

BATH COUNTY SCHOOLS

...Where Every Adult Leads and Every Child Succeeds!

Comprehensive District Improvement Plan

ASSURANCE CERTIFICATION School Year 2010-2011

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the *Kentucky Comprehensive District Improvement Planning Guidebook*. It is understood that this application, once posted to our local district server for public access, constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement. It is the responsibility of the local district to keep copies of past plans on file at the school district.

Superintendent: Nancy Hutchinson Board Chairperson: Sandy Crouch



CATEGORICAL PROGRAMS

<u>FEDERAL GRANT PROGRAMS 2008-2009</u>	LOCAL CONTACT EMAIL	LOCAL TELEPHONE
NCLB, Title I: Part A (Improving Basic Programs)	steve.meadows@bath.kyschools.us	606-674-6314 ext. 6601
NCLB, Title 1: Part B (Even Start Continuation)	stephanie.little@bath.kyschools.us	606-674-6314 ext.6636
NCLB, Title II: Part A (High Quality Teachers and Principals)	karen.hammons@bath.kyschools.us	606-674-6314 ext. 6616
NCLB, Title II: Part D (Education Technology)	brenda.holder@bath.kyschools.us	606-674-6314 ext. 6602
NCLB, Title IV: Part A (Safe and Drug Free Schools & Communities)	kim.biddle@bath.kyschools.us	606-674-6314 ext. 6606
NCLB, Title V: Part A (Innovative Programs)	kim.biddle@bath.kyschools.us	606-674-6314 ext. 6606
NCLB, Title VI Part B, Subpart 2 (Rural and Low-Income Schools)	brenda.holder@bath.kyschools.us	606-674-6314 ext. 6602
Individuals with Disabilities Education Act (IDEA) Basic	stephanie.little@bath.kyschools.us	606-674-6314 ext.6636
Individuals with Disabilities Education Act (IDEA) Preschool	stephanie.little@bath.kyschools.us	606-674-6314 ext.6636
McKinney -Vento Homeless Education Act (NCLB Title X Part B)	kim.biddle@bath.kyschools.us	606-674-6314 ext. 6606
Carl D. Perkins Vocational and Technical Education Act- Basic	teresa.caudill@bath.kyschools.us	606-674-6314 ext. 6604
Extended School Services	kim.biddle@bath.kyschools.us	606-674-6314 ext. 6606
Gifted and Talented Education	karen.hammons@bath.kyschools.us	606-674-6314 ext. 6616
State Preschool Program	stephanie.little@bath.kyschools.us	606-674-6314 ext.6636
Kentucky Education Technology System	brenda.holder@bath.kyschools.us	606-674-6314 ext. 6602
Textbooks	karen.hammons@bath.kyschools.us	606-674-6314 ext. 6616
Professional Development	karen.hammons@bath.kyschools.us	606-674-6314 ext. 6616
Safe Schools	kim.biddle@bath.kyschools.us	606-674-6314 ext. 6606

DISTRICT IMPROVEMENT PLAN EXECUTIVE SUMMARY

Plan Summary

Organized around Kentucky's Standards and Indicators for School Improvement, Bath County's Comprehensive District Improvement Plan includes three components: Academic Achievement, Learning Environment, and Efficiency. The district's mission statement, "Bath County Schools Where Every Adult Leads and Every Child Succeeds" forms the underlying premise for the goals in these components, as all three are pointed toward students' success. The main initiatives include:

1. **District-wide understanding and implementation of Professional Learning Communities (PLCs);**
2. **Assessment literacy for all educators;**
 - **District-wide understanding of congruency as it relates to assessments, student learning experiences, and standards;**
3. **Ensuring students are college/career ready.**

Process Summary

Mission Statement

The Bath County School District's mission statement was developed with the input of stakeholders from our schools and community. The mission statement was revised during the fall of 2005 and was revisited again during the summer of 2007. We are committed as a district to meeting the needs of our students so that each may be successful. We acknowledge the fact that it takes every adult leading to meet the goals we have set as a district to support our students. The mission statement is promoted throughout the district in numerous ways. It is the first thing people hear when making a phone call to our district. It is printed on our signs, our correspondence, our emails, and many items in the district. Our simple mission statement has permeated the district and the community and has served to promote a positive, student-centered culture throughout Bath County:

***Bath County Schools.....Where Every Adult Leads
and Every Child Succeeds!***

Vision Statements

The Bath County School District's vision statements were developed with the extensive input of stakeholders from our schools and community. The process began at our Leadership Retreat in July 2007. District administrators, I-Team members, SBDM Council members, and Board members looked at the data from our Scholastic Review and decided to develop the vision based around SIS standards. The vision was developed and sent to all district employees for review and input. Over several months the vision was shared with community members. Some revisions were made and the vision statements were approved in the fall of 2007. During the fall of 2009, the vision statements were revisited at the Leadership Retreat and then sent to all stakeholders to review and submit ideas for possible changes. The results showed that our stakeholders want to keep the vision statements as they are written and not to make changes. District staff and stakeholders have signed cards pledging to incorporate the vision statements in all decisions and daily responsibilities. The VISION will be used to enhance student achievement for the students of Bath County Schools.

Bath County Schools - Vision Statements

1. The Bath County School District will maintain a curriculum that is rigorous, aligned to the program of studies, Kentucky Core Content, rich in 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 of the district improvement plan.

The Bath County Board of Education amended its policies and procedures on the planning process at the October 26, 2006 regular meeting. (#01.111 addresses district planning, # 02.442 addresses school planning, and #02.44 addresses accountability, SBDM).

During January and February of 2006 all five of Bath County's schools participated in SISI Scholastic Reviews or SISI Guided Self Studies. A review was conducted at the middle school by an external team. Guided self-studies were conducted at the three elementary schools and the high school by an external team assisted by a team from the central office. A state review team conducted a district scholastic review in May of 2007. In the fall of 2007, the district planning team reviewed the 2006-07 plans and recognized that the previous district and school plans were broad and not organized around Kentucky's Standards and Indicators for School Improvement (SISI). Goals did not accurately measure impact on student learning. The needs assessments were discussed and the decision was made that the district and all district schools would use recommendations in the reports from the reviews and self-studies to drive improvement planning for 2007-08, and that the plans would be organized around Kentucky's Standards and Indicators for School Improvement. It was decided to use a plan format that included benchmark assessments and progress toward reaching plan goals. The district and the schools have kept the same format for the 2008-09 and 2009-10 plans. Plans are still organized around Kentucky's Standards and Indicators for School Improvement (SISI)

The district did a self-assessment of the SISI standards in the spring of 2008 and in the spring of 2009 to monitor progress in meeting the standards that were below a three on the 2007 Scholastic Review. Implementation and Impact Checks have shown many of the goals in the 2007-08 and 2008-09 district plans were met. We are still following recommendations in the reports from the reviews and self-studies. Additional sources of data used to identify needs with the analysis of the 2009 Kentucky Interim Performance Report and the 2009 No Child Left Behind Adequate Yearly Progress Summary included: GRADE, GMADE and ThinkLink scores, Surveys for Improvement, Title I reports and surveys, information from classroom walk-throughs, information from the District Monitoring Tool, Career Technical Education data, Safe School reports, FRYSC and Parent Involvement surveys, Leadership surveys, and Reading First data. Additional data used when analyzing the 2010 Interim Performance Report and the 2010 No Child Left Behind Report included those previously identified plus MAP data for 2009-10 and 2010-11 school years, the math audit from Bath County High School, and recommendations from our district rollout leadership team regarding school and district needs.

The district has met AYP two out of the last four years. On the 2007 No Child Left Behind Adequate Yearly Progress Summary, the Bath County School District did meet its overall AYP in meeting 10 out of 10 target goals (100%). On the 2008 No Child Left Behind Adequate Yearly Progress Summary, the Bath County School District did not meet its overall AYP. The district met 9 out of 10 target goals (90%), not meeting the Other Academic Indicator of Graduation Rate. On the 2009 No Child Left Behind Adequate Yearly Progress Summary, the Bath County School District met its overall AYP in meeting 13 out of 13 target goals (100%). This year, the district met 7 out of 10 target goals (70%), not meeting in the areas of reading and math (free/reduced lunch) and the Other Academic Indicator. Increasing performance in core content areas, reducing novices, and finding strategies to meet the needs of the students in the free/reduced lunch population are the focus of the district.

