



KDE Comprehensive Improvement Plan for Districts

Bath County

405 West Main St
Owingsville, KY 40360

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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.

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?

Bath County is a rural county situated strategically on interstate 64 at the gateway to Kentucky's beautiful Bluegrass Region within the Appalachian Mountains. Bath County is a very scenic county that consists of a lot of farmland. There are three cities within Bath County, Owingsville a fourth class city, Sharpsburg and Salt Lick which are classified as sixth class cities. The county seat of Bath County is Owingsville where three of our schools and district office are located.

According to the US Census Bureau the population of Bath County is approximately 11,961. There are 4,447 households with the racial makeup of 96.9% white, 1.4% African American, .2% Native American, .2% Asian, .1 % Native Hawaiian and other Pacific Islander, 1.1% two or more races and 1.4% Hispanic or Latino. Twenty-eight percent of our population in Bath County lives below the poverty level with the median household income of \$30,797. Seventy-three percent of our population has a High School Diploma and 12% of the population has a Bachelor's Degree.

The Bath County School District is compressed of 4 schools, Owingsville Elementary, Crossroads Elementary, Bath County Middle School and Bath County High School. The district enrollment averages around 2,170 students on any given day ranging from Pre-school -12 grade. Our school district also houses Child Care facilities. Within this total number of students our population is made up of 54% males and 48% females. The ethnicity make-up of our school district is very similar to our county population of predominantly white with small percentages of Hispanic/Latino, Asian and African American students. Our district serves 12% special needs students and 11% TAG students. All of our schools are Title 1 School-Wide schools and this year Bath County Schools became a part of the Community Eligibility Option which allows all students to receive free lunches. Our free and reduced population runs approximately around 70% any given day.

Bath County Schools have 168 certified and 150 classified staff that serve the children some capacity within the school system. Ninety-eight percent of our staff is white and two percent is classified as other ethnicity. We have seven (7) Nationally Board Certified Teachers serving our students.

Our district is currently the largest employer in our county. According to the 2010 Census there were 139 businesses reported in Bath County. We have received 4 new business in the last 3 years but we have also had 2 business leave and 2 to change hands. One business is planning a major expansion and when completed this will make it be the largest employer in the county instead of the school system.

As evidenced above there has been very little demographic changes in the last 3 years in our school district or community. Without growth and job possibilities, low income and poverty remain a constant in Bath County. We are seeing more and more of our students being raised by grandparents or other relatives as well as foster parents due to several different factors but drug use/abuse is an alarming one. Challenges within these issues allow for our students to be frequently moved from school to school or even district to district throughout the school year.

The Family Resource & Youth Service Center (FRYSC) are located in each school. The goal of the centers is to meet the need of all children and their families who reside in the community and neighborhood served by the schools in which the center is located. Within legislative guidelines the centers provide clothing, food, hygiene products, and school supplies to students and their families. Also, through SY 2014-2015

collaboration with other agencies qualifying families are provided with utility, prescription and emergency disaster assistance. Our FRYSC's work hard to address and remove barriers to help support the achievement of the goal that all student become academically proficient.

Our district, under the guidance of our superintendent and board, are always making sure the facilities are up to date and serve as great places to learn. Our district just completed a major renovation project at one of our elementary schools to allow expansion and updates. The school now has a state of the art kitchen facility with a new dining room, a new gymnasium with bleachers and full basketball court, expansion of space for classrooms, FRC and Wellness Center. The superintendent and board is now taking on a major project of roof repair at our high school.

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.

The mission for Bath County Schools reads: Every Adult Leads.....Every Child Succeeds. The schools along with the community have embraced this mission and is committed to making it a reality of having all of our students College, Career and Civic ready by the time they graduate. Bath County district leadership expects and maintains high expectations for all adults in the school system to lead the students toward meeting the student's goals - this is not just our certified staff but our classified as well.

Our district vision takes in the standards of the SISI document and discusses all nine standards of the document. Our vision statement reads: 1. The Bath County School District will maintain a curriculum that is rigorous, aligned to the program of studies and the Kentucky Core Content, is rich with diversity, ties to real world, and is frequently monitored. The curriculum will be challenging and changing, based on the needs of the 21st Century student. 2. Students have a right to an education that is of the highest quality, thus an important element is the need for common authentic assessments. The Bath County School District will provide students with assessments that are both formative and summative. The assessments will be conducted using a variety of methods that includes the use of technology for the 21st Century. 3. The Bath County School District fosters a love of learning and provides a variety of instructional practices to cultivate student-centered and culturally responsive instructional strategies. Our classrooms will accommodate various learning styles, multiple intelligences, and will require our students to use higher-order thinking and problem solving skills. 4. The faculty/staff, students, families, and community will encourage and promote a culture of high expectations in academics and behavior for all. We will appreciate and support highly competent and committed faculty, support staff, administrators, and the board of education team. Our facilities will be well maintained, clean, safe, and fully functional. Professional learning communities are encouraged for non-teaching staff members, teaching staff members, and all stakeholders to routinely meet and resolve challenges in their area of responsibility.

5. The community of Bath County will work collaboratively with the school district to prepare our students to become life-long learners and productive members of our community and worldwide society. Through various organizations and our community leadership, we will provide the best support network to students and their families. We will promote student involvement in community activities and continue to recognize our community partners for their commitment to our children. 6. All adults (teaching and non-teaching) are leaders in the Bath County School District. As leaders, we will base all professional growth development on staff evaluations, reflective evaluations, professional growth plans/tools, student achievement data, and the comprehensive school improvement plans. Professional development will be a priority at both the school level and the district level. 7. The leadership of the Bath County School District will provide a commitment to student achievement, the mission, and the goals of the district. Leaders will seek research-based, proven effective resources to support a safe, healthy, orderly, and equitable learning environment for both students and staff. 8. The organization of the school district is a key component to success. The district leadership will pledge to monitor regularly all resources being used to meet learning needs of students; actively meet with school leadership to plan for learning opportunities, and be good stewards of our fiscal responsibilities. 9. In order to provide an efficient and effective educational system the Bath County School District and stakeholders will collaboratively develop improvement plans with measurable benchmarks, using data from multiple resources. We commit to maintaining a systematic and on-going process to measure the district's progress in achieving the goals.

Our mission and vision statements are reviewed each year and it is determined to keep them, revise, or develop new ones from a group that the superintendent pulls together. The group consists of administrators, teachers, parents, students and community stakeholders. We just had a meeting a couple weeks ago to review them and the team has determined to review the mission statement and make amendments or develop a new one. The goal is to have this accomplished before the new school year.

The vision and mission statements ensure that Bath County Schools meet their goals:

- Being student centered, data driven and continuously improving toward the goal of a top 50 district in KY
- ACT composite of 19
- K-PREP goal of 72.2 by 2017
- College and Career Goal of 61.5
- Graduation rate of 89.4
- To see that every student meets or exceeds AMO expectations
- Attendance Rate of 94%

We believe in the Response to Intervention process and work to move students forward in the curriculum. Support is available at all levels to ensure that students are successful. Our Night School, Graduation Success Academy and Second Chance Academy are designed to assist students to continue with credits needed to make sure on time graduation is a reality for all. Schools across the district support students through other intervention strategies such as ESS services during and after school, Study Zone, and small group instruction targeted on specific deficiencies.

Bath County commits to maintaining a systematic and on-going process to measure student's success, the district uses multiple data sources to guide instructional decision-making in order to monitor the progress of each student. These data sources include: Measures of Academic Progress (MAP), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), mCLASS, Lexia, MOBY, Study Island, Educational Planning Assessment System (EPAS), Kentucky Performance Rating for Educational Progress (KPREP), and authentic classroom assessments.

A variety of extra-curricular activities across the district provide students with opportunities to learn new skills, work with peers and the community, and grow as individuals. An example of the activities include: FFA, FBLA, FCCLA, Beta, drama clubs, academic teams, athletic teams, STLP, Superintendent's Advisory Council, etc.

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.

Notable achievements for the Bath County School District over the past three years are:

- Initiated CCReadiness - Work Based Learning Program this school year
- Brought in Free Lunches for all students through the Community Eligibility Option
- Completed Safe School Audits at all schools through Kentucky Center for School Safety
- Students in TSA & FBLA went to national competitions
- Bath County High School Band recognized for district, regional and state achievements
- BCMS Treble Makers, drama/song club, was invited and accepted invitation to sing at Renfro Valley
- STLP students recognized at regional and state levels
- Superintendent developed a Superintendent Advisory Council made up of high school students
- Wildcat Leadership Council was invited and presented to the Lieutenant Government their vision for economic growth and development
- Wildcat Leadership Council was chosen to be pilot program for the Youth Engagement Component in President Obama Designated Promise Zones (one of seven across nation)
- Community Ed sponsors Legislative Breakfast for 7th Region and surrounding counties
- Student chosen to represent state in National Youth Salute Scholarship Program
- Major facility constructions - completed a renovation project at OES, starting roof project at High School
- Successful Operation Preparation Program
- Continually support teachers to get Nationally Certified Teacher Certification
- Implementation of Standards Based Grading in middle and high school
- Establishment of a guest wireless internet access in all schools in the district to allow students to bring their own devices to use for instructional engagement

Notable areas of improvement to meet our goals are:

- Increase the number of students who are College and Career Ready by graduation
- Meet all AMO goals developed by state
- Literacy - ALL students at grade level and beyond
- Numeracy - a good math foundation to support math skills in high school
- Meeting the needs of teachers/administrators in an organized and well planned professional development system
- Implement a District Leadership Team, which includes all principals and district support staff, monthly meetings. The team will analyze data, collaborate and incorporate professional development opportunities that can be shared within each building across the district
- Develop written protocols/plans - this will be a well-defined process to monitor the implementation of leadership and instructional skills and practices within schools and their impact on student learning - this will outline district expectations in a written protocol

As always Bath County School system will continue to strive toward their mission statement: Every Adult Leads.....Every Child Succeeds through job-embedded professional development, data analysis, frequent monitoring, and the willingness to grow as educators in order to
SY 2014-2015

provide our students with a high quality education and prepare them for their futures.

Additional Information

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

Bath County District is a small district that builds partnerships with its community. We highly support our Chamber of Commerce, Extension Programs, 4-H, Boy and Girl Scouts, etc. The size of our district and county allows for a small knit community which allows it to have a family atmosphere. Our administrators and teachers have a great love for our students and their families as well as for each other. They can always count on each other to come out and support each other when the time arises.

Please visit our website at <http://www.bath.kyschools.us/> to obtain additional information about our district and schools.

Bath County 15 CDIP

Overview

Plan Name

Bath County 15 CDIP

Plan Description

Final CDIP for board and stakeholder approval

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	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.	Objectives: 2 Strategies: 9 Activities: 26	Organizational	\$370000
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 7 Activities: 10	Organizational	\$116400
3	Increase the average freshman graduation rate from 76% to 90%% by 2015.	Objectives: 2 Strategies: 5 Activities: 8	Organizational	\$327125
4	Increase the percentage of students who are college-and-career-ready from 34% to 68% by 2015.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$2000
5	Increase the percentage of effective teachers from ____% in 2015 to ____%to 2020.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$2000
6	Increase the percentage of effective Principals from ____% in 2015 to __% to 2020	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$3500

Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency in the combined reading and math from 49.5% to 61% by 05/30/2014 as measured by K-PREP.

Strategy 1:

Curriculum Alignment - Schools will review the Kentucky Core Academic Standards and work in horizontal and vertical teams to align the standards and develop pacing guides.

Category: Continuous Improvement

Activity - Analyze Curriculum Horizontally and Vertically	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Academic Team will assist and support schools as they review and analyze their current curriculum to make revisions to better align with KCAS Schools: All Schools	Academic Support Program	01/01/2014	06/30/2016	\$6000	Title I Part A	Central Office Academic Team Principals Teachers
Activity - Implementation of Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Academic Team will assist and support principals in monitoring to ensure that teachers implement the curriculum documents, use best practices for instruction, develop and analyze congruent assessments through attending PLC's, doing walk throughs and giving timely feedback Schools: All Schools	Academic Support Program	08/05/2013	06/30/2016	\$0	No Funding Required	District Academic Team Principals

Strategy 2:

Rtl - Response to Intervention District Plan/Policy will guide all individual schools to address Rtl.

