

BATH COUNTY SCHOOLS

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

Comprehensive District Improvement Plan (Draft)

ASSURANCE CERTIFICATION School Year 2009-2010

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: B. A. Franklin

***BATH
COUNTY
SCHOOLS***



***Where Every Adult Leads
and Every Child Succeeds***

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. 601
NCLB, Title 1: Part B (Even Start Continuation)	stephanie.little@bath.kyschools.us	606-674-6314 ext.636
NCLB, Title II: Part A (High Quality Teachers and Principals)	linda.shrout@bath.kyschools.us	606-674-6314 ext. 616
NCLB, Title II: Part D (Education Technology)	brenda.holder@bath.kyschools.us	606-674-6314 ext. 602
NCLB, Title IV: Part A (Safe and Drug Free Schools & Communities)	kim.biddle@bath.kyschools.us	606-674-6314 ext. 606
NCLB, Title V: Part A (Innovative Programs)	kim.biddle@bath.kyschools.us	606-674-6314 ext. 606
NCLB, Title VI Part B, Subpart 2 (Rural and Low-Income Schools)	brenda.holder@bath.kyschools.us	606-674-6314 ext. 602
Individuals with Disabilities Education Act (IDEA) Basic	stephanie.little@bath.kyschools.us	606-674-6314 ext.636
Individuals with Disabilities Education Act (IDEA) Preschool	stephanie.little@bath.kyschools.us	606-674-6314 ext.636
McKinney -Vento Homeless Education Act (NCLB Title X Part B)	kim.biddle@bath.kyschools.us	606-674-6314 ext. 606
Carl D. Perkins Vocational and Technical Education Act- Basic	teresa.caudill@bath.kyschools.us	606-674-6314 ext 604
Extended School Services	kim.biddle@bath.kyschools.us	606-674-6314 ext. 606
Gifted and Talented Education	linda.shrout@bath.kyschools.us	606-674-6314 ext. 616
State Preschool Program	stephanie.little@bath.kyschools.us	606-674-6314 ext.636
Kentucky Education Technology System	brenda.holder@bath.kyschools.us	606-674-6314 ext. 602

Textbooks	linda.shrout@bath.kyschools.us	606-674-6314 ext. 616
Professional Development	linda.shrout@bath.kyschools.us	606-674-6314 ext. 616
Safe Schools	kim.biddle@bath.kyschools.us	606-674-6314 ext. 606

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:

- Implementation of "Instructional Rounds" as a means to improve instruction.
- Increasing implementation of formative and intermediate assessments to drive instruction and to benchmark progress toward goals for student achievement; Creation and utilization of common assessments as a tool to positively impact student learning; and resources and assistance to the schools for analysis of congruent assessments and student work.
- Building learning communities through on going and job embedded professional development. Focusing professional development on needs identified through scholastic reviews, walk-through observation data, school/district improvement plans, and individual teachers and administrators' professional growth plans. Monitoring and evaluating professional development for its impact on staff and student performance.
- Focusing on individual student's need and using data more effectively to address the needs of students and increase levels of achievement.
- Decreasing student dropout rates and increasing graduation rates.
- Increasing parent involvement in school and district activities.
- Developing an understanding of "The 7 Habits for Highly Effective People" and investigating/learning about the process for implementing principles from "The Leader in Me" in our schools.

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 SISI 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 were 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. Other data sources used were 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.

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 did meet its overall AYP in meeting 13 out of 13 target goals (100%). Decreasing dropout rates and increasing graduation rates continues to be a main goal in the new plan.

During the months of August through November 2009, 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 months of December and January. Plan goals and the Plan draft was shared with the Board on December 22. The Plan will be approved and adopted by the Board on January 26, 2010. 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 and newspaper.

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.

Comprehensive District Improvement Team – 2009-10

• Nancy Hutchinson	Superintendent	• Vickie Moriarity	Teacher, I -Team (Middle School)
• B.A. Franklin	School Board Member	• Dusti Moore	Teacher, I -Team (Middle School)
• Linda Shrout	Instructional Supervisor, PD Coord.	• Jennifer Blount	Teacher, I -Team (Middle School)
• Rhonda Back	SBDM Coord., Middle School Math Director	• Kay Wells	Classified Staff /FRYSC Coordinator, Parent
• Teresa Caudill	DAC, and CTE Representative	• Michelle Johnson	Classified Staff /FRYSC Coordinator, Parent
• Kim Biddle	DPP, Safe Schools	• Angela Jent	Elementary Principal (OES), Parent
• Brenda Holder	Education Technology, and KETS	• Jerry Thatcher	Elementary Assistant Principal, I-Team(OES)
• Stephanie Little	Special Ed., Preschool, and Adult Ed	• Sherri Kissick	Counselor (OES), Parent
• Tracy Vice	District Math Coach/Director	• Beth Deaton	Teacher, I -Team Member (OES)
• Jo Brewer	Financial Officer	• Mellanie Hicks	Teacher, I -Team Member (OES)
• Cathi Walters	Classified Staff, Parent	• Amy McClain	Teacher, I –Team Member (OES)
• Paul Prater	High School Principal	• George Riley	Math Interventionist, Title I (OES)
• Melanie Erwin	High School Assistant Principal, I Team Member, Parent	• Lisa Henderson	Elementary Principal (CES)
• Tamela Porter	High School Counselor, I Team Member, Parent	• Wesley Vernon	Elementary Assistant Principal (CES)
• Lorinda Rogers	High School Counselor, I Team Member	• Beth Rogers	Counselor (CES)
• Ashley Mineer	Teacher, I Team Member (High School)	• Stefani Donohew	Math Interventionist, I -Team Member (CES), Parent
• Susannah Taylor	Teacher, I Team Member (High School)	• Lana Roark	Teacher, I -Team Member (CES), Parent
• Rachelle Thompson	Teacher, I -Team Member (High School), Parent	• Lara Little	Teacher, I -Team Member (CES)
• Janie Jones	Youth Services Coordinator	• Michelle Lyons	Title I Teacher, (CES)
• Stacey Kidwell	High School Curriculum Director	• Shella Adkins	Title I Teacher, (CES)
• Lloyd Sartin	Middle School Principal	• Shannon Hill	Title I Teacher, (OES)
• Jackie Watson	High School Parent	• Kim Fryman	Title I Teacher, (OES)
• Joetta Goodpaster	Community Member	• Vicki Wells	Food Services Director
• Tasha Carpenter	Elementary Parent	• Steve Meadows	Personnel Director, Title I Coord.
• Karen Hammons	Middle School Assistant Principal, Parent		

