | 01/02/2017 | 06/30/2017 | \$0 - No Funding Required | DPP, CTE Coor, CCR Coach, Guidance Counselor, Principals, Data Analysis Team, Liaison |

## Goal 2:

Increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated): elementary schools to 73.7%, middle school to 73.1%, and high school to 73.1% in 2019.

## Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group in elementary schools from 38.2% to 55%, Sebastian Middle School from 33.9% to 57.5%, and Breathitt High from 30.7% to 47.1% by 06/30/2017 as measured by KPREP and EOC..

## Strategy1:

Special Education - District Staff/School Administrative Staff will use various data points to identify and document observable evidence of co-teaching strategies implemented in general classroom environments.

Category: Continuous Improvement

Research Cited: Shipley and Associates, INC, Kentucky Department of Education, National Implementation Research Network (NIRN)

# Comprehensive District Improvement Plan

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| Activity - Co-Teaching for Gap Closure (CT4GC) monitoring   | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                      |
|---|--------------------------|------------|------------|-------------------------|--|
| The Director of Special Education/CAO/ or School Administration Teams will meet with Special Education Staff for each school quarterly to review CT4GC data tracking sheets to monitor students with disabilities progress. | Academic Support Program | 01/02/2017 | 06/28/2017 | \$0 - IDEA              | DOSE, CAO, School Administration Staff |

| Activity - Co-Teaching for Gap Closure (CT4GC) Classrooms   | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------------|--|
| The ALERT/school administrative staff will use the district-created monitoring tool to observe, interview, and collect artifacts for current CT4GC classrooms in the district to ensure fidelity (research based strategies and interventions). | Academic Support Program | 01/02/2017 | 06/30/2017 | \$3000 - IDEA           | ALERT, Director of Special Education, Principals, Chief Academic Officer |

| Activity - Co-Teaching for Gap Closure (CT4GC) Classrooms   | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible        |
|---|--------------------------|------------|------------|-------------------------|--------------------------|
| The district will expand the CT4GC model classrooms by way of a Scale-up process for each school. | Academic Support Program | 01/02/2017 | 06/30/2017 | \$5000 - IDEA           | DOSE, ALERT, Principals, |

The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

**Goal 1:**  
By 2019, the district will increase the combined (reading and math) percentage of proficient/distinguished students to 67.9% (elementary), 69.7 (middle), and 62.2 (high).

**Measurable Objective 1:**  
collaborate to increase the overall reading and math for elementary schools from to 38.2 to 55.0%, Sebastian Middle School from 33.9 to 57.5%, and Breathitt High School from 30.7 to 47.1% by 12/29/2017 as measured by Kentucky's Unbridled Learning Accountability Model .

**Strategy1:**  
Design and deliver instruction (Professional Learning and Support) - Leadership will develop a systematic approach to identify, implement, and monitor a Professional Learning plan.  
Category: Professional Learning & Support  
Research Cited: KDE Professional Learning Standards, learningforward.org, "Professional Learning Communities at Work," DuFour

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| Activity - TELL Survey Data   | Activity Type  | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                  |
|---|--|------------|------------|---------------------------|------------------------------------|
| The TELL Survey indicated only 65.6% of teachers feel, "Teachers have an appropriate level of influence on decision making in this school." Using TELL Survey and other survey data, the district will create leadership teams, including the Building Assessment Coordinators Cadre, Teacher Leadership Team, Literacy Team. | Academic Support Program<br>Other - Leadership Professional Learning | 01/02/2017 | 12/29/2017 | \$0 - No Funding Required | district liaisons, CAO, principals |

# **Executive Summary**

## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School System**

**Describe the school system'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 school system serves?**

Breathitt County Schools is working diligently to become a Distinguished District. As we move further into the 21st Century, we understand that curriculum, instruction and assessments must be diverse and focused on preparing all our students for college and/or career. In addition, we have a strong focus to have an effective teacher in every classroom. The message is conveyed by the district to all stakeholders. The district is currently focused on improving the effectiveness of the teaching and learning process, in order to become a distinguished school district in Kentucky.

During the 2015-16 school year, BCS served approximately 1,949 students in three-elementary, one-middle and one-high school, including a vocational technology program, and three alternative programs. With the reduction of the economy, which led to budget constraints, overall enrollment has declined. The Free/Reduced lunch rate was approximately 76.4% as compared to the state's 60.3%. For this reason, Breathitt County Schools participates in the Community Eligibility Option which allows all students in the district to eat free.

