

BREATHITT COUNTY SCHOOLS DISTRICT GOAL BUILDER

1: Proficiency

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).					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the overall reading and math for elementary schools from 44.2% to 61.4%, Sebastian Middle School from 38.6% to 63.6%, and Breathitt High School from 33.7% to 54.6% by 2017-18 as measured by Kentucky's	KCWP 1: Design and Deploy Standards: Establish a protocol for reviewing and revising the curriculum to ensure the curriculum goes beyond pacing (e.g., how often, who, what is completed) and implemented with fidelity.	Process: The district will design a protocol and timeline that ensures regularly -scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	District leadership team, principals, guidance counselors, and team leads will monitor curriculum in school PLCs and common district-wide PLCS.	Work will be monitored through 30-60-90 day plan.	
		Process: The district will revise the common PLC protocols at all levels to include the continuous improvement of curriculum alignment is an ongoing action that includes identifying and revising the unit that resulted in the highest percent of novice in the annual assessment review.		CAO: 30-60-90 Principals: Common PLC meetings	

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Accountability Model.	KCWP 2: Design and Deliver Instruction: Create a process to roll out the implementation of “Core Tools” in literacy (LDC) and math (MDC) in grades 7 th -12 th .	Practice: The CAO will strategically create an implementation plan that includes the selection of high yield instructional strategy usage within lessons, timeline and monitoring process.	The plan will include a monitoring process to measure success.		N/A
		Process: The CAO will create and monitor an implementation plan to include ongoing professional development in the area of best practice/high yield instructional strategies for “Core Tools” (Literacy Design Collaborative and Math Design Collaborative).	Training (Mike York and Chris Crouch) for 7th-12th teachers for implementation of LDC and MDC-monitored through principal and district walkthroughs.		N/A-KDE support
Objective 2: Increase the writing for elementary schools from 44.2% to 61.4%, middle from 38.6% to 63.6%, and high from 33.7% to 54.6% by 2017-18 as measured by Kentucky's Accountability Model.	KCWP 1: Design and Deploy Standards: Establish a protocol that assures the writing plan is valid and sustainable (e.g., aligned to state/essential standards and supports instruction and assessment) and communicated.	Process: The district literacy team will review, revise and communicate the district writing plan in which writing standards are embedded. The plan will include the identification of school writing committees. The committee members will report to the Literacy Team as an avenue of communication between school and district. Decisions will be communicated through principals' meetings and literacy team meetings.			
Objective 3: Increase the overall science scores for all schools as measured by Kentucky's new Accountability Model.	KCWP 2: Design and Deliver Instruction: Create a process to develop a science curriculum that is 3-dimensional and phenomena-based.	Process: The CAO and DoSE will create the district science implementation plan that includes timeline, schedule of professional learning, pacing calendar expectations, and completed science expectations. The plan will include the identification of school science committees. The members will report to the District Science Lead in each school as an avenue of communication between school and district.			
		Process: The CAO will support principals in providing ongoing professional development in the area of best practice/high yield instructional strategies in science to aid in 3-dimensional and phenomena-based science instruction.	Training for 7th-12th teachers for implementation of LDC and MDC—monitored through walkthroughs.		

2: Gap

Goal 2: Increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated): Elementary schools to 65.3%, middle school to 67.7%, and high school to 60.0% in 2019.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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 39.5% to 58.4%, Sebastian Middle School from 32.8% to 60.6%, and Breathitt High from 29.3% to 52% by 2017-18 as measured by Kentucky Accountability System.	Strategy 1: KCWP 5: Design, Align, and Deliver Support: Establish a protocol for regularly monitoring student data to ensure high levels of teacher effectiveness and student learning occur.	Process: The district monitoring team will collaborate to ensure a 30 - 60 - 90 day plan and monitoring tool are developed with timelines and implemented for determination of Continuous Classroom Improvement (CCI) Initiative effectiveness.	Data measures from CCI Data Measurement Tool developed by KY Valley Ed. Coop. and district benchmarking assessments. This will be monitored monthly by the district monitoring team and building principals.		
	Strategy 2: KCWP 5: Design, Align, and Deliver Support: Establish a process to ensure behavioral interventions are taking place and monitored to meet the needs of all students.	Process: The Director of Special Education , along with central office staff and building principals, will create a district-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for Self - monitoring and immediate feedback.	Implementation will be monitored through the district monitoring tool. This will be discussed monthly with building principals during monitoring visits.		
		Process: Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.			