Action Component: Academic Performance

X Draft

Final

District Name Bath

Component Manager Linda Shrout, Teresa Caudill

Date November, 2009

Public X

Private/Non-Profit _____

Priority Needs		Measurable Goal (Addresses the Priority Need)		
<p>1. According to the September 2008 No Child Left Behind Adequate Yearly Progress Summary, the Bath County School District did not meet its overall AYP. Bath County met 9 out of 10 target goals (90%), not meeting the Other Academic Indicator of Graduation Rate.</p> <p>According to the September 2009 No Child Left Behind Adequate Yearly Progress Summary, the Bath County School District met its overall AYP. Bath County met 13 out of 13 target goals (100%).</p>		<p>1. By September 2010, Bath County will continue to meet 13 out of 13 target goals (100%) on the NCLB Adequate Yearly Progress Summary.</p>		
Goal #	Benchmark Date	Measure	Target	Actual
1	1 st – 9/10	NCLB AYP Report	100%	
<p>2. According to the 2008 KCCT performance report test, the percent of students scoring novice in math at each level is the following: Elementary – 6.25 Middle School – 16.18 High School – 25</p>		<p>2. On the 2009 KCCT performance report test, the percent of students scoring novice in math at each level will decrease to at least the following percents: Elementary – decrease to 5(down 1.25) Middle School – decrease to 15(down 1.18) High School – decrease to 20 (down 5)</p>		
Goal #	Benchmark Date	Measure	Target	Actual
2	1 st – 11/09	MAP Assessment	E-5%, M-15%, H-20%	
2	2 nd – 1/10	MAP Assessment	E-5%, M-15%, H-20%	
2	3 rd – 3/10	MAP Assessment	E-5%, M-15%, H-20%	
2	1. 4 th – 9/10	2010 IPR	E-5%, M-15%, H-20%	E- , M- ,H-
<p>3. According to the 2008 KCCT performance report test, the percent of students scoring proficient or distinguished in math at each level is the following: Elementary – 68.75 Middle School – 52.11 High School – 37.88</p>		<p>3. On the 2009 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 (^9.7) Middle School – increase to 63 (^19) High School – increase to 56 (^24)</p>		
				NCLB Goal: 51.53 NCLB Goal: 47.81 NCLB Goal: 49.85

Goal #	Benchmark Date	Measure	Target	Actual
3	1 st – 11/09	MAP Assessment	E - 77, M - 63, H - 56	E - , M - , H -
3	2 nd – 1/10	MAP Assessment	E - 77, M - 63, H - 56	E - , M - , H -
3	3 rd – 3/10	MAP Assessment	E - 77, M - 63, H - 56	E - , M - , H -
3	4 th – 9/10	2010 IPR NCLB Report	E - 77, M - 63, H - 56 E - 51.53, M - 47.81, H - 49.85	E - , M - , H - E - , M - , H -
4. According to the 2008 KCCT performance report test, the percent of students scoring novice in reading at each level is the following: Elementary – 5.81 Middle School – 8.6 High School – 6			4. On the 2009 KCCT performance report test, the percent of students scoring novice in reading at each level will decrease to at least the following percents: Elementary – decrease to 5 (down .81) Middle School – decrease to 7 (down 1.6) High School – decrease to 5 (down 1)	
Goal #	Benchmark Date	Measure	Target	Actual
4	1 st – 11/09	MAP Assessment	E – 5, M – 7, H – 5	E – , M – , H –
4	2 nd – 1/10	MAP Assessment	E – 5, M – 7, H – 5	E – , M – , H –
4	3 rd – 3/10	MAP Assessment	E – 5, M – 7, H – 5	E – , M – , H –
4	4 th – 9/10	2010 IPR	E – 5, M – 7, H – 5	E – , M – , H –
5. According to the 2009 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 – 63.86 High School – 50			5. On the 2010 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 (^9.5) Middle School – increase to 75 (^12) High School – increase to 69 (^14.71) NCLB Goal: 67.04 NCLB Goal: 51.53 NCLB Goal: 51.53	
Goal #	Benchmark Date	Measure	Target	Actual
5	1 st – 11/09	MAP Assessment	E – 81, M – 75, H – 69	E – , M – , H –
5	2 nd – 1/10	MAP Assessment	E – 81, M – 75, H – 69	E – , M – , H –
5	3 rd – 3/10	MAP Assessment	E – 81, M – 75, H – 69	E – , M – , H –
5	4 th – 9/10	2010 IPR	E – 81, M – 75, H – 69	E – , M – , H –
6. According to performance ratings on a district Scholastic Review conducted in the spring of 2007 and a self assessment conducted in the springs of 2008 & 2009, the following average performance ratings were found in indicators pertaining to Academic Performance:			6. The district will conduct a Self-Assessment of the Standards and Indicators for District Improvement in the spring of 2010. We will see increases in the average performance ratings. The ratings found in indicators pertaining to Academic Performance will increase to:	
<u>Spring 2007</u> Overall Academic Performance - 1.96 Standard 1 – Curriculum – 2 Standard 2 – Assessment – 1.9 Standard 3 – Instruction – 2			<u>Spring 2008</u> Overall Academic Performance – 2.58 Standard 1 – Curriculum – 2.25 Standard 2 – Assessment – 2.94 Standard 3 – Instruction – 2.56 Overall Academic Performance – 3 Standard 1 – Curriculum – 3 Standard 2 – Assessment – 3 Standard 3 – Instruction – 3	