Our district currently has four (4) teachers certified for National Board for Professional Standards. Currently, 0.2% of core academic classes are not taught by highly qualified teachers--below the state's .5%. However, 0.0% of core academic classes with students of High Poverty are not taught by highly qualified teachers--below the state's 0.8%. In addition, 74.4% of the teachers have a Master's degree or higher.

As a result of a management audit conducted by the Kentucky Department of Education in 2012, the district became a state managed district. In the spring of 2014, a follow-up review was conducted. Although it was determined that improvements had been made, the district remained a state managed district.

In July 2015, Commissioner Holliday allowed the Breathitt County Board of Education to hire Superintendent David Gibson. He also appointed a new state manager.

In November 2015, East Region Educational Recovery director, Julia Rawlings, in collaboration with approval from Associate Commissioner, Dr. Kelly Foster, offered KDE assistance to superintendent Gibson via an Educational Recovery Team (ERT). The team consists of one district level Educational Recovery Leader, as well as, an Educational Recovery Leader at each of the five A1 schools.

In December 2015, a Standard 3 Review was conducted on all Breathitt County Schools to review Curriculum, Assessment and Instruction. District level and school level administration will include all improvement priorities in district plans, school plans, and 30-60-90 day plans accordingly. Breathitt County district has been given a tentative date for review findings as spring 2017.

In 2016, Superintendent Gibson created an all stakeholder guided coalition group that was tasked with review of past vision and mission statements. The guided coalition completed the Breathitt County School District's vision/mission, core beliefs, core values; as well as, 5-year academic and financial strategic goals. The BOE created policy and procedure to ensure vision and mission are reviewed annually.

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). In recent history, coal mining has been the natural resource that brought jobs and grew the county's

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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. Currently, coal mining is sluggish at best in the Breathitt County area and has led to a reduction in population, jobs, and overall economy. According to The Huffington Post (May 2013), Breathitt County is the second poorest county in the nation. In its FY14 index, the Appalachian Regional Commission lists Breathitt County as "Distressed" (Bottom 10% of US counties). In April 2015 the unemployment rate was 8.8%; higher than the state average 5.0%.

The 2015 Census indicated that between 2010-2014 only 67.5% of the adults in Breathitt County were high school graduates or higher; only 11.5% have a bachelor's degree or higher. Transportation, time, childcare, and availability of resources are barriers to continued education.

## **System's Purpose**

**Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.**

Vision: Distinguished District Aspiring for Excellence

### **Mission**

We will aspire for excellence and become a distinguished district 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**

1. ALL children have the ability to learn in their own time.
2. Children should be challenged with high expectations from all stakeholders.
3. Teachers do make a difference.

### **OUR CORE VALUES**

1. Attitude-High Expectations for ALL
2. Strong work ethic
3. Accountability/Ownership from ALL stakeholders

## **Notable Achievements and Areas of Improvement**

**Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.**

As a result of a management audit conducted by the Kentucky Department of Education in 2012, the district became a state managed district. In the spring of 2014, a follow-up review was conducted. Although it was determined that improvements had been made, the district remained a state managed district.

In July 2015, Commissioner Holliday allowed the Breathitt County Board of Education to hire a superintendent, and appointed a new state manager.

In November 2015, East Region Educational Recovery director, Julia Rawlings, in collaboration with approval from Associate Commissioner, Dr. Kelly Foster, offered KDE assistance to the superintendent via an Educational Recovery Team (ERT). The team consists of one district level Educational Recovery Leader, as well as, an Educational Recovery Leader at each of the five A1 schools.

In December 2015, a Standard 3 Review was conducted on all Breathitt County Schools to review Curriculum, Assessment and Instruction. District level and school level administration will include all improvement priorities in district plans, school plans, and 30-60-90 day plans accordingly. Breathitt County district has been given a tentative date for review findings as spring 2017.

During the 2015-16 school year, our efforts were focused on the AdvancED's Standards of Quality: School Systems. Their research outlines five standards that are essential to creating a quality system that includes: Purpose and Direction; Governance and Leadership; Teaching and Assessing for Learning; Resources and Support Systems; and Using Results for Continuous Improvement. For BCS to succeed at becoming a distinguished district, the district must not only implement new programs and processes, but also must monitor while building capacity for sustainability. The district has focused on communicating work being done to address AdvanceED's Standards of Quality; as well as involving all stakeholders in the processes designed to address each area, through the work of committees.