Category: Continuous Improvement

Activity - District Rtl Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Rtl Team will meet as needed to refine current plan Schools: All Schools	Academic Support Program	01/01/2014	06/30/2016	\$0	No Funding Required	District Rtl/BCSI Team
Activity - Rtl in Infinite Campus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The district will use state Intervention Tabs within Infinite Campus to monitor students in Rtl. Guidance Counselors and teachers will be trained to put information in the Intervention Tab. Schools: All Schools	Academic Support Program	01/01/2015	06/30/2017	\$0	No Funding Required	District Rtl Team Principals Guidance Counselors Teachers
Activity - District monitoring of Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rtl will be monitored through leadership walk throughs with specific feedback, Rtl Director will meet with principals and pull Proficiency Plans, review IC Intervention Tabs, as well as the Rtl and DOSE Directors will attend Improvement Team meetings and Proficiency Plan meetings. Feedback of evidence will be reported to school administrators and District Rtl Team to determine refinement and revisions to the District Rtl plan. Schools: All Schools	Academic Support Program	01/01/2015	06/30/2017	\$0	No Funding Required	District Rtl Team District Rtl Director DOSE
Activity - Professional Learning Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rtl Professional Learning will be facilitated by District Rtl Team in completing Proficiency Plans, putting data in IC Intervention Tabs and how to measure student growth through the use of MAP data for elementary and middle and benchmark data at high school. Schools: All Schools	Professional Learning	01/01/2015	12/31/2015	\$1000	State Funds	Rtl District Team Rtl Director DOSE Principals Teachers
Activity - Research Based Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rtl Director will post Research Based Intervention Strategies on the District Rtl Site so teachers may have a bank of strategies to pull from when developing Proficiency Plans. Schools: All Schools	Academic Support Program	01/01/2015	06/30/2017	\$0	No Funding Required	Rtl Director

Strategy 3:

CIITS - Principals/teachers/district leaders will continue to use CIITS to improve classroom instruction through planning, assessment and monitoring data.

Category: Continuous Improvement

Activity - CIITS Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District CIITS Director will monitor participation and give feedback to superintendent and principals. Schools: All Schools	Academic Support Program	01/01/2014	06/30/2016	\$0	No Funding Required	Superintendent District CIITS Coordinator Principals

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Activity - CIITS Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CIITS Director will disseminate CIITS professional learning opportunities via person, sharing of webinars, videos and e-mails (e.g. CIITS Bits) to keep teachers and administrators updated in CIITS. Schools: All Schools	Professional Learning	07/01/2013	06/30/2016	\$0	No Funding Required	District CIITS Coordinator Principals Teachers

Activity - Analyzing Student Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and District leaders use CIITS for analyzing student level data for teacher, school and district wide instructional improvements. Schools: All Schools	Academic Support Program	10/01/2014	06/30/2016	\$0	No Funding Required	District Leadership Principals Teachers

Strategy 4:

Literacy Initiative - Improve ELA proficiency in the schools

Category:

Activity - Literacy/Writing Policy and Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will develop literacy and writing policy/plans. Schools: All Schools	Academic Support Program	01/01/2014	06/27/2014	\$0	No Funding Required	District Academic Team Principals Teachers

Activity - Gaps and Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify gaps in literacy/writing performance to determine professional learning needed for instructional improvement, consult resources for professional learning and provide professional learning as needed. Schools: All Schools	Academic Support Program	01/01/2014	06/30/2016	\$2000	State Funds	District Academic Team Principals Consultants

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Academic Team will post researched based literacy strategies on the district web site for teachers to refer to when developing units and lessons Schools: All Schools	Academic Support Program	01/07/2013	05/31/2016	\$0	No Funding Required	District Academic Team

Activity - Core & Supplemental Literacy Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The District Academic Team will collaborate with schools in determining purchasing needs for core and supplementary reading materials to support KCAS. Schools: Crossroads Elementary School, Owingsville Elementary School	Academic Support Program	10/01/2014	12/30/2016	\$360000	Text Books, Title I Part A, General Fund	District Academic Team SBDM Principal Teachers
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Activity - Curriculum Alignment with Core Reading Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Academic Team will assist and support the elementary schools in developing curriculum guides, pacing guides, unit guides and congruent assessments to align with the new reading core program and KCAS. Schools: Crossroads Elementary School, Owingsville Elementary School	Academic Support Program	01/01/2015	12/30/2016	\$0	No Funding Required	District Academic Team

Activity - Professional Learning for Core Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Academic Team will assist and support elementary schools in getting the professional learning needed to be successful with the new reading core program. Schools: Crossroads Elementary School, Owingsville Elementary School	Academic Support Program	01/01/2015	12/30/2016	\$0	No Funding Required	District Academic Team

Strategy 5:

Program Reviews - Incorporating the other content areas with the math and ELA core areas to develop the whole child toward proficiency.

Category:

Activity - External Support Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will revise their external review process for Program Reviews. Schools: All Schools	Academic Support Program	01/01/2015	06/30/2015	\$0	No Funding Required	Program Review Director District Leadership Team Teachers

Activity - Kentucky Shape-Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The district will work with Kentucky Shape and combine the Nutrition Director's Reports with the Practical Living & Career Studies Program Review. A Superintendent's Coordinated School Health Council will be developed. One of the first task of this council will be to develop a new district Wellness Policy. The council will continue to develop plans to improve the health of it's staff and students in the district. The council will use the Alliance for a Healthier Generation documents to guide it's decisions.</p> <p>Schools: All Schools</p>	Academic Support Program	01/01/2015	06/30/2017	\$0	No Funding Required	Superintendent Food Service Director Community Ed. Director Program Review Director Council members
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Strategy 6:

Alignment of Processes - District written protocols will give guidance for continuous improvement

Category: Professional Learning & Support

Activity - Protocol Manual	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The District Leadership Team will develop a Protocol Manual to guide all stakeholders in the same direction for continuous improvement.</p> <p>Schools: All Schools</p>	Academic Support Program	01/01/2015	06/30/2015	\$0	No Funding Required	Superintendent District Leadership Team

Activity - Professional Learning through Protocol Manual	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Protocol Manual will be distributed to all administrators and reviewed with them so that they may begin the embedded professional learning and protocols that is included in the book at the beginning of the 15-16 school year.</p> <p>Schools: All Schools</p>	Professional Learning	05/01/2015	08/28/2015	\$0	No Funding Required	Superintendent District Leadership Team

Strategy 7:

Attendance - Students need to be at school in order to move them toward proficiency

Category: Continuous Improvement

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District will provide a variety of incentives for schools to push their attendance toward 94% or above which will include a traveling banner for the school with the most improved attendance each month, a traveling banner for the school with the highest attendance, trophy presentation on opening day of school with best overall attendance, traveling megaphone with grade level with the best attendance, etc. Schools: All Schools	Academic Support Program	08/01/2013	06/30/2016	\$0	No Funding Required	DPP
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Strategy 8:

Kindergarten Readiness - Helping teachers and parents become aware of the developmentally appropriate skills needed for students to enter K

Category: Early Learning

Activity - ELLN Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will send Pre-School Teachers and Kindergarten Teachers to training in ELLN Schools: Crossroads Elementary School, Owingsville Elementary School	Academic Support Program	08/01/2013	06/30/2015	\$1000	Grant Funds	Pre-School Director Principals Teachers

Activity - Developmental Manual	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district provides a Developmental Manual for 3-4 year olds that attend preschool to parents. Schools: Crossroads Elementary School, Owingsville Elementary School	Academic Support Program	05/31/2013	06/30/2016	\$0	No Funding Required	Pre-School Director

Activity - Pre-School/Head Start Screenings and Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district offers several Pre-School Screenings and Orientation sessions over the period of the spring and summer to pull students and parents into the education program and discuss developmentally appropriate activities to prepare their children for Kindergarten Schools: Crossroads Elementary School, Owingsville Elementary School	Academic Support Program	08/01/2013	07/29/2016	\$0	No Funding Required	Pre-School Director Teachers

Measurable Objective 2:

collaborate to decrease students with disabilities suspensions from 6.57% to 5% by 05/29/2015 as measured by Infinites Campus Ad Hoc Report.

Strategy 1:

Decrease of Special Need Student's Suspension - Decreasing the suspensions given to special needs students will allow them to be in the classroom for instruction in order to help them obtain the goal of proficiency.

Category: Management Systems

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Activity - Professional Learning on Alternatives to Suspension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New school level administrators will receive professional learning on alternatives to suspension and positive behavior supports presented by KEDC Special Education Co-op and/or district staff. Schools: All Schools	Professional Learning	01/01/2014	05/30/2014	\$0	No Funding Required	DOSE Principals Assistant Principals

Activity - Suspension Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DOSE will e-mail each principal, assistant principal, superintendent and DPP quarterly suspension reports for each school Schools: All Schools	Behavioral Support Program	09/03/2013	06/30/2016	\$0	No Funding Required	Superintendent DOSE DPP Principals

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to assist schools in increasing the average combined reading and math proficiency scores for ALL students in the non-duplicated gap group to 51.3% . by 05/29/2015 as measured by K-PREP and PLAN scores.

Strategy 1:

Progress Monitoring - The district will provide support to schools by assisting with progress monitoring.

Category:

Activity - School Walk-throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Academic Team will support schools by developing and implementing an intentional schedule for school walk-throughs and providing feedback in each building. Schools: All Schools	Academic Support Program	08/01/2013	05/30/2016	\$0	District Funding	District Academic Team

Strategy 2:

Co-Teaching - Have teachers collaborating in the classroom to help students to reach their proficiency goals.

Category:

Activity - Co-Teaching Grant with KDE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administrators, internal coaches, external coaches and teachers are participating with KDE for the co-teaching for gap closure initiative Schools: Bath County Middle School	Academic Support Program	01/01/2013	06/30/2015	\$1400	Grant Funds	Principal District Office Staff Out of District Staff Teachers
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Strategy 3:

Professional Learning for Special Education Teachers and Administrators - Provide job-embedded professional learning

Category:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DOSE provides training to teachers in regards to IEP development documents, as well as accomodations, and how to write measureable goals Schools: All Schools	Professional Learning	08/01/2013	06/30/2015	\$0	No Funding Required	DOSE Special Education Teachers

Activity - Professional Learning for Administrators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DOSE provides training to administrators in regards to chairing ARC meetings, following due process, determining accommodations, and keeping accurate meeting minutes Schools: All Schools	Professional Learning	08/01/2013	06/30/2015	\$0	No Funding Required	DOSE Administrators

Strategy 4:

Standards Based Grading - All students master the KCAS Standards

Category: Continuous Improvement

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will continue to support the implementation of Standards Based Grading and practices in all schools. Schools: All Schools	Academic Support Program	01/01/2014	05/29/2015	\$0	No Funding Required	District Academic Team

Activity - District Grading Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will review current grading policy and amend accordingly to be congruent with Standards Based Grading Schools: All Schools	Academic Support Program	01/01/2014	12/31/2014	\$0	No Funding Required	Board of Education District Academic Team

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Bath County

Strategy 5:

Parent Involvement - To increase parent involvement in the school to help ALL students be successful

Category:

Activity - Title 1 Parent Involvement Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will assist and support schools in reviewing and making amendments as needed to their Parent Involvement Policy/Plan Schools: All Schools	Academic Support Program	01/01/2014	05/25/2015	\$0	No Funding Required	Title 1 Director SBDM Director

Activity - Title 1 Compact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will assist and support schools in reviewing and making revisions if needed on their Title 1 School Compacts Schools: All Schools	Academic Support Program	01/01/2014	06/30/2015	\$0	No Funding Required	Title 1 Director

Strategy 6:

Class Size Reduction - The district will use Title II funds to reduce classroom sizes

Category: Continuous Improvement

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will support schools in reducing classroom size. Schools: All Schools	Class Size Reduction	08/01/2014	06/30/2015	\$115000	Title II Part A	Title II Director Principals

Strategy 7:

FRYSC - FRYSC will work with students and families to reduce barriers to learning

Category: Learning Systems

Activity - FRYSC Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRYSC Coordinators and staff will provide support to all students in their schools to reduce barriers to learning, this may be to serve on committees that meet about students, doing home visits, provide food in school backpack program, provide school supplies, clothing, help with attendance etc. in order to help students perform their academic best. Schools: All Schools	Academic Support Program	08/01/2013	06/30/2016	\$0	No Funding Required	DPP FRYSC Coordinators Principals Counselors Teachers

Goal 3: Increase the average freshman graduation rate from 76% to 90%% by 2015.

Measurable Objective 1:

collaborate to achieve a graduation rate of 89.4% by 06/30/2015 as measured by 4 year adjusted cohort rate.

Strategy 1:

Mentoring Program - Pair special needs students with mentors. The mentor will provide academic and emotional support as well as encourage the special need student to work to eliminate barriers to their success.

