



2020-21 Phase Three: Executive Summary for  
Districts\_09182020\_09:08

2020-21 Phase Three: Executive Summary for Districts

**Breathitt County**  
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## 2020-21 Phase Three: Executive Summary for Districts

. Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

Breathitt County Schools district is currently focused on improving the effectiveness of the teaching and learning process, in order to ensure that all students receive an education of the highest quality. The district is located in one of Kentucky's largest counties (495 sq miles). Breathitt County is located in eastern Kentucky with a population of approximately 13,484 (2015). Historically, coal mining was a natural resource that brought jobs and grew the county's economy. After the late 1980s, the coal mining boom in Breathitt County slowed to a point that led coal mining families to look elsewhere to find work. The reduction of coal mining has led to a reduction in population, jobs, and the overall economy. According to The Huffington Post (May 2013), Breathitt County is the second poorest county in the nation. In its FY14 index, the Appalachian Regional Commission lists Breathitt County as "Distressed" (Bottom 10% of US counties). In April 2015 the unemployment rate was 8.8%; higher than the state average of 5.0%. The 2015 Census indicated that between 2010-2014 only 67.5% of the adults in Breathitt County were high school graduates or higher; only 11.5% have a bachelor's degree or higher. Transportation, time, childcare, and availability of resources are barriers to continued education. During the 2019-20 school year, BCS served approximately 1783 students in three-elementary and one-middle/high school, including a vocational technology program and two alternative programs. Over the last ten years, the average number of students lost has averaged 30 students. Current enrollment numbers for the 2020-2021 school year are at 1838 students, including preschool. The Free/Reduced lunch rate was approximately 78.5% as compared to the state's 60.8%. Breathitt County Schools participates in the Community Eligibility Option that allows all students in the district to eat free. As a result of a management audit conducted by the Kentucky Department of Education in 2012, the district became a state-managed district. In the spring of 2014, a follow-up review was conducted. Although it was determined that improvements had been made, the district remained a state-managed district. In the fall of 2018, the Breathitt County Board of Education voted to remain under state management, based on findings and recommendations from an audit conducted in the Fall of 2017. In October of 2019, the Breathitt County Board of Education voted to accept the Commissioner's recommendation that the district move from a designation of state-managed to a designation of state-assisted. The Breathitt County School District, in 2013, ended the year with an unrestricted fund balance of around \$305,000. Since that time, with great effort and

focus on improving the financial health of the district, the unrestricted fund balance has grown to approximately \$2,700,000. Board capacity has grown tremendously throughout this time, and Board action enabled the district to realize the increased revenue of the additional Nickel Tax, which was passed in September 2017. Additionally, the bonding potential of the district in 2013 was only \$180,000. With the passage of the Nickel Tax, that bonding potential has grown to almost \$19,000,000. This has enabled the district to address a great number of needs across the district from instruction to facilities to food service. The District is in the process of building a new elementary school which we hope will serve our students for many years to come. In 2018, an all stakeholder guided coalition group was tasked with a review of past vision and mission statements. The coalition completed the Breathitt County School District's vision/mission, core beliefs, and district commitments as well as 5-year academic and financial strategic goals. The BOE created policy and procedure to ensure vision and mission are reviewed annually. As the district had met all of the previously set financial goals and had met two of the academic goals (while making progress on all other academic goals), these were also updated at that time and were presented to and approved by the Board of Education in January 2019.

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

VISION Graduates Prepared for College, Career, and Community MISSION Breathitt County Schools will accomplish this vision by: Putting students FIRST in ALL decision making, Setting high expectations for student achievement, Advocating for every child, Promoting growth for students and staff, Actively engaging community stakeholders, and Promoting positive school/community culture. OUR CORE BELIEFS ALL children can learn. Teachers do make a difference. Effective principals lead teaching and learning at their schools. All school and district staff contribute to student success. High expectations are essential to student achievement. Two-way communication and positive partnerships lead to student success. OUR DISTRICT COMMITMENTS To support this vision and mission, Breathitt County Schools will ensure that all students have access to: A guaranteed, viable curriculum that incorporates deep engagement and grade-appropriate assignments Well-equipped, safe facilities that promote student learning Highly effective faculty and staff that deliver strong instruction Services that support the whole child