Spring 2009

Overall Academic Performance - 2.98

Standard 1 – Curriculum – 2.53

Standard 2 – Assessment – 3.38

Standard 3 – Instruction – 3.04

Goal #	Benchmark Date	Measure	Target	Actual
6	1 – 5/10	SISI Self- Assessment	3 (3, 3, 3)	
7. According to the Walk-through data gathered during the fall of 2009 the following instructional practices had low a percentage of observance across the district. A. Instruction is Differentiated – 15% B. Instruction is Challenging/Rigorous – 25% C. Instruction is Varied – 27%		7. Walk-through data gathered in May of 2010 will show a 10% increase in the percentage of observance for the following instructional practices: A. Instruction is Differentiated – 25% B. Instruction is Challenging/Rigorous – 35% C. Instruction is Varied – 37%		
Goal #	Benchmark Date	Measure	Target	Actual
7	1 st – 1/10	EWalk Data	A – 25%, B – 35%, C – 37%	E – , M – , H –
7	2 nd – 2/10	EWalk Data	A – 25%, B – 35%, C – 37%	E – , M – , H –
7	3 rd – 3/10	EWalk Data	A – 25%, B – 35%, C – 37%	E – , M – , H –
7	4 th – 3/10	EWalk Data	A – 25%, B – 35%, C – 37%	E – , M – , H –
7	5 th – 4/10	EWalk Data	A – 25%, B – 35%, C – 37%	E – , M – , H –
8. According to the 2009 Perkins IV Accountability Measures Summary Report, 7 out of 10 goals (70%) were met for Career and Technical Education (CTE) students. Academic Attainment for Reading Met Academic Attainment for Math Not Met Academic Attainment for Science Not Met Academic Attainment for OD Writing Not Met Technical Skill Attainment Met Secondary School Completion Met Graduation Rate Met Secondary Placement Met Non-Traditional Participation Met Non-Traditional Completion Met		8. According to the 2010 Perkins IV Accountability Measures Summary Report, 10 out of 10 goals (100%) will meet for Career and Technical Education (CTE) students. Academic Attainment for Reading Academic Attainment for Math Academic Attainment for Science Academic Attainment for OD Writing Technical Skill Attainment Secondary School Completion Graduation Rate Secondary Placement Non-Traditional Participation Non-Traditional Completion		
Goal #	Benchmark Date	Measure	Target	Actual
8	9/10	Perkins IV Accountability Measures Summary Report	100%	

Action Component: Academic Performance**X Draft****Final**District Name Bath

Component Manager

Linda Shrout, Teresa CaudillDate November, 2009Public 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	I IP NI Oct	How did strategy impact progress toward goal
1	The district will hire a high school curriculum coach/director to work with the high school teachers on curriculum, instruction, and formative assessments.	N. Hutchinson Linda Shrout	08/09	06/10	\$51,360	ARRA Title I			
2	The district will support and assist the schools in reviewing, revising, and monitoring curriculum content and implementation.	Linda Shrout Principals Stacy Kidwell Rhonda Back Tracy Vice	07/09	On-going	\$0				
3	The use of technology (Computers, SMART Boards, Classroom responders, etc.) as an instructional resource to improve teaching and learning will be embedded throughout the curriculum.	Brenda Holder Linda Shrout Rhonda Back	8/08	Ongoing	\$0				
4	We will expand vocational career major opportunities at the high school for all students. Wildlife Resources will be added to the AG department for to be counted toward the Environmental Science and Natural Resource Systems Career Major	Teresa Caudill Jon Hammons	08/09	12/09		General Fund			
5	Accounting and Finance Foundations will be added to the Business Dept. to be counted toward the Finance Career Major.	Teresa Caudill Kristal Robinson	08/09	12/09		General Fund			
6	Web Design will be added to the Business Dept. to be counted toward the Information Processing Pathway	Teresa Caudill Kristal Robinson	01/10	05/10		General Fund			

7	Principals of Teaching will be added to the Human Services Dept. to be counted toward the Family and Consumer Science Education Career Major	Teresa Caudill Teresa Lane and Lee Ann Ramey	08/09	12/09		General Fund			
8	Child Development Services I and Child Development Services II will be added to the Human Services Dept. to be counted toward the Early Childhood Education Career Major	Teresa Caudill Lee Ann Ramey	01/10	05/10		General Fund			
9	Money Skills was in the Human Services Dept. that will count for all the CTE career majors.	Teresa Caudill Lee Ann Ramey	01/10	05/10		General Fund			
10	Special Topics Digital Video Productions will be added as an elective class in the Technology Dept. to be counted toward the Technology Career Major	Teresa Caudill Ricky Prater	01/10	05/10		General Fund			
11	A dual credit College Algebra Class will be added to the high school curriculum. Hawkes Software will be purchased to use with the class to enhance instruction.	Paul Prater Linda Shrout	08/09	05/10	\$1500 \$900	General Fund			
12	A math audit (<i>Mathematics Program Improvement Review/Profile</i>) will be conducted at the high school in January by educational consultant, Shelia Vice. Data from the review will be used by the teachers to develop a plan for the math department.	N. Hutchinson Paul Prater Teresa Caudill Linda Shrout	01/10	5/10	\$2,400	General Fund ARRA Title I PD			
12	The District will subscribe to the NWEA MAP online assessments. All students in grades K-11 will be assessed in Reading, Math and Language. Science will be assessed in grades 4, 7, and 11 This assessment will be used as an intermediate assessment to benchmark progress and to provide data to guide instruction.	Teresa Caudill	09/09	06/10	\$28,137	General Fund			
13	Continue to use DIBELS to progress monitor students at Owingsville Elem. K-3.	Teresa Caudill Gaye Harmon	8/09.	6/11	\$6,000	Reading First Funds			
14	Reading Instruction across the district will include multiple strategies to address the five components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension.	Teresa Caudill Gaye Harmon Principals	8/09	Ongoing	\$0				