Component Managers of the district and school plans gather data and assess the implementation and impact of improvement plans. Implementation and Impact checks provide evidence of progress toward established goals in the Comprehensive District Improvement Plan and the Comprehensive School Improvement Plans. The district and the schools complete implementation and impact checks during April and November. The district reviews these progress checks, and provides feedback to the schools. Each school council submits a written implementation and impact report to the Board regarding the progress toward achieving the goals and desired outcomes of the improvement plan in May. Plan revisions may be submitted to the Board for review and comment. The schools and district submit a written annual report to the Board regarding the progress toward achieving the goals and desired outcomes of the old improvement plan in November of each year. Data from the Implementation & Impact checks are made available to the public during the November board meetings, upon request, and at any time by accessing our district website.

During the months of August through December 2010, the district team disaggregated data, identified trends across the district, prioritized needs, and set measurable goals and developed benchmarks to monitor progress toward meeting the goals. Activities and strategies were organized to meet the goals and to reduce achievement gaps. The district team reviewed estimates for the cost of implementation of initiatives detailed in the plan, looked at

available funding sources, and developed a tentative budget. Program managers and all Central Office A-Team members reviewed drafts of the Plan. The NCLB Checklist for District Improvement Plans was utilized to be sure the district plan includes the necessary information and content. Internal reviews of the Plan draft involved all stakeholders listed below. Public review of the Plan draft was available at the central office and online during the month of December, and will continue to be available to stakeholders while being updated as needed. Plan goals and the plan draft were shared with the Board on December 20, 2011. The Plan was approved and adopted by the Board on December 20, 2010. I & I checks will be completed in June and November 2011. The completed Comprehensive District Improvement Plan will be available at central office, in each school, and on the district website. Availability of the plan shall be announced via the local radio station, newspaper, and electronic stakeholder distribution lists.

The Bath County School District is committed to providing support to each school, and will ensure a continuous and intentional process of district improvement and planning. Component Managers of the district and school plans will gather data and assess the implementation of improvement plans. Implementation and Impact checks will provide evidence of progress toward established goals in the Comprehensive District Improvement Plan and the Comprehensive School Improvement Plans. The district and the schools will complete an implementation and impact check during April and November. The district will review these progress checks and provide feedback to the schools. Each school council will submit a written implementation and impact report to the Board regarding the progress toward achieving the goals and desired outcomes of the improvement plan in May. Plan revisions may be submitted to the Board for review and comment. Schools and District will submit a written annual report to the Board regarding the progress toward achieving the goals and desired outcomes of the current improvement plan in November of each year.

Improvement Plan Team – 2010-2011

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• Nancy Hutchinson	Superintendent	• Vickie Moriarity	District Rollout Team
• Steve Meadows	Assistant Superintendent	• Kaye Wells	Classified Staff /FRYSC Coordinator
• Sandra Crouch	School Board Chair	• Michelle Johnson	Classified Staff /FRYSC Coordinator
• Karen Hammons	Instructional Supervisor, PD Coord.	• Angela Jent	Elementary Principal (OES)
• Teresa Caudill	DAC, and CTE Representative	• Jerry Thatcher	Elementary Assistant Principal (OES)
• Kim Biddle	DPP, Safe Schools	• Lisa Linam	Elementary Principal (CES)
• Brenda Holder	Education Technology, and KETS	• Patricia Hubbard	High School Parent
• Stephanie Little	Special Ed., Preschool, and Adult Ed	• Tony Lewis	Elementary School Parent
• Tracy Vice	District Math Coach/Director	• Shanna Matthews	Middle School/Elementary School Parent
• Cathi Walters	Classified Staff	• Wesley Vernon	Elementary Assistant Principal (CES)
• Paul Prater	High School Principal	• Michelle Lyons	Technology Teacher (CES)
• Melanie Erwin	High School Assistant Principal	• Gaye Harmon	Elementary Reading Coach
• Lorinda Rogers	High School Counselor, I Team Member	• Jeff Eaglin	District Rollout Team
• Stacy Kidwell	High School Curriculum Director	• Sandra Fugett	District Rollout Team
• Lloyd Sartin	Middle School Principal	• Arla Copher	Cafeteria Manager/Classified Staff
• Rhonda Back	Middle School Assistant Principal	• Randy Coyle	Custodian/Classified Staff
• Jackie Watson	Community Member	• Karen Garrett	Instructional Assistant/Classified Staff
• Brenda Vance	Community Member	• Maria Hunt	Instructional Assistant/Classified Staff
• Beth McNabb	Middle School Math Coach/District Rollout Team		