## **ATTACHMENTS**

### **Attachment Name**

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

The most notable academic achievement the district has made has been with the Graduation Rate. The district has steadily improved over a 5-year span from 75% in 2016 to 94.1% in 2020. Other Notable Achievements: All of BCS schools are part of the Appalachian Renaissance Initiative, a consortium of 17 rural school districts that made the commitment to share resources and professional learning opportunities and also work to affect policy and protocol in an effort to connect learners to highly effective teachers every day. The district is in its 4th year of 5th to 12th-grade 1-to-1 initiative. For the 2020-2021 school year, the district expanded the 1-to-1 initiative to include grades Kindergarten-4th grade. Breathitt High School: 4-year graduation rate of 94.1%; ACT Composite of 18.1 Sebastian Elementary School: Proficiency in Reading increased from 40.8% in 2017 to 49.6% in 2019 and Proficiency in Math increased from 34.7% in 2017 to 42.1% in 2019 Marie-Roberts Caney Elementary: Proficiency in Reading increased from 39.4% in 2017 to 56.4% in 2019 and Proficiency in Math increased from 36.6% in 2017 to 40.0% in 2019 Highland-Turner Elementary School: Proficiency in Reading increased from 61.3% in 2017 to 66.0% in 2019; Proficiency in Social Studies increased from 60.7% in 2017 to 76.2% in 2019 Areas of Improvement: Continuation of Standards Implementation work Transition Readiness and continuation of the growth of the CTE program Continuation of literacy initiatives

. **Districts Supporting CSI/TSI (including ATSI) Schools Only:** Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

N/A

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

The district has made progress with our District Facility Plan and is in the process of completing a new plan with the Local Planning Committee. This document has guided our work within facilities with upgraded security vestibules in all schools, combining of schools to allow them to be at capacity levels recommended by KDE, repurposing of Sebastian Middle School to Sebastian Elementary School, demolition of LBJ Elementary School, submission of construction documents for a new elementary school, and future planning to allow the new school to replace Marie

Roberts-Caney Elementary. Besides all of the work that falls within the District's Facility Plan, the district is also working fervently to update all buildings and grounds to ensure that maintenance is maintained on a regular schedule and falls within the financial goals of the district.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Vision and Mission		.



2020-21 Phase Three: The Superintendent Gap  
Assurance\_09182020\_09:18

2020-21 Phase Three: The Superintendent Gap Assurance

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## 2020-21 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

. As superintendent of the district, I hereby certify either:

o No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years; or.

● **Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.**

# Breathitt County Comprehensive District Improvement Plan (CDIP)

## Rationale

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

## Operational Definitions

**Goal:** Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

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

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

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

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

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

## Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

## 1: Proficiency and Growth Goals

**Goal 1** (State your proficiency goal.): Increase proficiency in reading in elementary from 49.6 to 63.3, in middle school from 55.0 to 67.3, and in high school from 38.1 to 55.0 by 2024-2025 as measured by state-required academic assessments. Increase proficiency in math in elementary from 43.6 to 56.4, in middle school from 33.8 to 51.9, and in high school from 24.6 to 45.2 by 2024-2025 as measured by state-required academic assessments.

**Goal 3** (State your growth goal.): Increase the combined growth factor from 65.9 (high) to 69 (very high) for elementary and from 49.6 (low) to 57.0 (high) for middle school by 2024 as measured by state-required assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase proficiency in reading in the elementary from 49.6 to 54.2, in the middle school from 55.0 to 59.1, and in the high school from 38.1 to 43.7 by 2021 as measured by state-required academic assessments.	Design and implement a process for monitoring the use of evidence-based instructional strategies and their impact on Reading and Math achievement.	Provide PD on data use for instructional decisions	PD agenda, sign in sheet, eWalk data, eleot data	District 30-60-90	
		KAS implementation PD (Clarity book study)	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data, fidelity rubrics	District 30-60-90	
		Monitor and support the inclusion of reading-centered parent resources available on the district website	District website instructional resources for parents are available and current	District 30-60-90	
		Monitor and support school participation in and promotion of school and community based engagement activities (such as, but not limited to, Read Across America, Pi Day, etc.)	Student participation, Articles, Social Media posts, student recognitions	District 30-60-90	
	Provide professional learning experiences around evidence-based engagement strategies in a blended learning environment.	Deploy and monitor impact of PD , including data analysis during (but not limited to) PLCs	PD agenda, sign in sheet, eWalk data, eleot data	District 30-60-90	
		Provide and support implementation of Distance Learning PD	PD agenda, sign in sheet, eWalk data, eleot data	District 30-60-90	
	Design a system to support and monitor the implementation of	Deploy and monitor impact of PD , including data analysis during (but not limited to) PLCs	PD agenda, sign in sheet, eWalk data, eleot data	District 30-60-90	