15	The district will continue to support schools in the creation and utilization of common assessments in reading and math as a tool to positively impact student learning.	Principals R. Back, T. Vice S. Kidwell, T. Caudill, L. Shrout	07/09	On-going	\$0			
16	The district will support the high school and middle school in their participation in Reading Revisited professional development at KEDC and their continued implementation of Reading Revisited strategies in the schools. One high school teacher and five middle school teachers will attend the monthly training sessions to increase knowledge and impact student learning.	Linda Shrout Principals	7/09	6/10	\$5,500	PD Funds Title 1		
17	The district will employ a math coach to work with elementary teachers. The district will employ one math director/coach for the middle school. The coaches will work with teachers on curriculum, instructional strategies, and formative assessments. The district will employ a math intervention teacher at each elementary school. The intervention teachers will work directly with identified students in small groups to provide additional math instruction to impact student achievement.	Nancy Hutchinson	07/09	6/10	\$221,500	ARRA Title I General		
18	The district will provide support for participation in the Math Cadres at KEDC. Capacity will be built for delivering and mentoring research-based effective instruction in math. This will also allow for vertical discussion between middle and high school.	Linda Shrout Rhonda Back Stacy Kidwell	8/09	6/10	0			
19	The district will support schools on subscribing to the online program "Study Island Math" for all students in grades 2-8. The program will be used to impact student learning in Math and for RTI.	Linda Shrout	8/09	6/11	\$1,400	Title 1		
20	Calculators will be purchased so that all students in grades 3-12 have access to a calculator during math instruction and math assessments. TI-84s will be purchased for the high school, TI-73s will be purchased for grades 7 and 8, TI-15s will be purchased for gr. 3-6.	Linda Shrout Principals	08/09		\$17,544 \$8000	General Fund Title I		

21	Pilot programs at BCHS and CES will allow students access to handheld devices (I-PODs) for classroom use to enhance instruction and learning.	Brenda Holder	10/09	Ongoing		General Fund			
22	The district will begin implementation of "Instructional Rounds" as a means to improve instruction. Problems of practice will be identified, rounds will be conducted, data analyzed and recommendations made for next level of work.	N. Hutchinson District Admin. Principals	1/10	Ongoing	\$500				

Academic Performance: Continued Strategies for Ongoing Success

Cost & Funds

A health science class will be continued in the vocational department at the Bath County High School to expand vocational career major opportunities for all students.	\$33,646 Voc. Centers on Campus
The district will continue to support instructional leadership teams with members from each school. They will meet four times at the district level for discussion for improvement of curriculum, assessment, and instruction. They will meet monthly at their own schools.	\$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.	\$0

Action Component: Learning Environment

☒ Draft

☐ Final

District Name Bath County

Component Manager Stephanie Little & Kim Biddle

Date November, 2009

Public ☒

Private/Non-Profit ☐

Priority Need	Goal (Addresses the Priority Need)
<p>9. According to performance ratings on a district Scholastic Review conducted in the spring of 2007 and a self assessment conducted in the spring of 2008, the following average performance ratings were found in indicators pertaining to Learning Environment:</p> <p>Spring 2007 - Learning Environment - 2.7 Standard 4 – School Culture – 2.5 Standard 5 – Student, Family, Community Support – 3.4 Standard 6 – Professional Development – 2.25 Spring 2008 - Learning Environment - 2.87 Standard 4 – School Culture – 2.68 Standard 5 – Student, Family, Community Support – 3.4 Standard 6 – Professional Development – 2.54</p>	<p>9. Based on a self-evaluation SISI study in spring of 09 the ratings found in indicators pertaining to Learning Environment will be:</p> <p>Learning Environment – 3.2 Standard 4 – School Culture – 3 Standard 5 – Student, Family, Community Support – 3.6 Standard 6 – Professional Development – 3</p>

Spring 2009 - Learning Environment – 3.04 Standard 4 – School Culture – 2.77 Standard 5 – Student, Family, Community Support – 3.64 Standard 6 – Professional Development – 2.73												
Goal #		Benchmark Date		Measure		Target		Actual				
9		1 st – 5/10		SISI Self- Assessment		3.2 (3, 3.6, 3)						
10. Dropout Rates have increased over the past three years.					10. By August 2010 the Dropout Rate will maintain to no more than 1.0. The graduation rate will increase to at least 84%							
2006		2007		2008						2009		
2.3		3.6		4.5						1		
Graduation Rates have decreased over the past three years. According to the September 2008 No Child Left Behind Adequate Yearly Progress Summary, the Bath County School District did not meet its overall AYP. Bath County met 9 out of 10 target goals (90%), not meeting the Other Academic Indicator of Graduation Rate.												
2006		2007		2008						2009		
87.23		82.01		77.31		83.33						
Goal #		Benchmark Date		Measure		Target		Actual				
10		1 st – 8/09		KPR & NCLB Reports		DO – 1.0 Grad. – 84		DO – Grad. -				
11. Attendance rates decreased from 2004-2006. Attendance did increase in 2007, but decreased again in 2008.					11. The attendance rate for all grades in Bath County will increase to at least 94% on the growth factor report by 2009 The attendance rate for all grades in Bath County will maintain an average of 94% for the 2008-2009 school year.							
	2004	2005	2006	2007						2008	2009	
Elementary	95.20	94.64	94.41	94.94						94.38	94.31	
Middle School	93.84	93.78	93.30	93.68						93.49	93.20	
High School	92.21	91.13	90.95	91.93						90.66	91.02	
District	93.75	93.18	92.88	93.52	92.4	93.46						
Goal #		Benchmark Date		Measure		Target	Actual					
11		1 st – 9/09 (1 st mo)		Attendance Reports		94	Elem: Middle: High: District: 94.68					
11		2 nd – 10/09 (2 nd mo)		Attendance Reports		94	Elem: Middle: High: District: 93.69					
11		3 rd – 11/09 (3 rd mo)		Attendance Reports		94	Elem: Middle: High: District: 90.11					
11		4 th – 12/09 (4 th mo)		Attendance Reports		94	Elem: Middle: High: District: 91.70					
11		5 th – 1/10 (5 th mo)		Attendance Reports		94	Elem: Middle: High: District:					
11		6 th – 2/10 (6 th mo)		Attendance Reports		94	Elem: Middle: High: District:					
11		7 th – 3/10 (7 th mo)		Attendance Reports		94	Elem: Middle: High: District:					
11		8 th – 4/10 (8 th mo)		Attendance Reports		94	Elem: Middle: High: District:					
11		9 th – 5/10 (9 th mo)		Attendance Reports		94	Elem: Middle: High: District:					
11		10 th 6/10 (10 th mo)		Attendance Reports		94	Elem: Middle: High: District:					
11		11 th 6/10 (year)		Attendance Reports		94	Elem: Middle: High: District:					

12. According to 2009 KCCT and NCLB reports in **Math**, subgroups at all schools and the district met AYP goals except:
High School - All students and Free/Reduced lunch.