Category: Persistence to Graduation

Activity - BCHS Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS faculty and staff will volunteer to choose a special need student to serve as their mentor. Mentors will provide emotional and academic support as well as encourage the student to overcome barriers in order to graduate within four years. Schools: Bath County High School	Academic Support Program	08/01/2013	05/26/2017	\$0	No Funding Required	DOSE High School Administrators Teachers YSC Director

Strategy 2:

Targeted Intervention - Special needs students will work with advisors to schedule courses based on their ILP's.

Category: Persistence to Graduation

Activity - Targeted Intervention/ILP's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special need students will work with an advisor (teacher or guidance counselor) and schedule courses targeting their ILP's Schools: Bath County High School	Academic Support Program	08/05/2013	05/30/2016	\$0	No Funding Required	DOSE High School Administrators Special Education Teachers e

Measurable Objective 2:

collaborate to increase the Freshman graduation to 89.4% by 07/31/2015 as measured by 4 year cohort Freshman rate.

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Strategy 1:

Student Support Programs - Bath County School District will continue to support the Second Chance Academy, Night School Program and Graduation Success Academy to provide our at-risk students options to complete their graduation requirements beyond the traditional classroom setting.

Category:

Activity - Night School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will fund a teacher to operate night school at Bath County High School. Schools: Bath County High School	Academic Support Program	08/01/2014	05/31/2016	\$13500	Grant Funds	BOE Superintendent DPP

Activity - Second Chance Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will provide teachers for Second Chance Academy for those students that have behaviors that will not allow them to be successful in the regular classroom Schools: Bath County High School, Bath County Middle School	Academic Support Program	08/01/2014	05/27/2016	\$100250	General Fund	BOE Superintendent DPP

Activity - Graduation Success Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will provide administrators and teachers to provide students with an alternate route for graduation if barriers come up for student to attend regular classes Schools: Bath County High School	Academic Support Program	08/01/2014	05/31/2016	\$100250	General Fund	BOE Superintendent DPP

Strategy 2:

Academic and Career Advising - Teachers and Counselor will advise students on courses that target their ILP's, Interest Surveys, EXPLORE and PLAN.

Category: Persistence to Graduation

Activity - Career Pathways Guidance Counselor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will provide funds for high school to hire a Career Pathways Guidance Counselor to assist the school to help students choose classes based on their ILP's, career interests, EXPLORE and PLAN. Career Pathways Guidance Counselor will also work with teachers to help mentor students. Schools: Bath County High School	Academic Support Program	08/01/2013	05/31/2016	\$62000	Career and Technical Education Funds, General Fund	BOE High School Principal SBDM

Strategy 3:

High School Reading Specialist - Help support at risk readers to improve their reading skills to be successful toward graduation

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Category: Persistence to Graduation

Activity - Reading Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire a reading specialist to support at-risk readers to help them improve their love of reading to support them to be successful in meeting graduation requirements Schools: Bath County High School	Academic Support Program	08/01/2014	06/30/2016	\$50125	General Fund	BOE Principal SBDM Teacher

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will purchase MAP for the reading students to analyze their reading success Schools: All Schools	Academic Support Program	01/01/2014	06/30/2016	\$1000	District Funding	DAC Reading Specialist

Goal 4: Increase the percentage of students who are college-and-career-ready from 34% to 68% by 2015.

Measurable Objective 1:

demonstrate a proficiency of Bath County High School students scoring 61.5% by 05/29/2015 as measured by Unbridled Learning Formula.

Strategy 1:

Academic and Career Advising - Students will receive assistance in career preparation.

Category:

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote and implement Operation Preparation for 8th and 10th grade students. Schools: Bath County High School, Bath County Middle School	Career Preparation/Orientation	01/01/2014	05/31/2016	\$2000	General Fund	Community Education Director High School Administrators Middle School Administrators

Activity - Career Fairs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Bath County

The schools team together and have a career day where different community partners come in and share their career and give information to the students. Schools: Crossroads Elementary School, Owingsville Elementary School, Bath County Middle School	Career Preparation/Orientation	08/06/2012	06/30/2016	\$0	No Funding Required	School Administrators FRYSC
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Strategy 2:

CTE Advisory Councils - Representatives from the district will serve on the CTE advisory councils.

Category:

Activity - Participation in CTE Advisory Councils	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representatives from the district will serve on the CTE advisory councils to improve programs and increase the number of students receiving KOSSA and industry certifications. Schools: Bath County High School	Career Preparation/Orientation	01/01/2014	05/31/2016	\$0	No Funding Required	CTE Coordinator CTE teachers District Staff Community Representatives

Strategy 3:

ILP - Help students, teachers and parents increase the use of ILP's for student career opportunities

Category:

Activity - Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Survey teachers and parents on knowledge level of ILP's through web surveys and during Parent Conference Nights Schools: Bath County High School, Bath County Middle School	Career Preparation/Orientation	01/01/2014	06/30/2016	\$0	No Funding Required	Technology/CTE Director District Academic Team Principals Counselors

Activity - ILP Professional Learning for Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use survey results to plan professional development for parents, teachers and students in better understanding the ILP and its many resources Schools: Bath County High School, Bath County Middle School	Career Preparation/Orientation	01/01/2014	06/30/2016	\$0	No Funding Required	Partnership of District and School Administrators

Goal 5: Increase the percentage of effective teachers from _____% in 2015 to _____%to 2020.

Measurable Objective 1:

collaborate to fully implement TPGES by 06/30/2016 as measured by monitoring of evidence and data .

Strategy 1:

Teacher Professional Growth and Effectiveness System - Develop teacher effectiveness in all schools of Bath County

Category:

Activity - Monitoring CEP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and revise as needed current CEP to reflect needed changes for the TPGES and OPGES Schools: All Schools	Policy and Process	01/01/2014	06/30/2016	\$0	No Funding Required	Superintendent CEP Committee

Strategy 2:

Professional Learning - Staff will be provided Professional Learning to help implement TPGES

Category:

Activity - ISLN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in ISLN Schools: All Schools	Professional Learning	08/01/2013	06/30/2016	\$1000	District Funding	District Leadership Team

Activity - KDE Webcasts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in KDE PGES and ISLN Webcasts Schools: All Schools	Professional Learning	08/01/2013	06/30/2016	\$0	No Funding Required	District Leadership Team Assistant Principals

Activity - CIITS Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and complete a plan of training for teachers and principals in the use of CIITS (Educator Development Suite, LYNC, PD 360,) Schools: All Schools	Professional Learning	01/01/2014	06/30/2014	\$1000	District Funding	Professional Development Director, CIITS Director

Goal 6: Increase the percentage of effective Principals from ___% in 2015 to ___% to 2020

Measurable Objective 1:

collaborate to fully implement PPGES by 06/30/2016 as measured by analysis of evidence and data.

Strategy 1:

Principal Professional Growth and Effectiveness System - Develop Principal effectiveness in all schools of Bath County

Category:

Activity - CEP Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and revise current CEP to reflect needed changes for the PPGES. Schools: All Schools	Policy and Process	01/01/2015	06/30/2016	\$0	No Funding Required	CEP Committee
Activity - District Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development and implementation of an intentional schedule of district walk throughs with District Academic Team and principals with immediate feedback to be used in PPGP and PPGES Schools: All Schools	Policy and Process	01/01/2014	06/30/2015	\$0	No Funding Required	District Academic Team Principals

Strategy 2:

Professional Learning - Provide Principals the opportunity for Professional Learning to improve Principal Effectiveness in Bath County Schools

Category:

Activity - KLA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participation in KLA Schools: All Schools	Professional Learning	07/01/2013	06/30/2015	\$3500	District Funding	Superintendent Principals
Activity - ISLN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participation in ISLN Schools: All Schools	Professional Learning	08/01/2013	06/30/2015	\$0	No Funding Required	District Leadership Team
Activity - KDE Webcasts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Participation in KDE PGES and ISLN Webcasts Schools: All Schools	Professional Learning	01/01/2014	06/30/2015	\$0	No Funding Required	District Leadership Team Assistant Principals
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Class Size Reduction	The district will support schools in reducing classroom size.	Class Size Reduction	08/01/2014	06/30/2015	\$115000	Title II Director Principals
Total					\$115000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Co-Teaching Grant with KDE	Administrators, internal coaches, external coaches and teachers are participating with KDE for the co-teaching for gap closure initiative	Academic Support Program	01/01/2013	06/30/2015	\$1400	Principal District Office Staff Out of District Staff Teachers
Night School	The district will fund a teacher to operate night school at Bath County High School.	Academic Support Program	08/01/2014	05/31/2016	\$13500	BOE Superintende nt DPP
ELLN Training	The district will send Pre-School Teachers and Kindergarten Teachers to training in ELLN	Academic Support Program	08/01/2013	06/30/2015	\$1000	Pre-School Director Principals Teachers
Total					\$15900	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Rtl	Rtl Professional Learning will be facilitated by District Rtl Team in completing Proficiency Plans, putting data in IC Intervention Tabs and how to measure student growth through the use of MAP data for elementary and middle and benchmark data at high school.	Professional Learning	01/01/2015	12/31/2015	\$1000	Rtl District Team Rtl Director DOSE Principals Teachers

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Gaps and Professional Learning	Identify gaps in literacy/writing performance to determine professional learning needed for instructional improvement, consult resources for professional learning and provide professional learning as needed.	Academic Support Program	01/01/2014	06/30/2016	\$2000	District Academic Team Principals Consultants
Total					\$3000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Core & Supplemental Literacy Materials	The District Academic Team will collaborate with schools in determining purchasing needs for core and supplementary reading materials to support KCAS.	Academic Support Program	10/01/2014	12/30/2016	\$120000	District Academic Team SBDM Principal Teachers
Analyze Curriculum Horizontally and Vertically	District Academic Team will assist and support schools as they review and analyze their current curriculum to make revisions to better align with KCAS	Academic Support Program	01/01/2014	06/30/2016	\$6000	Central Office Academic Team Principals Teachers
Total					\$126000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ISLN	Participation in ISLN	Professional Learning	08/01/2013	06/30/2015	\$0	District Leadership Team
Analyzing Student Data	School and District leaders use CIITS for analyzing student level data for teacher, school and district wide instructional improvements.	Academic Support Program	10/01/2014	06/30/2016	\$0	District Leadership Principals Teachers
Curriculum Alignment with Core Reading Series	The District Academic Team will assist and support the elementary schools in developing curriculum guides, pacing guides, unit guides and congruent assessments to align with the new reading core program and KCAS.	Academic Support Program	01/01/2015	12/30/2016	\$0	District Academic Team
CEP Updates	Review and revise current CEP to reflect needed changes for the PPGES.	Policy and Process	01/01/2015	06/30/2016	\$0	CEP Committee
Professional Learning for Administrators	DOSE provides training to administrators in regards to chairing ARC meetings, following due process, determining accommodations, and keeping accurate meeting minutes	Professional Learning	08/01/2013	06/30/2015	\$0	DOSE Administrator s

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Literacy/Writing Policy and Plans	The district will develop literacy and writing policy/plans.	Academic Support Program	01/01/2014	06/27/2014	\$0	District Academic Team Principals Teachers
BCHS Mentoring Program	BCHS faculty and staff will volunteer to choose a special need student to serve as their mentor. Mentors will provide emotional and academic support as well as encourage the student to overcome barriers in order to graduate within four years.	Academic Support Program	08/01/2013	05/26/2017	\$0	DOSE High School Administrators Teachers YSC Director
Title 1 Parent Involvement Policy	District will assist and support schools in reviewing and making amendments as needed to their Parent Involvement Policy/Plan	Academic Support Program	01/01/2014	05/25/2015	\$0	Title 1 Director SBDM Director
Developmental Manual	The district provides a Developmental Manual for 3-4 year olds that attend preschool to parents.	Academic Support Program	05/31/2013	06/30/2016	\$0	Pre-School Director
Research Based Intervention Strategies	Rtl Director will post Research Based Intervention Strategies on the District Rtl Site so teachers may have a bank of strategies to pull from when developing Proficiency Plans.	Academic Support Program	01/01/2015	06/30/2017	\$0	Rtl Director
Targeted Intervention/ILP's	Special need students will work with an advisor (teacher or guidance counselor) and schedule courses targeting their ILP's	Academic Support Program	08/05/2013	05/30/2016	\$0	DOSE High School Administrators Special Education Teachers
District monitoring of Rtl	Rtl will be monitored through leadership walk throughs with specific feedback, Rtl Director will meet with principals and pull Proficiency Plans, review IC Intervention Tabs, as well as the Rtl and DOSE Directors will attend Improvement Team meetings and Proficiency Plan meetings. Feedback of evidence will be reported to school administrators and District Rtl Team to determine refinement and revisions to the District Rtl plan.	Academic Support Program	01/01/2015	06/30/2017	\$0	District Rtl Team District Rtl Director DOSE
External Support Plan	The district will revise their external review process for Program Reviews.	Academic Support Program	01/01/2015	06/30/2015	\$0	Program Review Director District Leadership Team Teachers