	differentiation strategies into classroom instruction.	Provide and support implementation of Differentiation PD, provided by KDE Continuous Improvement coaches	PD agenda, sign in sheet, eWalk data, eleot data	District 30-60-90	
		Design a process and provide support for collecting and sharing videos of district teacher leaders implementing strategies effectively to use during coaching and professional learning	Collected video list, agendas, sign in sheets, etc. from coaching sessions where videos are used	District 30-60-90	
Increase proficiency in math in the elementary from 43.6 to 48.7, in the middle school from 33.8 to 39.8, and in the high school from 24.6 to 31.5 by 2021 as measured by state-required academic assessments.	Design and implement a process for monitoring the use of evidence-based instructional strategies and their impact on Reading and Math achievement.	Deploy and monitor impact of PD , including data analysis during (but not limited to) PLCs	PD agenda, sign in sheet, eWalk data, eleot data, data analysis, fidelity rubrics	District 30-60-90	
		KAS implementation PD (Clarity book study)	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90	
		Monitor and support the inclusion of math-centered parent resources available on the district website	District website instructional resources for parents are available and current	District 30-60-90	
		Monitor and support school participation in and promotion of school and community based engagement activities (such as, but not limited to, Read Across America, Pi Day, etc.)	Student participation, Articles, Social Media posts, student recognitions	District 30-60-90	
	Provide professional learning experiences around evidence-based engagement strategies in a blended learning environment.	Deploy and monitor impact of PD , including data analysis during (but not limited to) PLCs	PPD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
		Provide and support implementation of Distance Learning PD	PD agenda, sign in sheet, eWalk data, eleot data, data analysis		

	Design a system to support and monitor the implementation of differentiation strategies into classroom instruction.	Deploy and monitor impact of PD , including data analysis during (but not limited to) PLCs	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
		Provide and support implementation of Differentiation PD, provided by KDE Continuous Improvement coaches	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
		Design a process and provide support for collecting and sharing videos of district teacher leaders implementing strategies effectively to use during coaching and professional learning	Collected video list, agendas, sign in sheets, etc. from coaching sessions where videos are used	District 30-60-90	
Increase the combined growth factor from 65.9 (high) to 67 (high) for elementary and from 49.6 (low) to 51.0 (medium) for middle school by 2021 as measured by state-required assessments.	Design and implement a process for monitoring the use of evidence-based instructional strategies and their impact on Reading and Math achievement.	Deploy and monitor impact of PD , including data analysis during (but not limited to) PLCs	PD agenda, sign in sheet, eWalk data, eleot data, data analysis, fidelity rubrics	District 30-60-90	
		KAS implementation PD (Clarity book study)	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90	
		Monitor and support the inclusion of parent resources available on the district website	District website instructional resources for parents are available and current	District 30-60-90	
		Monitor and support school participation in and promotion of school and community based engagement activities (such as, but not limited to, Read Across America, Pi Day, etc.)	Student participation, Articles, Social Media posts, student recognitions	District 30-60-90	
	Provide professional learning experiences around evidence-based engagement strategies in a blended	Deploy and monitor impact of PD , including data analysis during (but not limited to) PLCs	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	

	learning environment and differentiation of instruction.	Provide PD on data use for instructional decisions	PD agenda, sign in sheet, eWalk data, eleot data, data analysis, lesson plans, PLC presentations/adjustments	District 30-60-90	
		Provide and support implementation of Differentiation PD, provided by KDE Continuous Improvement coaches	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
	Develop and monitor the implementation of a system of academic and behavioral supports for students.	Provide PD on data use for instructional decisions	PD agenda, sign in sheet, eWalk data, eleot data, data analysis, lesson plans, PLC presentations/adjustments	District 30-60-90	
		Monitor implementation of MTSS plan	eWalk data, eleot data, data analysis, lesson plans, PLC presentations/adjustments, monitoring of progress monitoring, CCEIS plan	District 30-60-90	