Five (5) Significant Gaps were reported:
Elem – Students with Disabilities
Middle – Free/Reduced Lunch
High - Students with Disabilities and Free/Reduced Lunch
District – Students with Disabilities

Note – We do not receive reports for African American, Hispanic, and LEP due to the low number of students in these subgroups

12. According to the 2010 KCCT and NCLB reports in math, all subgroups at all schools and the district will meet AYP goals.

No more than two (2) significant gaps will be reported.

Goal #	Benchmark Date	Measure	Target	Actual
12	9/10	KCCT & NCLB Reports	AYP - 100% Gaps – 2 or less	AYP - Gaps –

Gap Analysis Tool (Math) 09-10

Target

Actual

MATH ALL ELEMENTARY Student Groups	KCCT Sept. 2009 % Proficient & Distinguished	GAP	Math Annual Measurable Goal (AMO)61.23%	% of students who need to score Proficient	MAP Assessment Results Fall Winter Spring	KCCT Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	68.75%		0.6123	61.23%			
Free/ Reduced	62.18%	-6.57	0.6123	61.23%			
With Disabilities	47.95%	-20.8*	0.6123	61.23%			
Males	66.77%	-1.98	0.6123	61.23%			
Females	71.07%	+2.32	0.6123	61.23%			
MATH THIRD GRADE Student Groups	KCCT Sept. 2009 % Proficient & Distinguished	GAP	Math Annual Measurable Goal (AMO)61.23%	% of students who need to score Proficient	MAP Assessment Results Fall Winter Spring	KCCT Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	70.97%		0.6123	61.23%			
Free/ Reduced	63.81%	-7.16	0.6123	61.23%			
With Disabilities	56 %	-14.97*	0.6123	61.23%			
Males	63.95 %	-7.02	0.6123	61.23%			
Females	79.71 %	+8.74	0.6123	61.23%			

MATH FOURTH GRADE Student Groups	KCCT Sept. 2009 % Proficient & Distinguished	GAP	Math Annual Measurable Goal (AMO)61.23%	% of students who need to score Proficient	MAP Assessment Results Fall Winter Spring			KCCT Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	72.22%		0.6123	61.23%					
Free/ Reduced	63.64 %	-8.58	0.6123	61.23%					
With Disabilities	46.67%	-25.55*	0.6123	61.23%					
Males	69.70 %	-2.52	0.6123	61.23%					
Females	74.36%	+2.14	0.6123	61.23%					
MATH FIFTH GRADE Student Groups	KCCT Sept. 2009 % Proficient & Distinguished	GAP	Math Annual Measurable Goal (AMO)61.23%	% of students who need to score Proficient	MAP Assessment Results Fall Winter Spring			KCCT Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	63.09%		0.6123	61.23%					
Free/ Reduced	59.09%	-4	0.6123	61.23%					
With Disabilities	41.18%	-21.91*	0.6123	61.23%					
Males	66.67 %	+3.58	0.6123	61.23%					
Females	59.15%	-3.94	0.6123	61.23%					

Gap Analysis Tool (Math) 09-10

Target

Actual

MATH All Middle School Student Groups	KCCT Sept. 2009 % Proficient & Distinguished	GAP	Math Annual Measurable Goal (AMO)58.25%	%of students who need to score Proficient	MAP Assessment Results Fall Winter Spring			KCCT Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	52.10%		0.5825	58.25%					
Free/ Reduced	40.48%	-11.62*	0.5825	58.25%					
With Disabilities	42.96%	-9.14	0.5825	58.25%					
Males	49.23%	-2.87	0.5825	58.25%					
Females	55.46%	+3.36	0.5825	58.25%					
MATH Sixth GRADE Student Groups	KCCT Sept. 2009 % Proficient & Distinguished	GAP	Math Annual Measurable Goal (AMO)51.53%	% of students who need to score Proficient	MAP Assessment Results Fall Winter Spring			KCCT Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	55.03%		0.5825	58.25%					
Free/ Reduced	43.96%	-11.07*	0.5825	58.25%					
With Disabilities	38.89%	-16.14*	0.5825	58.25%					
Males	52.5%	-2.53	0.5825	58.25%					
Females	57.97%	+2.94	0.5825	58.25%					

MATH Seventh GRADE Student Groups	KCCT Sept. 2009 % Proficient & Distinguished	GAP	Math Annual Measurable Goal (AMO)51.53%	%of students who need to score Proficient	MAP Assessment Results <u>Fall Winter Spring</u>			KCCT Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	51.80%		0.5825	58.25%					
Free/ Reduced	40.48%	-11.32*	0.5825	58.25%					
With Disabilities	40%	-11.8*	0.5825	58.25%					
Males	45.21%	-6.59	0.5825	58.25%					
Females	59.09%	+7.29	0.5825	58.25%					
MATH Eighth GRADE Student Groups	KCCT Sept. 2009 % Proficient & Distinguished	GAP	Math Annual Measurable Goal (AMO)51.53%	%of students who need to score Proficient	MAP Assessment Results <u>Fall Winter Spring</u>			KCCT Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	49.69%		0.5825	58.25%					
Free/ Reduced	37%	-12.69*	0.5825	58.25%					
With Disabilities	50%	+31	0.5825	58.25%					
Males	50%	+31	0.5825	58.25%					
Females	49.33%	-36	0.5825	58.25%					

Gap Analysis Tool (Math) 09-10
Target

Actual

MATH High School Student Groups	KCCT Sept. 2009 % Proficient & Distinguished	GAP	Math Annual Measurable Goal (AMO)59.88%	% of students who need to score Proficient	MAP Assessment Results <u>Fall Winter Spring</u>			KCCT Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	37.88%		0.5988	59.88%					
Free/ Reduced	27.63%	-10.25*	0.5988	59.88%					
With Disabilities	14.29%	-23.59*	0.5988	59.88%					
Males	40.85%	+2.97	0.5988	59.88%					
Females	34.43%	-3.45	0.5988	59.88%					

MATH District Student Groups	KCCT Sept. 2009 % Proficient & Distinguished	GAP	Math Annual Measurable Goal (AMO)59.79%	% of students who need to score Proficient	MAP Assessment Results <u>Fall Winter Spring</u>			KCCT Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	57.52%		0.5979	59.79%					
Free/ Reduced	48.58%	-8.94	0.5979	59.79%					
With Disabilities	42.61%	-14.91*	0.5979	59.79%					

13. According to 2009 KCCT and NCLB reports in **Reading**, subgroups at all schools and the district met AYP goals except:
Middle School - Free/Reduced lunch.