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FRYSC Monitoring	FRYSC Coordinators and staff will provide support to all students in their schools to reduce barriers to learning, this may be to serve on committees that meet about students, doing home visits, provide food in school back pack program, provide school supplies, clothing, help with attendance etc. in order to help students perform their academic best.	Academic Support Program	08/01/2013	06/30/2016	\$0	DPP FRYSC Coordinators Principals Counselors Teachers
Suspension Reports	DOSE will e-mail each principal, assistant principal, superintendent and DPP quarterly suspension reports for each school	Behavioral Support Program	09/03/2013	06/30/2016	\$0	Superintendent DOSE DPP Principals
CIITS Professional Learning	CIITS Director will disseminate CIITS professional learning opportunities via person, sharing of webinars, videos and e-mails (e.g. CIITS Bits) to keep teachers and administrators updated in CIITS.	Professional Learning	07/01/2013	06/30/2016	\$0	District CIITS Coordinator Principals Teachers
ILP Professional Learning for Parents	Use survey results to plan professional development for parents, teachers and students in better understanding the ILP and its many resources	Career Preparation/Orientation	01/01/2014	06/30/2016	\$0	Partnership of District and School Administrators
KDE Webcasts	Participate in KDE PGES and ISLN Webcasts	Professional Learning	08/01/2013	06/30/2016	\$0	District Leadership Team Assistant Principals
Professional Learning on Alternatives to Suspension	New school level administrators will receive professional learning on alternatives to suspension and positive behavior supports presented by KEDC Special Education Co-op and/or district staff.	Professional Learning	01/01/2014	05/30/2014	\$0	DOSE Principals Assistant Principals
Rtl in Infinite Campus	The district will use state Intervention Tabs within Infinite Campus to monitor students in Rtl. Guidance Counselors and teachers will be trained to put information in the Intervention Tab.	Academic Support Program	01/01/2015	06/30/2017	\$0	District Rtl Team Principals Guidance Counselors Teachers
District Walk Throughs	Development and implementation of an intentional schedule of district walk throughs with District Academic Team and principals with immediate feedback to be used in PPGP and PPGES	Policy and Process	01/01/2014	06/30/2015	\$0	District Academic Team Principals
Participation in CTE Advisory Councils	Representatives from the district will serve on the CTE advisory councils to improve programs and increase the number of students receiving KOSSA and industry certifications.	Career Preparation/Orientation	01/01/2014	05/31/2016	\$0	CTE Coordinator CTE teachers District Staff Community Representatives

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CIITS Monitoring	District CIITS Director will monitor participation and give feedback to superintendent and principals.	Academic Support Program	01/01/2014	06/30/2016	\$0	Superintendent District CIITS Coordinator Principals
Pre-School/Head Start Screenings and Orientation	The district offers several Pre-School Screenings and Orientation sessions over the period of the spring and summer to pull students and parents into the education program and discuss developmentally appropriate activities to prepare their children for Kindergarten	Academic Support Program	08/01/2013	07/29/2016	\$0	Pre-School Director Teachers
Title 1 Compact	District will assist and support schools in reviewing and making revisions if needed on their Title 1 School Compacts	Academic Support Program	01/01/2014	06/30/2015	\$0	Title 1 Director
Attendance Incentives	District will provide a variety of incentives for schools to push their attendance toward 94% or above which will include a traveling banner for the school with the most improved attendance each month, a traveling banner for the school with the highest attendance, trophy presentation on opening day of school with best overall attendance, traveling megaphone with grade level with the best attendance, etc.	Academic Support Program	08/01/2013	06/30/2016	\$0	DPP
Standards Based Grading	District will continue to support the implementation of Standards Based Grading and practices in all schools.	Academic Support Program	01/01/2014	05/29/2015	\$0	District Academic Team
Literacy Strategies	District Academic Team will post researched based literacy strategies on the district web site for teachers to refer to when developing units and lessons	Academic Support Program	01/07/2013	05/31/2016	\$0	District Academic Team
Protocol Manual	The District Leadership Team will develop a Protocol Manual to guide all stakeholders in the same direction for continuous improvement.	Academic Support Program	01/01/2015	06/30/2015	\$0	Superintendent District Leadership Team
Surveys	Survey teachers and parents on knowledge level of ILP's through web surveys and during Parent Conference Nights	Career Preparation/Orientation	01/01/2014	06/30/2016	\$0	Technology/CTE Director District Academic Team Principals Counselors
Career Fairs	The schools team together and have a career day where different community partners come in and share their career and give information to the students.	Career Preparation/Orientation	08/06/2012	06/30/2016	\$0	School Administrators FRYSC
District RtI Team	The District RtI Team will meet as needed to refine current plan	Academic Support Program	01/01/2014	06/30/2016	\$0	District RtI/BCSI Team

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Kentucky Shape-Wellness Policy	The district will work with Kentucky Shape and combine the Nutrition Director's Reports with the Practical Living & Career Studies Program Review. A Superintendent's Coordinated School Health Council will be developed. One of the first task of this council will be to develop a new district Wellness Policy. The council will continue to develop plans to improve the health of it's staff and students in the district. The council will use the Alliance for a Healthier Generation documents to guide it's decisions.	Academic Support Program	01/01/2015	06/30/2017	\$0	Superintendent Food Service Director Community Ed. Director Program Review Director Council members
Professional Learning	DOSE provides training to teachers in regards to IEP development documents, as well as accomodations, and how to write measureable goals	Professional Learning	08/01/2013	06/30/2015	\$0	DOSE Special Education Teachers
Implementation of Curriculum	District Academic Team will assist and support principals in monitoring to ensure that teachers implement the curriculum documents, use best practices for instruction, develop and analyze congruent assessments through attending PLC's, doing walk throughs and giving timely feedback	Academic Support Program	08/05/2013	06/30/2016	\$0	District Academic Team Principals
District Grading Policy	District will review current grading policy and amend accordingly to be congruent with Standards Based Grading	Academic Support Program	01/01/2014	12/31/2014	\$0	Board of Education District Academic Team
Professional Learning through Protocol Manual	The Protocol Manual will be distrubuted to all administrators and reviewed with them so that they may begin the embedded professional learning and protocols that is included in the book at the beginning of the 15-16 school year.	Professional Learning	05/01/2015	08/28/2015	\$0	Superintendent District Leadership Team
Professional Learning for Core Reading Program	The District Acadmic Team will assist and support elementary schools in getting the professional learning needed to be successful with the new reading core program.	Academic Support Program	01/01/2015	12/30/2016	\$0	District Acadmic Team
KDE Webcasts	Participation in KDE PGES and ISLN Webcasts	Professional Learning	01/01/2014	06/30/2015	\$0	District Leadership Team Assistant Principals
Monitoring CEP	Review and revise as needed current CEP to reflect needed changes for the TPGES and OPGES	Policy and Process	01/01/2014	06/30/2016	\$0	Superintendent CEP Committee
Total					\$0	

Career and Technical Education Funds

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Bath County

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Pathways Guidance Counselor	District will provide funds for high school to hire a Career Pathways Guidance Counselor to assist the school to help students choose classes based on their ILP's, career interests, EXPLORE and PLAN. Career Pathways Guidance Counselor will also work with teachers to help mentor students.	Academic Support Program	08/01/2013	05/31/2016	\$31000	BOE High School Principal SBDM
Total					\$31000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Second Chance Academy	District will provide teachers for Second Chance Academy for those students that have behaviors that will not allow them to be successful in the regular classroom	Academic Support Program	08/01/2014	05/27/2016	\$100250	BOE Superintendent DPP
Operation Preparation	Develop, promote and implement Operation Preparation for 8th and 10th grade students.	Career Preparation/Orientation	01/01/2014	05/31/2016	\$2000	Community Education Director High School Administrators Middle School Administrators
Reading Specialist	Hire a reading specialist to support at-risk readers to help them improve their love of reading to support them to be successful in meeting graduation requirements	Academic Support Program	08/01/2014	06/30/2016	\$50125	BOE Principal SBDM Teacher
Career Pathways Guidance Counselor	District will provide funds for high school to hire a Career Pathways Guidance Counselor to assist the school to help students choose classes based on their ILP's, career interests, EXPLORE and PLAN. Career Pathways Guidance Counselor will also work with teachers to help mentor students.	Academic Support Program	08/01/2013	05/31/2016	\$31000	BOE High School Principal SBDM
Graduation Success Academy	District will provide administrators and teachers to provide students with an alternate route for graduation if barriers come up for student to attend regular classes	Academic Support Program	08/01/2014	05/31/2016	\$100250	BOE Superintendent DPP
Core & Supplemental Literacy Materials	The District Academic Team will collaborate with schools in determining purchasing needs for core and supplementary reading materials to support KCAS.	Academic Support Program	10/01/2014	12/30/2016	\$120000	District Academic Team SBDM Principal Teachers
Total					\$403625	

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District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Walk-throughs	The District Academic Team will support schools by developing and implementing an intentional schedule for school walk-throughs and providing feedback in each building.	Academic Support Program	08/01/2013	05/30/2016	\$0	District Academic Team
ISLN	Participate in ISLN	Professional Learning	08/01/2013	06/30/2016	\$1000	District Leadership Team
KLA	Participation in KLA	Professional Learning	07/01/2013	06/30/2015	\$3500	Superintendent Principal
Progress Monitoring	District will purchase MAP for the reading students to analyze their reading success	Academic Support Program	01/01/2014	06/30/2016	\$1000	DAC Reading Specialist
CIITS Professional Learning	Develop and complete a plan of training for teachers and principals in the use of CIITS (Educator Development Suite, LYNC, PD 360,)	Professional Learning	01/01/2014	06/30/2014	\$1000	Professional Development Director, CIITS Director
Total					\$6500	

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Core & Supplemental Literacy Materials	The District Academic Team will collaborate with schools in determining purchasing needs for core and supplementary reading materials to support KCAS.	Academic Support Program	10/01/2014	12/30/2016	\$120000	District Academic Team SBDM Principal Teachers
Total					\$120000	

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
Analyze Curriculum Horizontally and Vertically	District Academic Team will assist and support schools as they review and analyze their current curriculum to make revisions to better align with KCAS	Academic Support Program	01/01/2014	06/30/2016	\$6000	Central Office Academic Team Principals Teachers
Implementation of Curriculum	District Academic Team will assist and support principals in monitoring to ensure that teachers implement the curriculum documents, use best practices for instruction, develop and analyze congruent assessments through attending PLC's, doing walk throughs and giving timely feedback	Academic Support Program	08/05/2013	06/30/2016	\$0	District Academic Team Principals
District Rtl Team	The District Rtl Team will meet as needed to refine current plan	Academic Support Program	01/01/2014	06/30/2016	\$0	District Rtl/BCSI Team
CIITS Monitoring	District CIITS Director will monitor participation and give feedback to superintendent and principals.	Academic Support Program	01/01/2014	06/30/2016	\$0	Superintende nt District CIITS Coordinator Principals
Literacy/Writing Policy and Plans	The district will develop literacy and writing policy/plans.	Academic Support Program	01/01/2014	06/27/2014	\$0	District Academic Team Principals Teachers
Gaps and Professional Learning	Identify gaps in literacy/writing performance to determine professional learning needed for instructional improvement, consult resources for professional learning and provide professional learning as needed.	Academic Support Program	01/01/2014	06/30/2016	\$2000	District Academic Team Principals Consultants
Rtl in Infinite Campus	The district will use state Intervention Tabs within Infinite Campus to monitor students in Rtl. Guidance Counselors and teachers will be trained to put information in the Intervention Tab.	Academic Support Program	01/01/2015	06/30/2017	\$0	District Rtl Team Principals Guidance Counselors Teachers