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase proficiency in science in the elementary from 24.6 to 45.2, in the middle school from 9.0 to 33.8, and in the high school from 16.5 to 39.3 by 2024-2025 as measured by state-required academic assessments. Increase proficiency in writing in the elementary from 46.1 to 60.38, in the middle school from 10.0 to 34.5, and in the high school from 33.1 to 51.3 by 2024-2025 as measured by state-required academic assessments. Increase proficiency in social studies in the elementary from 60.9 to 71.6 and in the middle school from 46.2 to 60.9 by 2024-2025 as measured by state-required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase proficiency in science in the elementary from 24.6 to 31.5, in the middle school from 9.0 to 17.3, and in the high school from 16.5 to 24.1 by 2021 as measured by state-required academic assessments.	Design and implement a process for ensuring curriculum (including resources), instruction and assessments are aligned to NGSS.	KAS implementation PD (Clarity book study)	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90	
		Support and Monitor Curriculum Alignment Process	Curriculum documents reflecting revisions (version history), guided planning agendas, lesson plans, PLC reports/agendas/minutes	District 30-60-90	
	Design and implement a monitoring system to ensure that Tier I instruction resources and assessments meet the intent of the KAS and are implemented with fidelity.	Support and Monitor Curriculum Alignment Process	Curriculum documents reflecting revisions (version history), guided planning agendas, lesson plans, PLC reports/agendas/minutes	District 30-60-90	
		Monitor use of PLC protocol	PLC reports/agendas/minutes	District 30-60-90	
	Provide evidence-based instructional resources and professional learning to support the implementation of the KAS	KAS implementation PD (Clarity book study)	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90	
			Provide and support implementation of Differentiation	PD agenda, sign in sheet, eWalk data,	District 30-60-90

		PD, provided by KDE Continuous Improvement coaches	eleot data, data analysis		
Increase proficiency in writing in the elementary from 46.1 to 51.0, in the middle school from 10.0 to 18.2, and in the high school from 33.1 to 39.2 by 2021 as measured by state-required academic assessments.	Design and implement a process for ensuring curriculum (including resources), instruction and assessments are aligned to revised KAS.	KAS implementation PD (Clarity book study)	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90	
		Support and Monitor Curriculum Alignment Process	Curriculum documents reflecting revisions (version history), guided planning agendas, lesson plans, PLC reports/agendas/minutes	District 30-60-90	
	Design and implement a monitoring system to ensure that Tier I instruction resources and assessments meet the intent of the KAS and are implemented with fidelity.	Support and Monitor Curriculum Alignment Process	Curriculum documents reflecting revisions (version history), guided planning agendas, lesson plans, PLC reports/agendas/minutes	District 30-60-90	
		Monitor use of PLC protocol	PLC reports/agendas/minutes	District 30-60-90	
	Provide evidence-based instructional resources and professional learning to support the implementation of the KAS	KAS implementation PD (Clarity book study)	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90	
		Provide and support implementation of Differentiation PD, provided by KDE Continuous Improvement coaches	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
Increase proficiency in social studies in the elementary from 60.9 to 64.5 and in the middle school from 46.2 to	Design and implement a process for ensuring curriculum (including	KAS implementation PD (Clarity book study)	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90	

51.1 by 2021 as measured by state-required academic assessments.	resources), instruction and assessments are aligned to revised KAS.	Support and Monitor Curriculum Alignment Process	Curriculum documents reflecting revisions (version history), guided planning agendas, lesson plans, PLC reports/agendas/minutes	District 30-60-90	
	Design and implement a monitoring system to ensure that Tier I instruction resources and assessments meet the intent of the KAS and are implemented with fidelity.	Support and Monitor Curriculum Alignment Process	Curriculum documents reflecting revisions (version history), guided planning agendas, lesson plans, PLC reports/agendas/minutes	District 30-60-90	
		Monitor use of PLC protocol	PLC reports/agendas/minutes	District 30-60-90	
	Provide evidence-based instructional resources and professional learning to support the implementation of the KAS	KAS implementation PD (Clarity book study)	Google Classroom tracking/completion rates, sign in sheet, eWalk data, eleot data	District 30-60-90	
		Provide and support implementation of Differentiation PD, provided by KDE Continuous Improvement coaches	PD agenda, sign in sheet, eWalk data, eleot data, data analysis		