Five (5) Significant Gaps were reported:
Elem – Students with Disabilities
Middle – Students with Disabilities and Free/Reduced Lunch
High - Students with Disabilities
District – Students with Disabilities

Note – We do not receive reports for African American, Hispanic, and LEP due to the low number of students in these subgroups

13. According to the 2010 KCCT and NCLB reports in math, all subgroups at all schools and the district will meet AYP goals.

No more than two (2) significant gaps will be reported.

Goal #	Benchmark Date	Measure	Target	Actual
13	9/10	KCCT & NCLB Reports	AYP - 100% Gaps – 2 or less	AYP - Gaps –

Gap Analysis Tool (Reading) 09-10

Target									
Actual					Actual				
READING ALL ELEMENTARY Student Groups	KCCT Sept. 2009 % Proficient & Distinguished	GAP	Reading Annual Measurable Goal (AMO)73.64%	% of students who need to score Proficient	MAP Assessment Results <u>Fall</u> <u>Winter</u> <u>Spring</u>			KCCT Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	70.31%		0.7364	73.64%					
Free/ Reduced	64.01 %	-6.3	0.7364	73.64%					
With Disabilities	58.27%	-12.04*	0.7364	73.64%					
Males	64.83 %	-5.48	0.7364	73.64%					
Females	76.48%	+6.17	0.7364	73.64%					
READING THIRD GRADE Student Groups	KCCT Sept. 2009 % Proficient & Distinguished	GAP	Reading Annual Measurable Goal (AMO)73.64%	% of students who need to score Proficient	MAP Assessment Results <u>Fall</u> <u>Winter</u> <u>Spring</u>			KCCT Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	70.97%		0.7364	73.64%					
Free/ Reduced	64.76 %	-6.21	0.7364	73.64%					
With Disabilities	56%	-14.97*	0.7364	73.64%					
Males	65.12 %	-5.85	0.7364	73.64%					
Females	78.26%	+7.29	0.7364	73.64%					

READING FOURTH GRADE Student Groups	KCCT Sept. 2009 % Proficient & Distinguished	GAP	Reading Annual Measurable Goal (AMO)73.64%	% of students who need to score Proficient	MAP Assessment Results Fall Winter Spring			KCCT Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	77.78%		0.7364	73.64%					
Free/ Reduced	72.73%	-5.05	0.7364	73.64%					
With Disabilities	60 %	-17.78*	0.7364	73.64%					
Males	74.24 %	-3.54	0.7364	73.64%					
Females	80.77 %	+2.99	0.7364	73.64%					
READING FIFTH GRADE Student Groups	KCCT Sept. 2009 % Proficient & Distinguished	GAP	Reading Annual Measurable Goal (AMO)73.64%	% of students who need to score Proficient	MAP Assessment Results Fall Winter Spring			KCCT Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	62.42%		0.7364	73.64%					
Free/ Reduced	54.55%	-7.87	0.7364	73.64%					
With Disabilities	58.82%	-3.6	0.7364	73.64%					
Males	55.13 %	-7.29	0.7364	73.64%					
Females	70.42 %	+8	0.7364	73.64%					

Gap Analysis Tool (Reading) 09-10

Target

Actual

READING All Middle School Student Groups	KCCT Sept. 2009 % Proficient & Distinguished	GAP	Reading Annual Measurable Goal (AMO)72.8%	%of students who need to score Proficient	MAP Assessment Results Fall Winter Spring			KCCT Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	63.86%		0.7280	72.8%					
Free/ Reduced	51.55 %	-12.31*	0.7280	72.8%					
With Disabilities	46.52%	-17.34*	0.7280	72.8%					
Males	55.57 %	-8.29	0.7280	72.8%					
Females	73.28%	+9.42	0.7280	72.8%					
READING Sixth GRADE Student Groups	KCCT Sept. 2009 % Proficient & Distinguished	GAP	Reading Annual Measurable Goal (AMO)72.8%	% of students who need to score Proficient	MAP Assessment Results Fall Winter Spring			KCCT Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	65.77%		0.7280	72.8%					
Free/ Reduced	56.04 %	-9.73	0.7280	72.8%					
With Disabilities	33.33%	-32.44*	0.7280	72.8%					
Males	56.25 %	-9.52	0.7280	72.8%					
Females	76.81%	+11.04	0.7280	72.8%					

READING Seventh GRADE Student Groups	KCCT Sept. 2009 % Proficient & Distinguished	GAP	Reading Annual Measurable Goal (AMO)72.8%	%of students who need to score Proficient	MAP Assessment Results Fall Winter Spring			KCCT Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	61.87%		0.7280	72.8%					
Free/ Reduced	47.62 %	-14.25*	0.7280	72.8%					
With Disabilities	50%	-11.87*	0.7280	72.8%					
Males	54.79 %	-7.08	0.7280	72.8%					
Females	69.70%	+7.83	0.7280	72.8%					
READING Eighth GRADE Student Groups	KCCT Sept. 2009 % Proficient & Distinguished	GAP	Reading Annual Measurable Goal (AMO)72.8%	%of students who need to score Proficient	MAP Assessment Results Fall Winter Spring			KCCT Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	63.80%		0.7280	72.8%					
Free/ Reduced	51 %	-12.8*	0.7280	72.8%					
With Disabilities	56.25%	-7.55	0.7280	72.8%					
Males	55.68 %	-7.08	0.7280	72.8%					
Females	73.33%	+9.53	0.7280	72.8%					