Action Component: Academic Performance

X Draft Final

District Name Bath Component Manager Karen Hammons, Teresa CaudillDate December 2010 Public X Private/Non-Profit

Priority Needs		Measurable Goal (Addresses the Priority Need)		
1. According to the September 2010 No Child Left Behind Adequate Yearly Progress Summary, the Bath County School District did not meet its overall AYP . Bath County met 7 out of 10 target goals (70%).		1. By September 2011, Bath County will meet 100% of the target goals on the NCLB Adequate Yearly Progress Summary.		
Goal #	Benchmark Date	Measure	Target	Actual
1	1 st – 09/11	NCLB AYP Report	100% of target goals	
2. According to the 2010 KCCT performance report test, the percent of students scoring proficient or distinguished in math at each level is the following: Elementary – 71.43 Middle School – 52.43 High School – 29.13		2. On the 2011 KCCT performance report test, the percent of students scoring proficient or distinguished in math at each level will increase to at least the following percents: Elementary – increase to 77 NCLB Goal: 70.92 Middle School – increase to 69 NCLB Goal: 68.68 High School – increase to 70 NCLB Goal: 69.91		
Goal #	Benchmark Date	Measure	Target	Actual
2	1 st – 10/10	MAP Assessment	E – 77, M - 69, H - 70	E – 61.5, M – 54, H - 36
2	2 nd – 1/11	MAP Assessment	E – 77, M - 69, H - 70	
2	3 rd – 3/11	MAP Assessment	E – 77, M - 69, H - 70	
2	3rd – 9/11	2011 IPR/NCLB Report		

3. According to the 2010 KCCT performance report test, the percent of students scoring **proficient or distinguished** in **reading** at each level is the following:
- Elementary – 70.31
 Middle School – 65.26
 High School – 55.78

3. On the 2011 KCCT performance report test, the percent of students scoring **proficient or distinguished** in **reading** at each level will increase to at least the following percents:
- Elementary – **increase to 81** NCLB Goal: 80.23
 Middle School – **increase to 80** NCLB Goal: 79.60
 High School – **increase to 70** NCLB Goal: 69.72

Goal #	Benchmark Date	Measure	Target	Actual
3	1 st – 10/10	MAP Assessment	E – 81, M – 80, H – 70	E – 68, M – 69, H - 47
3	2 nd – 1/11	MAP Assessment	E – 81, M – 80, H – 70	
3	3 rd – 3/11	MAP Assessment	E – 81, M – 80, H - 70	
3	3rd – 9/11	2011 IPR	E – 81, M – 80, H – 70	

4. According to performance ratings on the District Self-Assessment conducted in the spring of 2010, the following average performance ratings were found in indicators pertaining to Academic Performance:

Spring 2010

Overall Academic Performance – 3.19
 Standard 1 – Curriculum – 2.79
 Standard 2 – Assessment – 3.41
 Standard 3 – Instruction – 3.37

16. The district will conduct a Self-Assessment of the Standards and Indicators for District Improvement in the spring of 2011. We will see significant increases in the average performance ratings. The ratings found in indicators pertaining to Academic Performance will maintain or increase to:

Overall Academic Performance – 3
 Standard 1 – Curriculum – 3
 Standard 2 – Assessment – 3
 Standard 3 – Instruction – 3

Goal #	Benchmark Date	Measure	Target	Actual
4	1 – 06/11	SISI Self- Assessment	3 (3, 3, 3)	

Action Component: Academic PerformanceX DraftFinalDistrict Name BathComponent Manager Karen Hammons, Teresa CaudillDate December 2010Public X

Private/Non-Profit _____

Strategies/Activities

*These columns denote I & I Checks

Strategy/Activity		Responsible Person	Start Date	End Date	Estimated Costs	Funding Source	I IP NI May 2011	I IP NI Nov 2011	How did strategy impact progress toward goal
1	The district will provide support for schools and building administrators in attaining assessment literacy, which includes: <ul style="list-style-type: none">• Understanding of standards and how to develop effective learning targets for students;• Understanding of “congruency” and how it relates to aligning assessments and learning activities to standards• Understanding of which assessments to pair with learning targets;• Understanding of data gathered from assessments to	K. Hammons Teresa Caudill	8/10	On-going	\$5000	Title I PD Title I			