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District monitoring of Rtl	Rtl will be monitored through leadership walk throughs with specific feedback, Rtl Director will meet with principals and pull Proficiency Plans, review IC Intervention Tabs, as well as the Rtl and DOSE Directors will attend Improvement Team meetings and Proficiency Plan meetings. Feedback of evidence will be reported to school administrators and District Rtl Team to determine refinement and revisions to the District Rtl plan.	Academic Support Program	01/01/2015	06/30/2017	\$0	District Rtl Team District Rtl Director DOSE
Literacy Strategies	District Academic Team will post researched based literacy strategies on the district web site for teachers to refer to when developing units and lessons	Academic Support Program	01/07/2013	05/31/2016	\$0	District Academic Team
External Support Plan	The district will revise their external review process for Program Reviews.	Academic Support Program	01/01/2015	06/30/2015	\$0	Program Review Director District Leadership Team Teachers
School Walk-throughs	The District Academic Team will support schools by developing and implementing an intentional schedule for school walk-throughs and providing feedback in each building.	Academic Support Program	08/01/2013	05/30/2016	\$0	District Academic Team
CIITS Professional Learning	CIITS Director will disseminate CIITS professional learning opportunities via person, sharing of webinars, videos and e-mails (e.g. CIITS Bits) to keep teachers and administrators updated in CIITS.	Professional Learning	07/01/2013	06/30/2016	\$0	District CIITS Coordinator Principals Teachers
Monitoring CEP	Review and revise as needed current CEP to reflect needed changes for the TPGES and OPGES	Policy and Process	01/01/2014	06/30/2016	\$0	Superintendent CEP Committee
ISLN	Participate in ISLN	Professional Learning	08/01/2013	06/30/2016	\$1000	District Leadership Team
KDE Webcasts	Participate in KDE PGES and ISLN Webcasts	Professional Learning	08/01/2013	06/30/2016	\$0	District Leadership Team Assistant Principals
CEP Updates	Review and revise current CEP to reflect needed changes for the PPGES.	Policy and Process	01/01/2015	06/30/2016	\$0	CEP Committee
District Walk Throughs	Development and implementation of an intentional schedule of district walk throughs with District Academic Team and principals with immediate feedback to be used in PPGP and PPGES	Policy and Process	01/01/2014	06/30/2015	\$0	District Academic Team Principals
KLA	Participation in KLA	Professional Learning	07/01/2013	06/30/2015	\$3500	Superintendent Principals

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ISLN	Participation in ISLN	Professional Learning	08/01/2013	06/30/2015	\$0	District Leadership Team
KDE Webcasts	Participation in KDE PGES and ISLN Webcasts	Professional Learning	01/01/2014	06/30/2015	\$0	District Leadership Team Assistant Principals
Professional Learning on Alternatives to Suspension	New school level administrators will receive professional learning on alternatives to suspension and positive behavior supports presented by KEDC Special Education Co-op and/or district staff.	Professional Learning	01/01/2014	05/30/2014	\$0	DOSE Principals Assistant Principals
Suspension Reports	DOSE will e-mail each principal, assistant principal, superintendent and DPP quarterly suspension reports for each school	Behavioral Support Program	09/03/2013	06/30/2016	\$0	Superintendent DOSE DPP Principals
Professional Learning	DOSE provides training to teachers in regards to IEP development documents, as well as accommodations, and how to write measurable goals	Professional Learning	08/01/2013	06/30/2015	\$0	DOSE Special Education Teachers
Professional Learning for Administrators	DOSE provides training to administrators in regards to chairing ARC meetings, following due process, determining accommodations, and keeping accurate meeting minutes	Professional Learning	08/01/2013	06/30/2015	\$0	DOSE Administrators
Standards Based Grading	District will continue to support the implementation of Standards Based Grading and practices in all schools.	Academic Support Program	01/01/2014	05/29/2015	\$0	District Academic Team
District Grading Policy	District will review current grading policy and amend accordingly to be congruent with Standards Based Grading	Academic Support Program	01/01/2014	12/31/2014	\$0	Board of Education District Academic Team
Title 1 Parent Involvement Policy	District will assist and support schools in reviewing and making amendments as needed to their Parent Involvement Policy/Plan	Academic Support Program	01/01/2014	05/25/2015	\$0	Title 1 Director SBDM Director
Title 1 Compact	District will assist and support schools in reviewing and making revisions if needed on their Title 1 School Compacts	Academic Support Program	01/01/2014	06/30/2015	\$0	Title 1 Director
Progress Monitoring	District will purchase MAP for the reading students to analyze their reading success	Academic Support Program	01/01/2014	06/30/2016	\$1000	DAC Reading Specialist
Professional Learning Rtl	Rtl Professional Learning will be facilitated by District Rtl Team in completing Proficiency Plans, putting data in IC Intervention Tabs and how to measure student growth through the use of MAP data for elementary and middle and benchmark data at high school.	Professional Learning	01/01/2015	12/31/2015	\$1000	Rtl District Team Rtl Director DOSE Principals Teachers

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Analyzing Student Data	School and District leaders use CIITS for analyzing student level data for teacher, school and district wide instructional improvements.	Academic Support Program	10/01/2014	06/30/2016	\$0	District Leadership Principals Teachers
Class Size Reduction	The district will support schools in reducing classroom size.	Class Size Reduction	08/01/2014	06/30/2015	\$115000	Title II Director Principals
CIITS Professional Learning	Develop and complete a plan of training for teachers and principals in the use of CIITS (Educator Development Suite, LYNC, PD 360.)	Professional Learning	01/01/2014	06/30/2014	\$1000	Professional Development Director, CIITS Director
Research Based Intervention Strategies	Rtl Director will post Research Based Intervention Strategies on the District Rtl Site so teachers may have a bank of strategies to pull from when developing Proficiency Plans.	Academic Support Program	01/01/2015	06/30/2017	\$0	Rtl Director
Kentucky Shape-Wellness Policy	The district will work with Kentucky Shape and combine the Nutrition Director's Reports with the Practical Living & Career Studies Program Review. A Superintendent's Coordinated School Health Council will be developed. One of the first task of this council will be to develop a new district Wellness Policy. The council will continue to develop plans to improve the health of it's staff and students in the district. The council will use the Alliance for a Healthier Generation documents to guide it's decisions.	Academic Support Program	01/01/2015	06/30/2017	\$0	Superintende nt Food Service Director Community Ed. Director Program Review Director Council members
Protocol Manual	The District Leadership Team will develop a Protocol Manual to guide all stakeholders in the same direction for continuous improvement.	Academic Support Program	01/01/2015	06/30/2015	\$0	Superintende nt District Leadership Team
Professional Learning through Protocol Manual	The Protocol Manual will be distributed to all administrators and reviewed with them so that they may begin the embedded professional learning and protocols that is included in the book at the beginning of the 15-16 school year.	Professional Learning	05/01/2015	08/28/2015	\$0	Superintende nt District Leadership Team
FRYSC Monitoring	FRYSC Coordinators and staff will provide support to all students in their schools to reduce barriers to learning, this may be to serve on committees that meet about students, doing home visits, provide food in school back pack program, provide school supplies, clothing, help with attendance etc. in order to help students perform their academic best.	Academic Support Program	08/01/2013	06/30/2016	\$0	DPP FRYSC Coordinators Principals Counselors Teachers

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Attendance Incentives	District will provide a variety of incentives for schools to push their attendance toward 94% or above which will include a traveling banner for the school with the most improved attendance each month, a traveling banner for the school with the highest attendance, trophy presentation on opening day of school with best overall attendance, traveling megaphone with grade level with the best attendance, etc.	Academic Support Program	08/01/2013	06/30/2016	\$0	DPP
Total					\$130500	

Owingsville Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Fairs	The schools team together and have a career day where different community partners come in and share their career and give information to the students.	Career Preparation/Orientation	08/06/2012	06/30/2016	\$0	School Administrators FRYSC
Core & Supplemental Literacy Materials	The District Academic Team will collaborate with schools in determining purchasing needs for core and supplementary reading materials to support KCAS.	Academic Support Program	10/01/2014	12/30/2016	\$360000	District Academic Team SBDM Principal Teachers
Curriculum Alignment with Core Reading Series	The District Academic Team will assist and support the elementary schools in developing curriculum guides, pacing guides, unit guides and congruent assessments to align with the new reading core program and KCAS.	Academic Support Program	01/01/2015	12/30/2016	\$0	District Academic Team
Professional Learning for Core Reading Program	The District Academic Team will assist and support elementary schools in getting the professional learning needed to be successful with the new reading core program.	Academic Support Program	01/01/2015	12/30/2016	\$0	District Academic Team
ELLN Training	The district will send Pre-School Teachers and Kindergarten Teachers to training in ELLN	Academic Support Program	08/01/2013	06/30/2015	\$1000	Pre-School Director Principals Teachers
Developmental Manual	The district provides a Developmental Manual for 3-4 year olds that attend preschool to parents.	Academic Support Program	05/31/2013	06/30/2016	\$0	Pre-School Director
Pre-School/Head Start Screenings and Orientation	The district offers several Pre-School Screenings and Orientation sessions over the period of the spring and summer to pull students and parents into the education program and discuss developmentally appropriate activities to prepare their children for Kindergarten	Academic Support Program	08/01/2013	07/29/2016	\$0	Pre-School Director Teachers
Total					\$361000	

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Crossroads Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Fairs	The schools team together and have a career day where different community partners come in and share their career and give information to the students.	Career Preparation/Orientation	08/06/2012	06/30/2016	\$0	School Administrators FRYSC
Core & Supplemental Literacy Materials	The District Academic Team will collaborate with schools in determining purchasing needs for core and supplementary reading materials to support KCAS.	Academic Support Program	10/01/2014	12/30/2016	\$360000	District Academic Team SBDM Principal Teachers
Curriculum Alignment with Core Reading Series	The District Academic Team will assist and support the elementary schools in developing curriculum guides, pacing guides, unit guides and congruent assessments to align with the new reading core program and KCAS.	Academic Support Program	01/01/2015	12/30/2016	\$0	District Academic Team
Professional Learning for Core Reading Program	The District Academic Team will assist and support elementary schools in getting the professional learning needed to be successful with the new reading core program.	Academic Support Program	01/01/2015	12/30/2016	\$0	District Academic Team
ELLN Training	The district will send Pre-School Teachers and Kindergarten Teachers to training in ELLN	Academic Support Program	08/01/2013	06/30/2015	\$1000	Pre-School Director Principals Teachers
Developmental Manual	The district provides a Developmental Manual for 3-4 year olds that attend preschool to parents.	Academic Support Program	05/31/2013	06/30/2016	\$0	Pre-School Director
Pre-School/Head Start Screenings and Orientation	The district offers several Pre-School Screenings and Orientation sessions over the period of the spring and summer to pull students and parents into the education program and discuss developmentally appropriate activities to prepare their children for Kindergarten	Academic Support Program	08/01/2013	07/29/2016	\$0	Pre-School Director Teachers
Total					\$361000	

Bath County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Second Chance Academy	District will provide teachers for Second Chance Academy for those students that have behaviors that will not allow them to be successful in the regular classroom	Academic Support Program	08/01/2014	05/27/2016	\$100250	BOE Superintendent DPP

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Operation Preparation	Develop, promote and implement Operation Preparation for 8th and 10th grade students.	Career Preparation/Orientation	01/01/2014	05/31/2016	\$2000	Community Education Director High School Administrators Middle School Administrators
Career Fairs	The schools team together and have a career day where different community partners come in and share their career and give information to the students.	Career Preparation/Orientation	08/06/2012	06/30/2016	\$0	School Administrators FRYSC
Co-Teaching Grant with KDE	Administrators, internal coaches, external coaches and teachers are participating with KDE for the co-teaching for gap closure initiative	Academic Support Program	01/01/2013	06/30/2015	\$1400	Principal District Office Staff Out of District Staff Teachers
Surveys	Survey teachers and parents on knowledge level of ILP's through web surveys and during Parent Conference Nights	Career Preparation/Orientation	01/01/2014	06/30/2016	\$0	Technology/C TE Director District Academic Team Principals Counselors
ILP Professional Learning for Parents	Use survey results to plan professional development for parents, teachers and students in better understanding the ILP and its many resources	Career Preparation/Orientation	01/01/2014	06/30/2016	\$0	Partnership of District and School Administrators
Total					\$103650	

Bath County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
BCHS Mentoring Program	BCHS faculty and staff will volunteer to choose a special need student to serve as their mentor. Mentors will provide emotional and academic support as well as encourage the student to overcome barriers in order to graduate within four years.	Academic Support Program	08/01/2013	05/26/2017	\$0	DOSE High School Administrators Teachers YSC Director
Night School	The district will fund a teacher to operate night school at Bath County High School.	Academic Support Program	08/01/2014	05/31/2016	\$13500	BOE Superintendent DPP