Gap Analysis Tool (Reading) 09-10

Target

Actual

READING High School Student Groups	KCCT Sept. 2009 % Proficient & Distinguished	GAP	Reading Annual Measurable Goal (AMO)59.63%	% of students who need to score Proficient	MAP Assessment Results Fall Winter Spring			KCCT Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	50%		0.5963	59.63%					
Free/ Reduced	46.99%	-3.01	0.5963	59.63%					
With Disabilities	23.08%	-26.92*	0.5963	59.63%					
Males	45.07%	-4.93	0.5963	59.63%					
Females	54.55%	-4.55	0.5963	59.63%					

READING District Student Groups	NCLB Sept. 2009 % Proficient & Distinguished	GAP	Reading Annual Measurable Goal (AMO)68.69%	% of students who need to score Proficient	MAP Assessment Results Fall Winter Spring			NCLB Sept. 2010 % Proficient & Distinguished	GAP
Total in Grade	64.66%		0.68.69	68.69%					
Free/ Reduced	56.49%	-8.17	0.68.69	68.69%					
With Disabilities	49.12%	-15.54*	0.68.69	68.69%					

14. The 2009 District Report Card showed the following data: % of Core Academic Subject Classes NOT Taught by Highly Qualified Teachers – 0% % of Classes Taught by Teachers who Participated in Content-Focused Professional Development – 87%			14. The 2010 District Report Card will show the following data: % of Core Academic Subject Classes NOT Taught by Highly Qualified Teachers – Maintain 0% % of Classes Taught by Teachers who Participated in Content-Focused Professional Development – 90%	
Goal #	Benchmark Date	Measure	Target	Actual
14	10/10	District Report Card	Classes NOT Taught by HQ teachers: 0% Content-Focused PD: 90%	Classes NOT Taught by HQ teachers: ____% Content-Focused PD: ____%

Action Component: Learning Environment

District Name Bath County

Component Manager ☒ Draft Final
Kim Biddle, Stephanie Little

Date November, 2009

Public ☒ 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	I IP NI Oct	How did strategy impact progress toward goal
23	NWEA MAP Assessment will be used three times during the year as an intermediate assessment to benchmark the progress of subgroups (gender, free/reduced and students with disabilities) in grades K-11.	Teresa Caudill Rhonda Back Linda Shrout Tracy Vice	09/09	6/10	\$0				
24	The elementary math interventionists will use a MAP assessment twice a month as a progress monitoring assessment for intervention students.	Tracy Vice	1/10	Ongoing	\$0				
25	There will be Monthly Collaborative Meetings involving math interventionist, math coach, and classroom teachers at the elementary levels. They will conduct in-depth analysis of student data and performance and develop next steps for instruction and intervention.	Tracy Vice	Aug. 09	May 09	0				

26	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 school year.	Nancy Hutchinson Assigned District Leaders	8/09	ongoing	\$0			
27	The "Diversity Committee", created with staff and parent representation from each school, will continue to 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.	Linda Shrout Stacy Kidwell	11/08	06/10	0			
28	Use the book "The Leader in Me" as a focus with I-Team members. The book discusses the success that schools have had in using a leadership approach with students and teaching them the "7 Habits of Highly Effective People". The skills that students are taught help with respecting diversity and dealing in a positive manner when conflicts occur.	Rhonda Back Linda Shrout						
29	District leadership and I-team members will visit schools that have been successful in implementing "7 Habits for Students and Teens" and strategies from "The Leader in Me"	Linda Shrout Rhonda Back	01/10	4/10	\$500	ARRA Title I PD		
30	Allow I-Team members to attend the "Unbridling the Spirit of Leadership in Kentucky" conference in November. The main speaker for the conference is Sean Covey, author of "The 7 Habits of Highly Effective Teens" and "The 7 Habits of Happy Kids".	Linda Shrout	11/10	11/10	\$1500	ARRA Title I PD		
31	Develop a resource library with books, videos, and other materials that teachers may use for teaching about diversity, tolerance, and different cultures. Create a share point on the district web page to share lesson plans for teaching about diversity and different cultures.	Linda Shrout Stacy Kidwell	9/09	Ongoing	\$2000	Title I		
32	Bring in the group "Living Voices" to present "The Right to Dream: Share the Struggle" for middle	Linda Shrout	1/10	1/10	\$1000	Title I		

	and high school students. The group uses a combination of theater, video, and live interaction to create a high impact experience allowing audiences to discover history's relevance to their lives.								
33	Two teachers from each school will attend the Diversity Conference at ECU. They will share information from the conference with peers.	Linda Shrout Principals	2/10	2/10	\$1200	ARRA Title I PD			
34	A District Title 1 program for parents will be held to help them understand the District's Title 1 Program, allocations and resources available to their children. The meeting will be held in collaboration with Unite to Read . A motivational speaker/storyteller will present to parents and students. Students will also participate in reading activities.	Steve Meadows	11/09	11/09	\$2,500	Title 1			
35	Use One Call Messaging to inform parents, staff, and stakeholders of school events, absences, delays and cancellations. Parents and stakeholders will have current correct information provided from school personnel.	Brenda Holder Principals STC's Attendance Clerks IT Staff Transportation Dir.	10/09	06/10	\$5,000.00	General			
36	Open Infinite Campus Parent Portal for home access of student information	Brenda Holder Principals DPP, STC's School Off. Staff	10/09	On-going	Included with Infinite Campus purchase	General			
37	All schools will provide daily announcements to families and the community through email distribution. The district will continue to send a weekly "Updates and Celebrations" through email distribution	N. Hutchinson	08/09	Ongoing	0				
38	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.	Brenda Holder STC's Keith Crouch Jeremy Weaver	07/09	Ongoing	0				