	determine appropriate interventions for students (struggling and high-level learners).								
2	A high school curriculum coach, middle school math coach, and a district-wide elementary reading and math coach will be hired/maintained to work with teachers on standards and curriculum development, instructional practices, and assessment literacy.	N. Hutchinson S. Meadows	07/10	06/11	\$140,000	Title II Part A Title I General			
3	The district will continue to support Bath County High School implement strategies as a result of their math audit (<i>Mathematics Program Improvement Review/Profile</i>) conducted in January 2010. Part of this effort will include: <ul style="list-style-type: none"> Professional learning communities that support movement toward assessment literacy Common assessments for math courses that contain rigorous and 	N. Hutchinson Paul Prater Teresa Caudill K. Hammons	01/10	5/11	\$2,400	General Fund Title I Title I PD			

	aligned questions								
4	The District will subscribe to the NWEA MAP online assessments for all students in grades K-11. This assessment will be used as an intermediate assessment to benchmark progress and to provide data to guide instruction.	Teresa Caudill	09/09	06/11	\$24,000	General Fund			
5	The district will continue to support schools in the development and utilization of common assessments in reading and math as a tool to positively impact student learning.	Principals Teresa Caudill K. Hammons Reading/Math Coaches	07/10	On-going	\$0				
6	The district will provide support for participation in math professional development opportunities. Capacity will be built for delivering and mentoring research-based effective assessment and instruction in math. This will also allow for vertical discussion between elementary and middle school and middle school and high school.	K. Hammons Principals	8/10	On-going	\$15,000	Title I PD Title I			
7	The district will support schools on subscribing to the online program "Education City" for all students in grades K-5. The program will be used to	K. Hammons	8/10	8/11	\$2700	Title 1			

	impact student learning in all content areas and for individual learning as determined by assessment results (i.e. MAP, classroom assessments, etc.)								
8	The district will continue to support “Instructional Rounds” as a means to improve instruction and assessment practices. Problems of practice will be identified, rounds will be conducted, data analyzed and recommendations made for next level of work. Between two and four site visits to schools will be conducted per school year.	N. Hutchinson K. Hammons Principals	1/10	On-going	\$2000-\$4000	General Fund			

Action Component: Academic Performance

Continued Strategies for Ongoing Success

Cost & Funds

The district will continue to support instructional leadership with district rollout team meetings. They will meet at least twice per semester at the district level for discussion for improvement of curriculum, assessment, and instruction as it relates to the new Kentucky Core Academic Standards. In addition, they will work within their respective buildings with teams of teachers and the administrators to ensure movement toward assessment literacy, competency with deconstructing standards, developing learning targets, and pairing congruent assessments and learning experiences.	I	\$0
The district will continue to use the “District Monitoring Tool” to monitor each school’s curriculum, and the use of effective instructional and assessment strategies. SISI Standards monitored will be: 1.1a; 1.1f; 2.1a; 2.1b; 2.1c; 2.1d; 2.1e; 2.1f; 3.1a; 3.1c; 3.1d; 3.1e; and 3.1g.	I	\$0

Action Component: Learning Environment**X Draft****Final**District Name Bath CountyComponent Manager Stephanie Little & Kim BiddleDate December 2010Public X

Private/Non-Profit _____

Priority Needs		Measurable Goal (Addresses the Priority Need)		
5. According to performance ratings on the District Self-Assessment conducted in the spring of 2010, the following average performance ratings were found in indicators pertaining to Learning Environment: Spring 2010 - Learning Environment – 3.23 Standard 4 – School Culture – 3.03 Standard 5 – Student, Family, Community Support – 3.68 Standard 6 – Professional Development – 2.97		5. The district will conduct a Self-Assessment of the Standards and Indicators for District Improvement in the spring of 2011. We will see significant increases in the average performance ratings. The ratings found in indicators pertaining to Learning Environment will maintain or increase to: Learning Environment – 3.2 Standard 4 – School Culture – 3 Standard 5 – Student, Family, Community Support – 3.6 Standard 6 – Professional Development – 3		
Goal #	Benchmark Date	Measure	Target	Actual
5	1 st – 5/11	SISI Self- Assessment	3.2 (3, 3.6, 3)	
6. According to EXPLORE, PLAN, and ACT data, students are scoring below the benchmarks in most areas. Students will need to meet benchmarks to ensure college readiness. 2010 Data (percent meeting benchmark): EXPLORE <ul style="list-style-type: none">English – 54%Math – 25%Reading – 29%		6. The percent of students meeting or exceeding the benchmarks for EXPLORE, PLAN, and ACT in English, Math, Reading, and Science will increase annually, moving toward 100%.		