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Second Chance Academy	District will provide teachers for Second Chance Academy for those students that have behaviors that will not allow them to be successful in the regular classroom	Academic Support Program	08/01/2014	05/27/2016	\$100250	BOE Superintendent DPP
Graduation Success Academy	District will provide administrators and teachers to provide students with an alternate route for graduation if barriers come up for student to attend regular classes	Academic Support Program	08/01/2014	05/31/2016	\$100250	BOE Superintendent DPP
Targeted Intervention/ILP's	Special need students will work with an advisor (teacher or guidance counselor) and schedule courses targeting their ILP's	Academic Support Program	08/05/2013	05/30/2016	\$0	DOSE High School Administrators Special Education Teachers e
Career Pathways Guidance Counselor	District will provide funds for high school to hire a Career Pathways Guidance Counselor to assist the school to help students choose classes based on their ILP's, career interests, EXPLORE and PLAN. Career Pathways Guidance Counselor will also work with teachers to help mentor students.	Academic Support Program	08/01/2013	05/31/2016	\$62000	BOE High School Principal SBDM
Operation Preparation	Develop, promote and implement Operation Preparation for 8th and 10th grade students.	Career Preparation/Orientation	01/01/2014	05/31/2016	\$2000	Community Education Director High School Administrators Middle School Administrators
Participation in CTE Advisory Councils	Representatives from the district will serve on the CTE advisory councils to improve programs and increase the number of students receiving KOSSA and industry certifications.	Career Preparation/Orientation	01/01/2014	05/31/2016	\$0	CTE Coordinator CTE teachers District Staff Community Representatives
Reading Specialist	Hire a reading specialist to support at-risk readers to help them improve their love of reading to support them to be successful in meeting graduation requirements	Academic Support Program	08/01/2014	06/30/2016	\$50125	BOE Principal SBDM Teacher

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Surveys	Survey teachers and parents on knowledge level of ILP's through web surveys and during Parent Conference Nights	Career Preparation/Orientation	01/01/2014	06/30/2016	\$0	Technology/CTE Director District Academic Team Principals Counselors
ILP Professional Learning for Parents	Use survey results to plan professional development for parents, teachers and students in better understanding the ILP and its many resources	Career Preparation/Orientation	01/01/2014	06/30/2016	\$0	Partnership of District and School Administrators
Total					\$328125	

KDE 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?**

Data Analysis

Bath County School District is labeled by KDE for the 13-14 school year as a "needs improvement/progressing" school district. The district AMO chart is below:

AMO	14 Delivery Target	14 Actual Score	15 Delivery Target	Met - Not Met
College and Career Readiness	53.8	52.7	61.5	Not Met
Cohort Graduation Rate	88.1	88.9	89.4	Met
Proficiency	55.4	49.7	61.0	Not Met
Non-Duplicated Gap	44.4	42.1	51.3	Not Met

From our Unbridled Learning Accountability System, the results are as follows:

Elementary - percentage of students proficient or distinguished

Reading - 52.0

Math - 48.8

Science - 70.4

Social Studies - 46.1

Writing - 30.5

Language - 48

Middle School - percentage of student's proficient or distinguished/meeting benchmark

Reading - 54.7

Math - 42.3

Science - 63.6

Social Studies - 71.1

Writing - 44.4

Language - 38.8

EXPLORE English - 59.7

EXPLORE Reading - 42.9

EXPLORE Math - 29.2

EXPLORE Science - 15.6

EXPLORE Composite Score: 15.3

High School - percentage of students proficient or distinguished

Reading - 50.7

Math - 46.1

Science - 30.5

Social Studies - 66.1

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Writing - 43.2

Language - 48.7

College-and-Career Ready - 52.7

Cohort Graduation rate - 88.9

PLAN Composite Score: 16.8

ACT Composite Score: 18.7

The Unbridled Learning Accountability System shows that our district is moving in the correct direction. In 2013 we had an overall score of 60.6 and in 2014 we had an overall score of 63.7 which is a 3.1 growth. Our percentile in the state moved from 26 in 2013 to 41 in 2014.

Other data that is analyzed over the course of the school year to help guide us to move the scores toward proficiency are:

School	Reading	Math	Other
BCHS MAP			Authentic/Classroom Assessments
BCMS MAP/Study Island MAP/Study Island			Authentic/Classroom Assessments
CES MAP/ Lexia MAP/Moby Max			Authentic/Classroom Assessments
OES MAP/DIBEL MAP/mCLASS			Authentic/Classroom Assessments

The teachers and administrators in the schools review and analyze this data during their PLC meetings to determine next steps to move them forward to meeting the AMO goals of the Unbridled Learning Accountability System.

The district also reviewed and did an analysis of their Program Review Scores because overall our schools showed in all core content areas Needs Improvement. Area across the district that were strengths in all core content areas were Professional Development. Areas that need to be worked on and built with in the continuous improvement plan are formative and summative assessment and curriculum and instruction in these content areas.

Other sources of data reviewed by district:

TELL Survey: The district has reviewed its 2013 TELL survey and compared it to their 2011 Tell Survey. 82.7 % of our employees say that their school is a good place to work and learn. We would like to see this goal increase to approximately 88%-90%. Our weakest area on the TELL Survey overall was Teacher Leadership (Q6.2 - role teachers have at your school in each of the following areas). This area had two of our district very lowest scores which were, "Providing input on how the school budget will be spent" and "The selection of teachers new to this school". This will be two areas that will be discussed with Principals in the schools and determine a way to improve in this area. Our biggest drop from 2011to 2013 was "Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc." with a -17.8. The district staff has worked on this and since purchased new copy machines so it is foreseen that this score will raise back up in the 15 survey. Our biggest growth from 2011 to 2013 was Time with a growth of 12.2 but still is not near the score that the district would like with an average of 66.2. Our biggest strength with an average of 91 which increased by 9 points was Managing Student Conduct. Our next areas of strength was within School Leadership (Q7.4 - School Council) with an average of 88 and a growth of 5 points from 2011-2013. The district uses this TELL survey within its improvement plans to help determine next steps to continuously improve their schools and system.

Guiding District Implementation of Common Core State Standards: Innovation Configuration Maps was reviewed by district staff members and it was determined in scoring ourselves within the rubric that we have several areas of weaknesses. We are going to use this document to start guiding our District Leadership Team Meetings and develop a Protocol Manual (plans) for each of the areas mentioned in the rubric that needs plans. We found that we do many of the behaviors but they are by chance or just standard procedures not because we have a

plan with expectations and monitor that those expectations are being met.

Bath County School District has also reviewed the Missing Piece surveys that were completed by the schools. Our strengths were Relationship Building and Decision Making. Area that we need to work on as along with our schools are Community Partnerships. The District Leadership team will take some time to review the Missing Piece and develop a plan on how to meet these areas of weakness as a district so that we can support the schools.

Bath County Schools reviewed their non-academic data such as behavior and attendance. The bus behavior was viewed via CIITS. When reviewing the behavior data it is found that bus behavior had the most incidents in the 2 years of data reviewed. This will be an issue that will be looked at and it is in discussion to work with the Kentucky Center of School Safety on this issue. Attendance goal is 94 %

Our CDIP team then reviewed our 14 CDIP and the progress notes and determined what we wanted to continue and what needed to be rescinded. We then looked at all our data and determined what needed to be added. They were some areas in last year's CDIP that did not get addressed the way we truly intended so we determined that we need to as a District Leadership Team review our CDIP monthly and make sure we are accomplishing the strategies and activities that we say needs to be implemented and monitored. We also determined to address literacy head on especially writing this time and put a focus on this because the data shows us that we are low in writing across the district. This will be the main focus of this school year and if we achieve our goals accordingly then next school year we will most likely focus on math, but we have put some things in place such as math interventionists, new elementary math programs, etc. that we are hoping will develop in rising scores in the 15 school year but not addressed in the CDIP. If not then we will work on this the next school year - it was the feeling of the team not to get too much going because you can never do it all well and we want to do writing well and make it a major focus.

Other areas that we want to focus on is developing plans for our district accordingly to the Innovation Configuration Map. We do many of these things but they are not written and monitored well so this will be a focus along with our writing as a district this school year.

Of course we still will keep in the forefront our other goals and make sure we complete the strategies and activities that will continue to put emphasis on gap, college and career readiness, graduation rate and teacher and principal effectiveness.

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?

We have several reasons to celebrate. First, our overall scores increased by 3.1 percent which is showing that we are growing little by little but we are growing. We improved in percentile across the state by 15, beginning at 26% and moving to 41%. Our science scores across the district in elementary and middle school are reasons to celebrate. We exceed the state in this core content area. Our social studies scores in middle school and high school are also exceeding state in their scores. Our district and high school met its graduation rate which we are very excited about.

We are going to continue to working diligently with our CDIP strategies and activities to make sure that we sustain the steady but constant growth that we have exhibited in the past.

We are working on the alignment of our science curriculum with the NGSS and continuing the inquiry method to keep our students excited about science. We do realize that science will not be counting in the scores next school year but we want to keep our momentum with science scores when they do become part of the AMO again.

We are celebrating our Social Studies scores in middle and high school and we will be working diligently with the new SS standards and getting those aligned to continue making progress in this core content area. We will also work to make sure we get the elementary SS curriculum aligned to see raises in this AMO too.

As noted in our 15 CDIP we are continuing to keep the programs that we feel are very helpful with our graduation rate, eg. Night School, Graduation Success Academy, Second Chance Academy, and Careers Guidance Counselor. We also feel the mentoring program for our Special Needs students are a success too and we are going to continue this service to help support our graduation rate.

Opportunities for Improvement

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

Though our district shows growth in AMO and raising our percentile placement in the state we are still classified as a Needs Improvement/Progressing school district. We have reviewed our district plan and determined to continue to address Rtl, Program Reviews, Literacy, and working with the Innovation Configuration Map.

Our Rtl plan will continued to be monitored and refined throughout the school year. We are going to work with our schools to get Rtl information in the State Intervention Tab, keep research based intervention strategies available on our district web site for Proficiency Planning Committees to use when developing proficiency plans for students. Our District Rtl team will continue to meet when needed to refine our Rtl plan.

All of our Program Reviews scored Needs Improvement across the content areas. Our district will continue to work with the schools and monitor the Program Reviews. We had a meeting with the principals and got their take on what our district could do to help support them. We are working as a team to help support our schools and move our Program Reviews toward proficiency by revamping our external review process and developing a Superintendent's Coordinated Health Committee to guide our schools in the Practical Living/Career Studies Program Review. The Writing Program review will be incorporated into our Literacy part of our CDIP.

Literacy is going to be one of our main focuses this school year, especially writing. We have in our plan to purchase a new reading series for our elementary schools. Along with this refining our curriculum alignment and assessment literacy in ELA. We are also going to develop a district writing plan and start monitoring the plan to make sure it is used district wide. We will incorporate many of the Writing Program Review aspects into our plan to better help schools move toward proficiency in the Writing Program Review.

Another main focus in this CDIP is developing a Protocol Manual on the expectations and processes to be used in our district. We do many of the things called for the in the Configuration Maps but it is not written nor monitored to make sure we are doing them successfully and we have determined to work toward proficiency on the Configuration Maps. We will also work with KEDC at our ISLN meetings to move our practices toward proficiency on the Configuration Maps.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Through working with the Guiding District Implementation of Common Core Standards: Innovation Configuration Maps at our ISLN meetings our district found that we do not have well written plans developed nor do well in monitoring our CDIP to make sure strategies and activities are getting completed to help us reach our goals. We have committed to do some things differently this school year in overseeing and monitoring our CDIP. Our District Leadership Team will review the 15 CDIP at their monthly meetings and monitor what is being completed and not being completed. We will then develop plans to make sure these strategies and activities are being completed and completed well. At each of our meetings we will present what evidence, data, etc. has been completed prior and what needs to continue or be refined in order to meet what we say we need to do for continuous growth in our CDIP. We are going to make an extended effort to be out in the classrooms to gather evidence, data and review timely feedback to bring to these meetings to guide us in reviewing and monitoring our strategies and activities to develop our plans

Conclusion

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

Our next steps will be:

- Develop a schedule for walk throughs and start gathering data and evidence to bring back to monthly District Leadership Team Meetings.
- District Leadership Team will begin meeting monthly to review 15 CDIP and develop plans to progress through the strategies and activities. They will also monitor to make sure the plans are being completed to move us forward in meeting our goals.
- District Academic Team will develop committees as needed per District Leadership Team guidance to assist and progress through the strategies and activities of the 15 CDIP
- District Leadership Team/Superintendent Team will start working and developing the Bath County Protocol Manual

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

Our district ensure 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 averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency in the combined reading and math from 49.5% to 61% by 05/30/2014 as measured by K-PREP.

Strategy1:

CIITS - Principals/teachers/district leaders will continue to use CIITS to improve classroom instruction through planning, assessment and monitoring data.