#### 4: Achievement Gap

Goal 4 (State your achievement gap goal.): Increase proficiency in reading for all students in the Free/Reduced Lunch gap group in the elementary from 44.4 to 59.6, in the middle school from 49.7 to 63.4, and in the high school from 36.6 to 53.9 by 2024-2025 as measured by state-required academic assessments. Increase proficiency in math for all students in the Free/Reduced Lunch gap group in the elementary from 36.5 to 53.8, in the middle school from 24.6 to 45.2, and in the high school from 20.2 to 42.0 by 2024-2025 as measured by state-required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in reading for all students in the Free/Reduced Lunch gap group in the elementary from 44.4 to 49.5, in the middle school from 49.7 to 54.3, and in the high school from 36.6 to 42.4 by 2021 as measured by state-required academic assessments.	Provide professional learning to support differentiation of instruction.	Provide and support implementation of Differentiation PD, provided by KDE Continuous Improvement coaches	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
	Develop and monitor the implementation of a system of academic and behavioral supports for students	Provide PD on data use for instructional decisions	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
		Monitor implementation of MTSS plan	eWalk data, eleot data, data analysis, lesson plans, PLC presentations/adjustments, monitoring of progress monitoring, CCEIS plan, ARBI reports, Running Records, intervention reports	District 30-60-90	
Objective 2 Increase proficiency in math for all students in the Free/Reduced Lunch gap group in the elementary from 36.5 to 42.3, in the middle school from 24.6 to 31.5, and in the high school from 20.2 to 27.5 by 2021 as measured	Provide professional learning to support differentiation of instruction.	Deploy and monitor impact of PD	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
		Provide PD on data use for instructional decisions	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	

by state-required academic assessments.		Provide and support implementation of Differentiation PD, provided by KDE Continuous Improvement coaches	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
	Develop and monitor the implementation of a system of academic and behavioral supports for students.	Provide PD on data use for instructional decisions	PD agenda, sign in sheet, eWalk data, eleot data, data analysis	District 30-60-90	
		Monitor implementation of MTSS plan	eWalk data, eleot data, data analysis, lesson plans, PLC presentations/adjustments, monitoring of progress monitoring, CCEIS plan, ARBI reports	District 30-60-90	
		Implementation of computer-based intervention programs	CCEIS plan, benchmark data analysis, intervention reports	District 30-60-90	

## 5: Transition Readiness

Goal 5 (State your transition readiness goal.): Increase the percentage of students graduating as transition ready from 68.9 to 84.4 by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of students graduating as transition ready from 68.9 to 72.0 by 2021.	Develop a system to support and monitor improvement of the CTE program and professional learning for CTE Staff.	Develop PD plan to include CTE specific events	PD plan, agendas, sign in sheets, reflections	District 30-60-90	
		Monitor CTE program implementation and PD implementation	eWalk data, eleot data, data analysis, fidelity rubrics/checklists	District 30-60-90	
	Design and implement a system to monitor Tier I instruction for alignment to the Program of Studies.	Create and utilize CTE pathway specific eWalk templates with fidelity and provide feedback from data collected from eWalks	Completed eWalk templates	District 30-60-90	
		Monitor CTE program implementation and PD implementation	eWalk data, eleot data, data analysis, fidelity rubrics/checklists	District 30-60-90	
	Design and implement a system to monitor and support student progress toward transition readiness.	Monitor CTE program implementation and PD implementation	eWalk data, eleot data, data analysis, fidelity rubrics/checklists	District 30-60-90	
		Monitor Breathitt County Schools Transition Readiness spreadsheet	Transition Readiness spreadsheet, check-in meeting agendas, accurate CTE data	District 30-60-90	
		Create program checklists that clearly state all courses and exams required for each program	Completed program checklists	District 30-60-90	