- Science – 5%

PLAN

- English – 62%
- Math – 25%
- Reading – 33%
- Science – 13%

ACT

- English – 41%
- Math – 13%
- Reading – 30%
- Science – 9%

Goal #	Benchmark Date	Measure	Target	Actual
6	1 st – 6/11	ACT Report	Increase in the percent of students meeting or exceeding benchmarks from 2010 data	
6	2 nd – 10/11	PLAN Report	Increase in the percent of students meeting or exceeding benchmarks from 2010 data	
6	3 rd – 10/11	EXPLORE Report	Increase in the percent of students meeting or exceeding benchmarks from 2010 data	
6. According to Kentucky Occupational Skills Standards Assessment (KOSSA) scores for 2009-210, 26% of students are meeting or exceeding the established benchmarks. Students will need to meet or exceed benchmarks so as to		7. 50% of students will score at or above benchmarks on the as evidenced by the 2011 Kentucky Occupational Skills Standards Assessment (KOSSA) report.		

establish career readiness				
Goal #	Benchmark Date	Measure	Target	Actual
7	1 st - 5/11	KOSSA Report	50% of students meeting or exceeding benchmarks	
8. According to the Interim Performance Report (IPR) and the No Child Left Behind Report (NCLB), there are significant gaps (gap to goal) in the district: Math <ul style="list-style-type: none"> • Free/Reduced Lunch – 19.36 • Disabilities – 16.42 • Males – 15.42 • Females – 10.96 Reading <ul style="list-style-type: none"> • Free/Reduced Lunch – 17.61 • Disabilities – 28.28 • Males – 14.40 		8. The significant gaps (gap to goal) will decrease as evidenced by the Interim Performance Report (IPR) and the No Child Left Behind (NCLB) Report.		
Goal #	Benchmark Date	Measure	Target	Actual
8	1 st – 9/11	NCLB/Interim Performance Reports	Math: Decrease from: <ul style="list-style-type: none"> • Free/Reduced – 19.36 • Disabilities – 16.42 • Males – 15.42 • Females – 10.96 Reading:	

			Decrease from: <ul style="list-style-type: none"> • Free/Reduced – 17.61 • Disabilities – 28.28 • Males – 14.40 	
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Action Component: Learning Environment

X Draft

Final

District Name Bath County

Component Manager Kim Biddle, Stephanie Little

Date December 2010

Public X

Private/Non-Profit _____

Strategies/Activities

*These columns denote I & I Checks

Strategy/Activity		Responsible Person	Start Date	End Date	Estimated Costs	Funding Source	I IP NI May 2011	I IP NI Nov 2011	How did strategy impact progress toward goal
9	The district will support schools and building administrators in professional development, programs, strategies, protocols, etc. that will assist elementary, middle, and high schools in preparing students with the skills and knowledge necessary to be college/career ready.	N. Hutchinson K. Hammons Teresa Caudill	8/10	On-going	\$0				
10	The district will support a partnership (grant) through Morehead State University that will provide qualified students an opportunity to use the HAWKES software to increase their ACT score and minimize college remedial classes. In addition, the district will support a pilot program for juniors that will offer the HAWKES software so as to	N. Hutchinson K. Hammons Teresa Caudill Brenda Holder	1/11	6/11	\$60,000	MSU grant Title I General Fund			

	increase ACT scores and to better prepare students for college.								
11	The district will support and monitor school administration on identifying key students who will be receiving interventions to improve student achievement. The schools will show and use evidence of data to monitor student progress throughout the year as demonstrated in the monitoring tool. These interventions will assist students in preparing them to be college/career ready.	N. Hutchinson K. Hammons Teresa Caudill	8/10	On-going	\$0				
12	The "Diversity Committee", created with staff and parent representation from each school, will monitor a plan to address equity and foster an appreciation of diversity. The plan will address implementing culturally responsive strategies in instruction, identifying culturally responsive materials and resources, and planning professional development on the impact of cultural differences on student learning, which will increase student performance an assist with college/career readiness.	Stacy Kidwell K. Hammons	1/11	On-going	\$0				
13	A representative from each school will attend the Diversity	K. Hammons Stacy Kidwell	2/11	3/11	\$1200	Title I PD			