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3: Graduation Rate

Goal 3: Increase Graduation Rate from 84.6 to 89.0 by 2019-2020 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 to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase Graduation Rate from 84.6 to 86.8 by 2017- 2018 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.	KCWP 5: Develop a systematic approach in order to design, align and deliver student support processes which monitors and evaluates effectiveness.	Process/Condition- The Director of Pupil Personnel will support the school process , of collaboration in the Persistence to Graduation protocol. The process will include data analysis and monitoring student progress towards standards mastery (failures), including identification of students in need of intervention supports.	30-60-90 Day Plans		
	See Goal 1, Objective 1, KCWP 1	Process: The district monitoring team will collaborate to ensure a 30 - 60 - 90 day plan and monitoring tool are developed with timelines and implemented for determination of Continuous Classroom Improvement (CCI) Initiative effectiveness.	The District Monitoring Team, along with DPP and building principals will monitor implementation through the district monitoring tool. This will be discussed monthly with building principals during monitoring visits.		

4: Growth

Goal 4:
Decrease the percentage of students scoring below proficiency in reading and math combined in elementary from 55.8 to 32.1% in 2018-19, middle school from 61.4 to 30.3%, and high school from 66.3 to 37.8%.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Decrease the percentage of students scoring below proficiency in reading and math combined in elementary from 55.8 to 38.6% in 2017-18, middle school from 61.4 to 36.4%, and high school from 66.3 to 45.4%.	See Goal 1, Objective 1, KCWP 1	Process: The district monitoring team will collaborate to ensure a 30 - 60 - 90 day plan and monitoring tool are developed with timelines and implemented for determination of Continuous Classroom Improvement (CCI) Initiative effectiveness.	The DoSE, along with building principals will monitor implementation through the district monitoring tool. This will be discussed monthly with building principals during monitoring visits.		N/A

5: Transition Readiness

<p>Goal 5: Increase the percentage of</p> <p>5th grade students that are Transition Ready in Reading from 48.4 and Math from 25.2 to 100% by 2022 as measured by district assessment.</p> <p>8th grade students that are Transition Ready in reading from 53.3% AND math from 24.3% to 100% by 2022 as measured by the district assessment.</p> <p>11th grade students that are graduating as Transition Ready from 88.6 to 98.6 by 2022.</p>					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1:</p> <p>Increase the percentage of students in 5th grade that are Transition Ready (61st-100th %tile) in Reading from 48.4% to 58.7% and Math from 25.2% to 40.2%.</p>	<p>See Goal 1, Objective 1, and Strategy 2: KCWP 5</p>	<p>Process: The Director of Special Education, along with central office staff and building principals, will create a district-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for Self - monitoring and immediate feedback.</p>	<p>Implementation will be monitored through the district monitoring tool. This will be discussed monthly with building principals during monitoring visits.</p>		
<p>Objective 2:</p> <p>Increase the percentage of students in 8th grade that are Transition Ready in reading by 9.34% (53.3% to 62.64%) AND increase math by 15.14% (24.3% to 39.44%) by 2018, as measured by the district selected assessment.</p>					
<p>Objective 3:</p> <p>Increase the percentage of students in 11th grade graduating as College or Transition Ready from 88.6 to 90.6.</p>		<p>The DPP and district team will work with the school leadership team to monitor graduation, academic progress, and college and career readiness which includes KOSSA, ASVAB, and Industry Certificates.</p>			