## 6: Graduation Rate

Goal 6 (State your graduation rate goal.): Increase Graduation Rate from 90.8 to 95.0 by 2024-2025 as measured by the percentage of students completing the requirements for a KY high school diploma compared to the cohort of students starting in grade 9.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Graduation Rate from 90.8 to 95.0 by 2021 as measured by the percentage of students completing the requirements for a KY high school diploma compared to the cohort of students starting in grade 9.	Design and implement a system to monitor and support student progress toward graduation	Monitor Persistence to Graduation data at monthly meetings	Meeting agendas/minutes/sign-in sheets, student/family contact logs as a results of Persistence to Graduation data analysis	District 30-60-90	



2020-21 Phase Three: Professional Development Plan for  
Districts\_09182020\_08:44

2020-21 Phase Three: Professional Development Plan for Districts

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## 2020-21 Phase Three: Professional Development Plan for Districts

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

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

Section 3. Each school and local district professional development plan shall contain the following elements:

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

### 1. What is the district's mission?

VISION Graduates Prepared for College, Career, and Community MISSION Breathitt County Schools will accomplish this vision by: Putting students FIRST in ALL decision making, Setting high expectations for student achievement, Advocating for every child, Promoting growth for students and staff, Actively engaging community stakeholders, and Promoting positive school/community culture. OUR CORE BELIEFS ALL children can learn. Teachers do make a difference. Effective principals lead teaching and learning at their schools. All school and district staff contribute to student success. High expectations are essential to student achievement. Two-way communication and positive partnerships lead to student success. OUR DISTRICT COMMITMENTS To support this vision and mission, Breathitt County Schools will ensure that all students have access to: A guaranteed, viable curriculum that incorporates deep engagement and grade-appropriate assignments Well-equipped,

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safe facilities that promote student learning Highly effective faculty and staff that deliver strong instruction Services that support the whole child

## **ATTACHMENTS**

### **Attachment Name**

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Priority for Professional Development 3

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

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the district's **top two priorities** for professional development that support continuous improvement?

Priority for professional development 1 --Differentiation (to include G/T PD) Priority for professional development 2 -- Supporting Struggling Learners

## **ATTACHMENTS**

### **Attachment Name**

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Priority for Professional Development 3

3. How do the identified **top two priorities** for professional development relate to district goals?

The district has identified two Key Core Work Processes as the focus of the CDIP: KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment The top priorities for professional development relate to these district goals in that each will have an impact on proficiency, growth, separate academic indicator, and graduation rate goals. Both differentiation and the support of struggling learners will require the effective use of data as well as the establishment of a learning culture and environment across the district.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

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Establishing a district wide definition for differentiation. Provide professional learning around using student data to determine means of differentiation based on student needs.

## **ATTACHMENTS**

### **Attachment Name**

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Priority for Professional Development 3

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

We want all teachers to have a working understanding of differentiation and use that principle to meet the needs of all students.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Walkthrough data will reflect the incorporation of differentiated instruction. Growth will be seen in student data from all students including G/T.

4d. Who is the targeted audience for the professional development?

Classroom teachers and instructional assistants

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All stakeholders will be impacted. Students will be the greatest benefactors of the professional learning of the teachers.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Facilitator Funding Time Materials Teacher Leaders

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

PLC's-strategies implemented in each content area with data presentations  
Coaching from principals, literacy team, curriculum department

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

student work samples, grade-level assessments, classroom observations

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Provide teachers with resources, strategies, and support to help struggling learners when we return to “normal school”. Expecting a lot of tier 2 and tier 3 students.

## **ATTACHMENTS**

### **Attachment Name**

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Priority for Professional Development 3

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Stop the “summer slide” Move the tier 2 and tier 3 students back to tier 1 and have all tier 1 students on grade level.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Review, Analyze, Interpret, and use data as an indicator to student success.

5d. Who is the targeted audience for the professional development?

Teachers, Instructional Aides, Gear Up (and other) tutors

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All students, teachers, principals, district leaders

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Teacher leaders, Technology, Book Studies, Planning Period, Individual Book Studies

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Peer Walks, Gallery Walks, Curriculum Team

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

E-Walks, Self-Reflections, Plus Deltas, Data Monitoring

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

Please see the attachment.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 CDIP Phase III PD Planning Agenda and Sign In Sheet		• 2
 Priority for Professional Development 1		• 4a
 Priority for Professional Development 2		• 5a
 Priority for Professional Development 3		•
 Vision and Mission		• 1