In 2016, Superintendent Gibson created an all stakeholder guided coalition group that was tasked with a review of past vision and mission statements. The guided coalition completed the Breathitt County School District's vision/mission, core beliefs, core values; as well as, 5-year academic and financial strategic goals. The BOE created policy and procedure to ensure vision and mission are reviewed annually.

The most notable academic improvement the district has made has been with College and Career Readiness. The district has steadily improved over a 6-year span:

2010 16.0, 2011 18.0, 2012 35.4, 2013 46.1, 2014 52.8, 2015 62.6, 2016 64.0

Attendance

92.1 (2012-13), 95.0 (2013-14) 94.1 (2014-15) 94.09 (2015-16)

School Achievements:

BHS: 2015-16 ACT composite increased over two points and US History EOC scores were above state average.

SMS: College For Every Student: School of Distinction 2013/14 and 2015/16

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LBJ: STLP (Student Technology Leadership Program) Regional winners as well as individual State winners over the last 3 years

- Eight point net gain in KPREP assessment during the 15-16 school year.

MRC: 61.1% of the students made typical or higher annual growth in math than the state's 59.9%.

HTE: Distinguished school; 2015-16 students showed the largest percentage of increase on gap followed by growth and achievement.

## Areas of Improvement

### 1. Areas in Need of Improvement

Middle school students need improvement in all areas of accountability; high school students need improvement in reading proficiency and gap groups; as well as, novice reduction in reading and math.

#### Achievement (percent proficient/distinguished)

Middle Reading: 60.2 (2014-15) 53.4 (2015-16), Math: 49.0 (2014-15) 47.9 (2015-16)

High: Reading: 58.7 (2014-15) 41.4 (2015-16)

#### Non-duplicated Gap Groups (percent proficient/distinguished)

Middle Reading: 38.9 (2014-15) 33.4 (2015-16), Math: 31.4 (2014-15) 23.5 (2015-16)

High: Reading: 48.7 (2014-15) 31.0 (2015-16),

#### Novice (percent Novice)

Middle Reading: 29.5 (2014-15) 35.8 (2015-16), Math: 32.2 (2014-15) 37.2 (2015-16)

High: Reading: 43.4 (2014-15) 55.0 (2015-16), Math: 40.9 (2014-15) 41.5 (2015-16)

In 2015-16, a Standard 3 Review was conducted. The following list consists of the Improvement Priorities identified as a result of the audit.

3.1 Develop and implement a comprehensive curriculum, based on standards, that promotes learning experiences in each course/class that provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that learning activities are individualized for each student in a way that supports achievement of expectations and are aligned to the curriculum.

3.5 Develop policies, practices and culture that will ensure the creation of a school district that operates as a collaborative learning organization which supports improved instruction and student learning at all levels. The System's personnel can clearly link collaboration to improvement results in instructional practices, system effectiveness and student performance.

3.11 Create a formal process for collaboratively identifying all staff professional learning needs and evaluating the effectiveness of professional learning offerings throughout the district and in schools. Ensure all staff members participate in a rigorous, continuous program of professional learning that is aligned to the district and schools' purpose and direction.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

During the 2015-16 school year, the district also placed emphasis on student engagement in the classroom, along with rigor and relevance. We are working with teachers to design engaging, rigorous, but relevant lessons each day. The push is for the classrooms to become more student centered, less teacher-directed - with the teacher becoming more of a facilitator of learning. The district provided Formative Assessment training to every teacher in the district. In addition, many teachers have received training in KAGAN Structures. At the request of teachers, the district has been able to provide four Professional Learning/Planning days during the 2015-2016 academic year. Professional Learning days enable teachers to collaborate on lesson plans, data analysis, curriculum development, and balanced assessments, designed to improve the teaching and learning process.

In addition, for the first time, our elementary schools come together at least once per month in common PLCs to develop an aligned curriculum and common assessments. This not only ensures a common curriculum and assessments, but it also empowers the teachers to share best practices and teaching strategies across all grade levels in the elementary schools.

As a result of state management, the district Academic and Learning Environment Review Team members have begun a collaboration process to develop, implement and monitor a systems approach for continuous improvement. This approach will enable us to utilize an approach that is both systematic and systemic. It addresses systems alignment and continuous improvement. This approach will enable us to sustain the improvement over time.