	Conference at ECU. They will share information from the conference with peers.	Principals							
14	Maintain Infinite Campus Parent Portal for home access of student information so as to sustain communication with parents as partners in ensuring students are college/career ready.	Brenda Holder Principals DPP, STC's School Off. Staff	08/10	On-going	Included with Infinite Campus purchase	General			
15	Electronic information will be accessible to all stakeholders in the school community. The Bath County District webpage will be a source of information for all stakeholders, and each school will maintain a current webpage. The Bath County SharePoint site will publicize a comprehensive district calendar as well as be a resource for district documents. This resource will encourage parent participation and involvement, which is proven through research to increased student performance.	Brenda Holder STC's Keith Crouch Jeremy Weaver	07/10	On-going	\$0				
16	The district will support and encourage home visits. The DPP will make home visits/send letters to students who have dropped out and encourage their participation in the Graduation Success Academy.	Kim Biddle Principals	08/10	06/11	\$1000	General			
17	The CARE Coalition will continue to visit businesses two times a year and speak to parents about attendance and school-related	Kim Biddle Vickie Wells Lisa Stewart	09/10	06/11	\$500	General			

	issues. The committee will provide attendance and student support service information to parents.								
18	Family Literacy and Even Start (Bath County Family Learning) will continue to provide early intervention for children ages 3 to 8 through comprehensive educational and parental services. This program will provide parent education to promote involvement in their child's education and to encourage school attendance. The program will promote literacy-based home activities.	Stephanie Little	8/10	On-going	\$120,000	Family Literacy Even Start			
19	ESS funds and Title I Tier 3 District Deferred funds will be used to support and provide appropriate student learning activities during daytime, after school, before school, and/or Saturdays and summer. Each school will develop an ESS plan according to identified needs to ensure students are gaining the skills necessary to be college/career ready.	Kim Biddle Steve Meadows	1/11	6/11	\$42,000 \$ 8,000	ESS Title I Tier 3			
20	The district will continue to offer the Graduation Success Academy (GSA) which is available to students in grades 7-12 who fall short of receiving credits in core areas. Further, GSA will be utilized for level 3	Kim Biddle Todd Neace Lloyd Sartin Paul Prater	08/10	On-going	\$325,000	General Fund Safe Schools			

	intervention and students will attend GSA in addition to the core area in which they are in need of intervention. This will decrease retentions and dropout rates. The Academy will also offer night classes for those whom may not be able to attend during the day. In addition, the district will offer the Second Chance Academy, designed to be an additional alternative placement for students. The district will provide funding for a principal, five (5) teachers, and a half-time (0.5) counselor for the academies.								
21	A job coach will be employed to provide job shadowing and vocational training to special education students so as to ensure career readiness.	Stephanie Little	08/10	06/11	\$20,000	IDEA BASIC ARRA Vocation al Rehabilit ation Gen. Fund			
22	The high school and middle school special ed. teachers will participate in quarterly transition facilitator meetings through the Big East Educational Coop. These teachers will be able to discuss how to best meet the needs of their students as they transition from middle school to high school and on to adult life.	Stephanie Little	07/10	On- going	\$1000	IDEA BASIC			
23	The district will pursue a RUS	Brenda Holder	01/11	06/12	\$300,000 -	RUS			

grant that will enable students in our district to benefit from the latest advances in distance learning.				\$500,000	grant funding			
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Action Component : Learning Environment
Continued Strategies for Ongoing Success

	Cost & Funds
To keep all stakeholders informed, the district will maintain a web based share point on the web server where the district and all schools can post activities, dates, and important information. Parents and the community will be able to access the calendars and information by looking at the district web site.	\$0
We will continue to provide each student with a Student / Parent Handbooks at the beginning of the school year and as new students enroll. Parents will have access to school and district policies and procedures.	\$1,000
The district will continue to conduct random Drug Testing of district employees and students.	\$5,400 Safe Schools
Family Resource & Youth Service Centers will continue to provide assistance and programs to parents and youths throughout the year.	
The district will continue to contract with K-9 Resources to provide a "Safe & Drug Free Awareness and Deterrent Program.	\$8,200 Safe Schools
District wide staff (certified and classified) will continue to serve as caring adult mentors to assist in reducing barriers and promoting student success.	\$0
Bath County Schools will continue to follow the district wellness policy, which addresses physical activity and nutrition. The policy promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity.	\$1,000 Food Service
To ensure academic success the district will maintain 3 teachers to reduce primary class size and maintain an elementary reading coach.	\$163,000 Title II Part A
A full time gifted and talented instructor will be hired to provide services for all gifted students at the middle and high school. She will work directly with students and collaborate with teachers. She will assist teachers with differentiated instruction strategies.	\$45,000 Gen. Fund
Part-time gifted and talented instructors will provide services at Owingsville Elem and Crossroads Elementary for 50 days each throughout the year.	\$13,000 Gifted
The district will continue to provide orientation and additional on-going support to first year teachers and new teachers to the district. First year teachers will also be assigned a mentor.	\$1,500 Title I PD
The Parent University Committee will continue to plan monthly activities/workshops for parents. Those involved in Parent University include: FRC/YSCs, Preschool, Special Education, School Age Childcare, Adult Education, Even Start and Family Literacy, Community Education, and Title I.	\$1000 Even Start FRYSC