Category: Continuous Improvement

Research Cited:

Activity - CIITS Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District CIITS Director will monitor participation and give feedback to superintendent and principals.	Academic Support Program			01/01/2014	06/30/2016	\$0 - No Funding Required	Superintendent District CIITS Coordinator Principals

Strategy2:

Alignment of Processes - District written protocols will give guidance for continuous improvement

Category: Professional Learning & Support

Research Cited:

Activity - Protocol Manual	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Leadership Team will develop a Protocol Manual to guide all stakeholders in the same direction for continuous improvement.	Academic Support Program			01/01/2015	06/30/2015	\$0 - No Funding Required	Superintendent District Leadership Team

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Activity - Professional Learning through Protocol Manual	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Protocol Manual will be distributed to all administrators and reviewed with them so that they may begin the embedded professional learning and protocols that is included in the book at the beginning of the 15-16 school year.	Professional Learning			05/01/2015	08/28/2015	\$0 - No Funding Required	Superintendent District Leadership Team

Strategy3:

Program Reviews - Incorporating the other content areas with the math and ELA core areas to develop the whole child toward proficiency.

Category:

Research Cited:

Activity - External Support Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will revise their external review process for Program Reviews.	Academic Support Program			01/01/2015	06/30/2015	\$0 - No Funding Required	Program Review Director District Leadership Team Tachers

Strategy4:

Rtl - Response to Intervention District Plan/Policy will guide all individual schools to address Rtl.

Category: Continuous Improvement

Research Cited:

Activity - Research Based Intervention Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rtl Director will post Research Based Intervention Strategies on the District Rtl Site so teachers may have a bank of strategies to pull from when developing Proficiency Plans.	Academic Support Program			01/01/2015	06/30/2017	\$0 - No Funding Required	Rtl Director

Activity - District Rtl Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Rtl Team will meet as needed to refine current plan	Academic Support Program			01/01/2014	06/30/2016	\$0 - No Funding Required	District Rtl/BCSI Team

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Activity - District monitoring of Rtl	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rtl will be monitored through leadership walk throughs with specific feedback, Rtl Director will meet with principals and pull Proficiency Plans, review IC Intervention Tabs, as well as the Rtl and DOSE Directors will attend Improvement Team meetings and Proficiency Plan meetings. Feedback of evidence will be reported to school administrators and District Rtl Team to determine refinement and revisions to the District Rtl plan.	Academic Support Program			01/01/2015	06/30/2017	\$0 - No Funding Required	District Rtl Team District Rtl Director DOSE

Activity - Professional Learning Rtl	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rtl Professional Learning will be facilitated by District Rtl Team in completing Proficiency Plans, putting data in IC Intervention Tabs and how to measure student growth through the use of MAP data for elementary and middle and benchmark data at high school.	Professional Learning			01/01/2015	12/31/2015	\$1000 - State Funds	Rtl District Team Rtl Director DOSE Principals Teachers

Activity - Rtl in Infinite Campus	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will use state Intervention Tabs within Infinite Campus to monitor students in Rtl. Guidance Counselors and teachers will be trained to put information in the Intervention Tab.	Academic Support Program			01/01/2015	06/30/2017	\$0 - No Funding Required	District Rtl Team Principals Guidance Counselors Teachers

Strategy5:

Literacy Initiative - Improve ELA proficiency in the schools

Category:

Research Cited:

Activity - Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Academic Team will post researched based literacy strategies on the district web site for teachers to refer to when developing units and lessons	Academic Support Program			01/07/2013	05/31/2016	\$0 - No Funding Required	District Academic Team

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Activity - Gaps and Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gaps in literacy/writing performance to determine professional learning needed for instructional improvement, consult resources for professional learning and provide professional learning as needed.	Academic Support Program			01/01/2014	06/30/2016	\$2000 - State Funds	District Academic Team Principals Consultants

Strategy6:

Kindergarten Readiness - Helping teachers and parents become aware of the developmentally appropriate skills needed for students to enter K

Category: Early Learning

Research Cited:

Activity - ELLN Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will send Pre-School Teachers and Kindergarten Teachers to training in ELLN	Academic Support Program			08/01/2013	06/30/2015	\$1000 - Grant Funds	Pre-School Director Principals Teachers

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to assist schools in increasing the average combined reading and math proficiency scores for ALL students in the non-duplicated gap group to 51.3% . by 05/29/2015 as measured by K-PREP and PLAN scores.

Strategy1:

Progress Monitoring - The district will provide support to schools by assisting with progress monitoring.

Category:

Research Cited:

Activity - School Walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Academic Team will support schools by developing and implementing an intentional schedule for school walk-throughs and providing feedback in each building.	Academic Support Program			08/01/2013	05/30/2016	\$0 - District Funding	District Academic Team

Strategy2:

Professional Learning for Special Education Teachers and Administrators - Provide job-embedded professional learning

Category:

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Research Cited:

Activity - Professional Learning for Administrators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DOSE provides training to administrators in regards to chairing ARC meetings, following due process, determining accommodations, and keeping accurate meeting minutes	Professional Learning			08/01/2013	06/30/2015	\$0 - No Funding Required	DOSE Administrators

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DOSE provides training to teachers in regards to IEP development documents, as well as accommodations, and how to write measureable goals	Professional Learning			08/01/2013	06/30/2015	\$0 - No Funding Required	DOSE Special Education Teachers

Strategy3:

Co-Teaching - Have teachers collaborating in the classroom to help students to reach their proficiency goals.

Category:

Research Cited:

Activity - Co-Teaching Grant with KDE	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, internal coaches, external coaches and teachers are participating with KDE for the co-teaching for gap closure initiative	Academic Support Program			01/01/2013	06/30/2015	\$1400 - Grant Funds	Principal District Office Staff Out of District Staff Teachers

Strategy4:

Class Size Reduction - The district will use Title II funds to reduce classroom sizes

Category: Continuous Improvement

Research Cited:

Activity - Class Size Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will support schools in reducing classroom size.	Class Size Reduction			08/01/2014	06/30/2015	\$115000 - Title II Part A	Title II Director Principals

Goal 3:

Increase the average freshman graduation rate from 76% to 90%% by 2015.

Measurable Objective 1:

collaborate to increase the Freshman graduation to 89.4% by 07/31/2015 as measured by 4 year cohort Freshman rate.

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Strategy1:

High School Reading Specialist - Help support at risk readers to improve their reading skills to be successful toward graduation

Category: Persistence to Graduation

Research Cited:

Activity - Reading Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire a reading specialist to support at-risk readers to help them improve their love of reading to support them to be successful in meeting graduation requirements	Academic Support Program			08/01/2014	06/30/2016	\$50125 - General Fund	BOE Principal SBDM Teacher

Measurable Objective 2:

collaborate to achieve a graduation rate of 89.4% by 06/30/2015 as measured by 4 year adjusted cohort rate.

Strategy1:

Mentoring Program - Pair special needs students with mentors. The mentor will provide academic and emotional support as well as encourage the special need student to work to eliminate barriers to their success.

Category: Persistence to Graduation

Research Cited:

Activity - BCHS Mentoring Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS faculty and staff will volunteer to choose a special need student to serve as their mentor. Mentors will provide emotional and academic support as well as encourage the student to overcome barriers in order to graduate within four years.	Academic Support Program			08/01/2013	05/26/2017	\$0 - No Funding Required	DOSE High School Administrators Teachers YSC Director

Goal 4:

Increase the percentage of effective teachers from ____% in 2015 to ____%to 2020.

Measurable Objective 1:

collaborate to fully implement TPGES by 06/30/2016 as measured by monitoring of evidence and data .

Strategy1:

Teacher Professional Growth and Effectiveness System - Develop teacher effectiveness in all schools of Bath County

Category:

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Research Cited:

Activity - Policy Amendments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review current policy and recommend modifications currently related to teacher effectiveness	Policy and Process			01/01/2014	06/27/2014	\$0 - No Funding Required	Superintendent, Central Evaluation Committee

Activity - Pilot Implementation of TPGES	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot implementation of TPGES	Policy and Process			08/01/2013	06/30/2014	\$0 - No Funding Required	Superintendent, Central Office Staff, Principals, Teachers

Activity - Full Implementation of TPGES pilot	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fully implement PGES pilot	Policy and Process			07/01/2014	06/30/2016	\$0 - No Funding Required	Superintendent, Central Office Staff, Principals, Teachers

Activity - TPGES Analysis of Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will complete and analysis of implementation monitoring plan results and TPGES data for the purpose of: Identifying professional learning needs, evaluating fiscal and human resource needs, potential shifts in calendars and schedules/daily use of time, roles and responsibilities for administrators and teacher leaders	Policy and Process			01/01/2014	06/30/2015	\$0 - No Funding Required	Superintendent, Central Office Staff

Activity - Monitoring TPGES Implementation Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a district-level implementation monitoring plan referring to the TPGES Implementation Timeline and Plan	Policy and Process			01/01/2014	06/30/2014	\$0 - No Funding Required	Superintendent, Central Office Staff, Principals, Teachers

Activity - Monitoring CEP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and revise as needed current CEP to reflect needed changes for the TPGES and OPGES	Policy and Process			01/01/2014	06/30/2016	\$0 - No Funding Required	Superintendent CEP Committee

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Strategy2:

Professional Learning - Staff will be provided Professional Learning to help implement TPGES

Category:

Research Cited:

Activity - CIITS Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and complete a plan of training for teachers and principals in the use of CIITS (Educator Development Suite, LYNC, PD 360,)	Professional Learning			01/01/2014	06/30/2014	\$1000 - District Funding	Professional Development Director, CIITS Director

Activity - ISLN	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in ISLN	Professional Learning			08/01/2013	06/30/2016	\$1000 - District Funding	District Leadership Team

Activity - Observation Certification	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers	Professional Learning			08/01/2013	06/30/2015	\$0 - No Funding Required	Superintendent, Central Office Staff, Principals, Teachers

Activity - KDE Webcasts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in KDE PGES and ISLN Webcasts	Professional Learning			08/01/2013	06/30/2016	\$0 - No Funding Required	District Leadership Team Assistant Principals

Activity - Lync Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of TPGES Lync session for all teachers & KET peer observation module for teachers serving as peer observers	Professional Learning			08/01/2013	06/30/2015	\$0 - No Funding Required	Superintendent, Central Office Staff, Principals, Teachers

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

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Measurable Objective 1:

demonstrate a proficiency in the combined reading and math from 49.5% to 61% by 05/30/2014 as measured by K-PREP.

Strategy1:

Program Reviews - Incorporating the other content areas with the math and ELA core areas to develop the whole child toward proficiency.

Category:

Research Cited:

Activity - Kentucky Shape-Wellness Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will work with Kentucky Shape and combine the Nutrition Director's Reports with the Practical Living & Career Studies Program Review. A Superintendent's Coordinated School Health Council will be developed. One of the first task of this council will be to develop a new district Wellness Policy. The council will continue to develop plans to improve the health of it's staff and students in the district. The council will use the Alliance for a Healthier Generation documents to guide it's decisions.	Academic Support Program			01/01/2015	06/30/2017	\$0 - No Funding Required	Superintendent Food Service Director Community Ed. Director Program Review Director Council members

Strategy2:

Alignment of Processes - District written protocols will give guidance for continuous improvement

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning through Protocol Manual	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Protocol Manual will be distributed to all administrators and reviewed with them so that they may begin the embedded professional learning and protocols that is included in the book at the beginning of the 15-16 school year.	Professional Learning			05/01/2015	08/28/2015	\$0 - No Funding Required	Superintendent District Leadership Team

Activity - Protocol Manual	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Leadership Team will develop a Protocol Manual to guide all stakeholders in the same direction for continuous improvement.	Academic Support Program			01/01/2015	06/30/2015	\$0 - No Funding Required	Superintendent District Leadership Team

Strategy3:

Literacy Initiative - Improve ELA proficiency in the schools

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Category:

Research Cited:

Activity - Professional Learning for Core Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Academic Team will assist and support elementary schools in getting the professional learning needed to be successful with the new reading core program.	Academic Support Program			01/01/2015	12/30/2016	\$0 - No Funding Required	District Academic Team

Activity - Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Academic Team will post researched based literacy strategies on the district web site for teachers to refer to when developing units and lessons	Academic Support Program			01/07/2013	05/31/2016	\$0 - No Funding Required	District Academic Team

Activity - Core & Supplemental Literacy Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Academic Team will collaborate with schools in determining purchasing needs for core and supplementary reading materials to support KCAS.	Academic Support Program			10/01/2014	12/30/2016	\$120000 - Title I Part A \$120000 - Text Books \$120000 - General Fund	District Academic Team SBDM Principal Teachers

Activity - Gaps and Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gaps in literacy/writing performance to determine professional learning needed for instructional improvement, consult resources for professional learning and provide professional learning as needed.	Academic Support Program			01/01/2014	06/30/2016	\$2000 - State Funds	District Academic Team Principals Consultants

Activity - Curriculum Alignment with Core Reading Series	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Academic Team will assist and support the elementary schools in developing curriculum guides, pacing guides, unit guides and congruent assessments to align with the new reading core program and KCAS.	Academic Support Program			01/01/2015	12/30/2016	\$0 - No Funding Required	District Academic Team

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Activity - Supplemental Reading Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will research and possibly purchase supplemental reading materials to support KCCS.	Academic Support Program			01/01/2013	06/30/2014	\$5000 - Title I Part A	Instructional Supervisor, Instructional Support Supervisor, Title 1 Coordinator

Activity - Literacy/Writing Policy and Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop literacy and writing policy/plans.	Academic Support Program			01/01/2014	06/27/2014	\$0 - No Funding Required	District Academic Team Principals Teachers

Goal 2:
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:
collaborate to assist schools in increasing the average combined reading and math proficiency scores for ALL students in the non-duplicated gap group to 51.3% . by 05/29/2015 as measured by K-PREP and PLAN scores.