Action Component: **Efficiency**

X Draft **Final**

District Name: Bath County

Component Manager: Burnsy Stewart/Steve Meadows

Date December 2010

Public X

Private/Non-Profit

Priority Needs			Measurable Goal (Addresses the Priority Need)	
9. According to performance ratings on the District Self-Assessment conducted in the spring of 2010, the following average performance ratings were found in indicators pertaining to Efficiency: Spring 2010 – Overall Efficiency – 2.98 Standard 7 – Leadership – 3.07 Standard 8 – Organizational Structure and Resources – 2.85 Standard 9 – Comprehensive and Effective Planning – 3.03			9. The district will conduct a Self-Assessment of the Standards and Indicators for District Improvement in the spring of 2011. We will see significant increases in the average performance ratings. The ratings found in indicators pertaining to Efficiency will maintain or increase to: Overall Efficiency – 3 Standard 7 – Leadership – 3 Standard 8 – Organizational Structure and Resources – 3 Standard 9 – Comprehensive and Effective Planning – 3	
Goal #	Benchmark Date	Measure	Target	Actual
9	1 st – 5/10	SISI Self- Assessment	3 (3, 3, 3)	

10. According to school and district and school walkthroughs, needs assessments and the monitoring tool, effective Professional Learning Communities (PLCs) are needed throughout the district, meaning a common definition, structure, and implementation.			10. By December 2011, effective Professional Learning Communities (PLCs) will be implemented and fully functional throughout the district as evidenced by evidence within the monitoring tool for each school.	
Goal #	Benchmark Date	Measure	Target	Actual
10	1 st – 5/11	School Monitoring Tool - spring	Evidence within indicators of Professional Learning Community work at all grade levels and content areas.	
10	2 nd – 11/11	School Monitoring Tool - fall	Evidence within indicators of Professional Learning Community work at all grade levels and content areas.	

Action Component: Efficiency

X Draft Final

District Name Bath County

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Private/Non-Profit

Strategies/Activities

*These columns denote I & I Checks

Strategy/Activity		Responsible Person	Start Date	End Date	Estimated Costs	Funding Source	I IP NI May 2011	I IP NI Nov 2011	How did strategy impact progress toward goal
24	The district will support the schools and building administrators in the understanding of and effective implementation of Professional Learning Communities (PLCs). Work from the DuFours, Muhammad, Reeves, and other leading researchers will be utilized.	K. Hammons Teresa Caudill	1/11	On-going	\$10,000	Title I Title I PD General			

25	District leadership will continue to use the “District Monitoring Tool” twice a year to monitor each school’s progress in implementing the SISI standards within their school, including evidence of effective Professional Learning Communities.	N. Hutchinson K. Hammons	9/10	On-going	\$0			
26	Assigned district personnel will attend school council meetings two (2) times a year to report findings from the “monitoring tool” and to develop discussions with school leadership in providing each student the opportunity to reach Proficiency by 2014.	Assigned District Leaders School Councils	11/10	On-going	\$0			

Action Component : Efficiency

Continued Strategies for Ongoing Success

Cost & Funds

The five-year strategic plan will continue to be implemented so as to ensure that students are 21 st century ready.	\$0
The district will use the “District Monitoring Tool” to monitor leadership. SISI Standards monitored will be: 7.1b; 7.1f; 7.1g; 7.1i; 7.1j.	\$0
School councils will continue to have dialogue with the Bath County Board of Education at working sessions periodically throughout the year.	\$0