Strategy1:
Parent Involvement - To increase parent involvement in the school to help ALL students be successful
Category:
Research Cited:

Activity - Title 1 Parent Involvement Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will assist and support schools in reviewing and making amendments as needed to their Parent Involvement Policy/Plan	Academic Support Program			01/01/2014	05/25/2015	\$0 - No Funding Required	Title 1 Director SBDM Director

Activity - Title 1 Compact	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will assist and support schools in reviewing and making revisions if needed on their Title 1 School Compacts	Academic Support Program			01/01/2014	06/30/2015	\$0 - No Funding Required	Title 1 Director

Strategy2:
Progress Monitoring - The district will provide support to schools by assisting with progress monitoring.
Category:
Research Cited:

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Activity - School Walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Academic Team will support schools by developing and implementing an intentional schedule for school walk-throughs and providing feedback in each building.	Academic Support Program			08/01/2013	05/30/2016	\$0 - District Funding	District Academic Team

Strategy3:

FRYSC - FRYSC will work with students and families to reduce barriers to learning

Category: Learning Systems

Research Cited:

Activity - FRYSC Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC Coordinators and staff will provide support to all students in their schools to reduce barriers to learning, this may be to serve on committees that meet about students, doing home visits, provide food in school back pack program, provide school supplies, clothing, help with attendance etc. in order to help students perform their academic best.	Academic Support Program			08/01/2013	06/30/2016	\$0 - No Funding Required	DPP FRYSC Coordinators Principals Counselors Teachers

Goal 3:

Increase the percentage of effective teachers from ____% in 2015 to ____%to 2020.

Measurable Objective 1:

collaborate to fully implement TPGES by 06/30/2016 as measured by monitoring of evidence and data .

Strategy1:

Teacher Professional Growth and Effectiveness System - Develop teacher effectiveness in all schools of Bath County

Category:

Research Cited:

Activity - Policy Amendments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review current policy and recommend modifications currently related to teacher effectiveness	Policy and Process			01/01/2014	06/27/2014	\$0 - No Funding Required	Superintendent, Central Evaluation Committee

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Activity - TPGES Analysis of Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will complete and analysis of implementation monitoring plan results and TPGES data for the purpose of: Identifying professional learning needs, evaluating fiscal and human resource needs, potential shifts in calendars and schedules/daily use of time, roles and responsibilities for administrators and teacher leaders	Policy and Process			01/01/2014	06/30/2015	\$0 - No Funding Required	Superintendent, Central Office Staff

Activity - Full Implementation of TPGES pilot	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fully implement PGES pilot	Policy and Process			07/01/2014	06/30/2016	\$0 - No Funding Required	Superintendent, Central Office Staff, Principals, Teachers

Activity - Monitoring TPGES Implementation Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a district-level implementation monitoring plan referring to the TPGES Implementation Timeline and Plan	Policy and Process			01/01/2014	06/30/2014	\$0 - No Funding Required	Superintendent, Central Office Staff, Principals, Teachers

Activity - Pilot Implementation of TPGES	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot implementation of TPGES	Policy and Process			08/01/2013	06/30/2014	\$0 - No Funding Required	Superintendent, Central Office Staff, Principals, Teachers

Activity - Monitoring CEP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and revise as needed current CEP to reflect needed changes for the TPGES and OPGES	Policy and Process			01/01/2014	06/30/2016	\$0 - No Funding Required	Superintendent CEP Committee

Strategy2:

Professional Learning - Staff will be provided Professional Learning to help implement TPGES

Category:

Research Cited:

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Activity - CIITS Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and complete a plan of training for teachers and principals in the use of CIITS (Educator Development Suite, LYNC, PD 360,)	Professional Learning			01/01/2014	06/30/2014	\$1000 - District Funding	Professional Development Director, CIITS Director

Activity - ISLN	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in ISLN	Professional Learning			08/01/2013	06/30/2016	\$1000 - District Funding	District Leadership Team

Activity - Lync Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of TPGES Lync session for all teachers & KET peer observation module for teachers serving as peer observers	Professional Learning			08/01/2013	06/30/2015	\$0 - No Funding Required	Superintendent, Central Office Staff, Principals, Teachers

Activity - KDE Webcasts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in KDE PGES and ISLN Webcasts	Professional Learning			08/01/2013	06/30/2016	\$0 - No Funding Required	District Leadership Team Assistant Principals

Activity - Observation Certification	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers	Professional Learning			08/01/2013	06/30/2015	\$0 - No Funding Required	Superintendent, Central Office Staff, Principals, Teachers

KDE Superintendent Assurances

Introduction

Assurances are intended to provide evidence that the Superintendent has shared and discussed in open board meetings the progress and performance in the areas of goals and targets for student achievement that have/have not been met as well as the operational requirements for the district and the operational needs for schools and support staff.

Evidence of these discussions is required to support all responses through the upload of Board Meeting Minutes that includes each of the areas and feedback received in conjunction with a Comprehensive District Improvement Plan that outlines “the plan” to address, monitor, track progress and sustainability in student achievement, and operational needs for both the district and schools.

Delivery Targets

Five year delivery goals are set for schools and districts to ensure that students are college and career-ready. Within the school and district goals Delivery Targets are set to identify the annual incremental growth needed to achieve the five year goal in the areas of Proficiency, College and Career Readiness, Achievement Gap, and Graduation Rate. These targets shall be used to set goals and monitor progress in student achievement throughout the instructional year.

Next Generation Professionals will be addressed through identifying the district’s plan for implementation of the Professional Growth and Effectiveness System for Teachers and Principals in the 2014-2015 school year. Supporting documentation for these responses can be provided by additional narrative responses, the district Certified Evaluation Plan and an APPROVED Waiver if applicable.

The Superintendent has communicated in open board meetings the progress of the goals and targets throughout the instructional year and has communicated the vision and strategy for moving the work forward through the Comprehensive District Improvement Plan (CDIP).

The CDIP discussions include updates on student achievement through the use of student performance data, goals and plans created to achieve and monitor student success and areas for improvement, sustainability of growth and resources used for student achievement, and measuring the effectiveness of teachers and principals.

	Statement or Question	Response	Rating
1. Proficiency:	Increase the averaged combined reading and math K-Prep scores for elementary students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
2. Proficiency:	Increase the averaged combined reading and math K-Prep scores for middle students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
3. Proficiency:	Increase the averaged combined reading and math EOC scores for high schools.	Has Met District Targets	N/A

	Statement or Question	Response	Rating
4. Graduation Rate:	Increase the cohort graduation rate.	Has Met District Targets	N/A

	Statement or Question	Response	Rating
5. College and Career Readiness:	Increase the percentage of students who graduate college and career ready.	Has Met District Targets	N/A

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	Statement or Question	Response	Rating
6. Closing Achievement Gap:	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group.	Has Not Met District Targets	N/A

Label	Assurance	Response	Comment	Attachment
7. Next Generation Professionals for Teachers:	The district will:	Fully implement the Kentucky Professional Growth and Effectiveness System for Teachers in 2014-2015 as set forth in the district's Certified Evaluation Plan.		

Label	Assurance	Response	Comment	Attachment
8. Next Generation Professionals for Principals:	The district will:	Fully Implement the Kentucky Professional Growth and Effectiveness System for Principals in 2014-2015 as set forth in the District's Certified Evaluation Plan.		

Label	Assurance	Response	Comment	Attachment
9.	Delivery Targets and PGES implementation artifacts have been documented in The LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		Mod 1 Delivery Target 1 of 2 Mod 1 Delivery Target 2 of 2

Resources and Support Systems

Resources and Support Systems identify the district’s operational areas and their status and progress. In open board meetings the Superintendent must have communicated the health and status of the operational budget for the district and ensures that the district is operating in compliance of all ethical, legal and policy standards of the district, state and federal government.

Label	Assurance	Response	Comment	Attachment
1. Operational Budget:	Establishes a balanced operational budget for school programs and activities which include correct prior year audit findings and submit a balanced working budget and tentative budget that includes the required 2% contingency.	Has developed a balanced Operational Budget		

Label	Assurance	Response	Comment	Attachment
2. Compliance:	Maintains compliance with legal, ethical and policy standards. External audit for 2014-2015 school year will indicate 0 violations of ethics and policy standards.	Is in compliance		

Label	Assurance	Response	Comment	Attachment
3. Direct Communication:	Effectively communicates the district's budget and resource allocation to the local board. Provides budget updates to the board at every regularly scheduled meeting.	Superintendent has provided budget and resource allocation updates		

Label	Assurance	Response	Comment	Attachment
4.	Delivery artifacts have been incorporated into the Superintendent assurances and documented in the artifacts in the areas of budget and resources of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		Mod 2 Resources & Support

Facilities/Support Systems

Facilities and Support Systems identify the operational needs and environment for district schools. In open board meetings the Superintendent must have communicated progress, actions taken and updates in the areas of instruction, materials, technology, educational materials and resources and overall environment from the KY TELL Survey. In non-KY TELL Survey years the Superintendent may explain progress and updates to the prior year targets.

	Statement or Question	Response	Rating
a)	Teachers have sufficient access to appropriate instructional materials.	Strongly Agree	N/A

	Statement or Question	Response	Rating
b)	Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	Strongly Agree	N/A

	Statement or Question	Response	Rating
c)	Teachers have access to reliable communication technology, including phones, faxes and email.	Strongly Agree	N/A

	Statement or Question	Response	Rating
d)	Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	Strongly Agree	N/A

	Statement or Question	Response	Rating
e)	Teachers have sufficient access to a broad range of professional support personnel.	Strongly Agree	N/A

	Statement or Question	Response	Rating
f)	The school environment is clean and well maintained.	Strongly Agree	N/A

	Statement or Question	Response	Rating
g)	Teachers have adequate space to work productively.	Strongly Agree	N/A

	Statement or Question	Response	Rating
h)	The physical environment of classrooms in the school supports teaching and learning.	Strongly Agree	N/A

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	Statement or Question	Response	Rating
i)	The reliability and speed of internet connections in the school are sufficient to support instructional practices.	Strongly Agree	N/A

Label	Assurance	Response	Comment	Attachment
j)	Delivery artifacts have been incorporated into the Superintendent assurances and have been documented in the artifacts of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		Mod 3 Facilities Support

KDE 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	All schools invite parents into their school to share Title 1 information. Parent -teacher conferences are held throughout the year as well as parent workshops.	

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	We have no private schools in our district.	

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	All of our teachers are highly qualified so we have not had to notify parents. If for some reason this happens our schools will notify parents.	

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	Principals send needs to Professional Development Coordinator and they determine district PD needs from data that the principals report	

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Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes	District gives incentives for National Board Certified teachers. Strategies used: Advertise on KDE website Screen Applications Interview Place in appropriate positons according to teacher strength and need We have a new teacher orientation and all schools have a mentoring program	

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 ensure 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 ensure 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 ensure 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		

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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		

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	This is not applicable to our district	

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		

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Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

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 setaside funds for neglected institutions in the district are expended on identified student needs.	Yes	Not applicable to our district	

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	Not applicable to our district	

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.	Yes	Not applicable - all schools are Title 1	

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		

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

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	Not applicable to our district	

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	Not applicable - all our teachers are highly qualified	

KDE Comprehensive Improvement Plan for Districts

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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		