39	Elementary and Middle School math teachers will continue to send home parent letters at the beginning of each unit so the parents will be aware of the focus in each math unit. The letter will explain unit goals and give examples of how to solve problems for each important concept in the unit. The letter will also give suggestions for helping with homework and ideas for having math conversations with their child.	Linda Shrout Tracy Vice Principals	08/09	Ongoing					
40	The district will support and encourage home visits. The DPP will make home visits to students who have dropped and encourage their participation in the Graduation Success Academy.	Kim Biddle Principals	08/08	06/09	\$1000	General			
41	A Parent Resource Library will be maintained at the Bath County Memorial Library. This resource library has textbooks and supplemental materials available for check out.	Stephanie Little	09/08	Ongoing	\$600	General			
42	The Parent University will plan a monthly parent involvement activity.	Stephanie Little	12/09	Ongoing	\$2000	KERA Preschool FRC Even Start			
43	The CARE Coalition will continue to visit businesses two times a year and speak to parents about attendance issues. The committee will provide attendance and student support service information to parents.	Kim Biddle Vicki Wells Tracy Vice Faye Goldy	10/08	5/09	\$500	General			
44	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	12/09	Ongoing	\$120,000	Family Literacy Even Start			
45	ESS funds and Title I Tier 3 District Deferred funds will be used to support and provide appropriate student learning activities during daytime, afterschool, before school, and/or Saturdays and summer. Each school will develop an ESS plan according to identified needs	Kim Biddle Steve Meadows	01/09 01/09	06/09 06/09	\$47,600 \$ 6,157	ESS Title I Tier 3			

46	The district will continue to offer the Graduation Success Academy which is available to students in grades 7-12 who fall short of receiving credits in core areas. 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. The district will provide funding for a principal and two (2) teachers for the academy.	Kim Biddle Todd Neace Lloyd Sartin Paul Prater	08/09	Ongoing	\$127,252	General			
47	A job coach will be employed to provide job shadowing and vocational training to special education students.	Stephanie Little	12/09	Ongoing	\$20,000	IDEA BASIC ARRA Vocational Rehabilitation Gen. Fund			
48	The district food service will continue a "Snack Program" which provides K-5 students with a healthy afternoon snack each day.	Vickie Wells	8/09	Ongoing	\$2,500 Monthly	General Fund			
49	The district food service will continue a program called "Fresh Fruit Friday" which gives students fruit to eat each Friday to implement healthier eating patterns among K-12 students.	Vickie Wells	8/09	Ongoing	\$2,500 Monthly	General Fund			
50	The district food service will continue supporting "Walking Clubs" at each school to help address the physical activity component of the wellness policy. Students will log their walking times.	Vickie Wells Managers PE Teachers	8/09	Ongoing	\$50	Food Service			
51	The district food service and schools will introduce foods from other cultures along with other diverse learning activities during monthly Cultural Days.	Vickie Wells Principals	8/08	5/09	\$0 – cost of food in menus	Food Service			
52	The high school and middle school special education teachers will participate in quarterly transition facilitator meetings through the Big East Educational Cooperative. 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 high school to adult life.	Stephanie Little	12/09	Ongoing	\$1000	IDEA BASIC			
53	Two special education teachers and two speech therapists will be trained as Autism Consultants. These four will participate in trainings, observations and case studies. They will be able to determine if a student is Autistic according to the Kentucky guidelines.	Stephanie Little	12/09	Ongoing	\$10,000	IDEA BASIC ARRA Early Childhood			

54	A District Leadership Retreat and a three hour (3) Professional Development will be developed focusing on "7 Habits of Highly Effective People" and "Trust Matters". The district will support follow-up professional development on the 7 Habits and "The Leader in Me" throughout the year.	Nancy Hutchinson Linda Shrout Principals	08/08	Ongoing	\$1000	District PD Title I General			
55	The math coach will lead "Math Recovery Professional Learning Communities" in grades K-3. They will focus on Marilyn Burns books: *Teaching Numbers with 4-8 year olds *Teaching Number *Early Numeracy	Tracy Vice	12/09	5/10	AMSP	\$150			
56	District administrators and principals will participate in a book study on "Instructional Rounds" District administrators will also do a book study on "District Leadership that Works" by Marzano. Principals will also do a book study on "7 Habits of Highly Effective People" by Steven Covey.	N. Hutchinson	9/09	6/10					
57	The district will encourage and support teachers working on National Board Certification through professional learning communities and stipends when completed.	Steve Meadows	07/09	Ongoing	\$2000 per/yr for each NBC \$1000 for subs	General Fund			
58	Classroom teachers with technology proficiency will collaborate with peers during school day to strengthen technology skills. The focus for the year will be on use of SMART Boards, Document Cameras and Classroom Responders.	Principals DTC Teachers	12/09	On-going	\$1500.00	Fed Ed Tech (Title IID)			
59	District leadership will collaborate with schools to develop long-range job embedded professional development plans and assist schools in building professional learning communities within their buildings. PD 360 accounts will be provided to each teacher as an alternative route of obtaining professional development and meeting needs identified in professional growth plans.	Linda Shrout Rhonda Back	08/09	06/10	\$7,425	PD Funds Title 1			

60	District leadership will work with school leadership to determine professional development needs that specifically address leadership growth. Principals from each school will take part in the Principal Network Cadre through KEDC.	N. Hutchinson Linda Shrout	09/09	06/10	\$900	ARRA Title I PD			
61	The district will support the schools in providing content specific professional development for teachers.	Linda Shrout	07/09	Ongoing	\$5,000	ARRA Title 1 PD			
62	The district will support the schools in allowing teachers from each level to attend national conferences.	Linda Shrout	07/09	06/10	\$5,000	ARRA Title 1 PD			
63	The district will support and assist the schools in conducting PD needs assessments, providing PD, evaluating professional development for its impact on student achievement.	Linda Shrout PD Coordinators							

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.	\$156,190 Title II
A fulltime 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.	\$40,899 Gen. Fund
Part-time gifted and talented instructors will provide services at Owingsville Elem and Crossroads Elementary two days a week at each school.	\$22,000 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 PD
The district will use the "District Monitoring Tool" to monitor school culture, support, and professional development. SISI Standards monitored will be: 4.1a; 4.1b; 4.1c; 4.1e; 4.1g; 4.1j; 4.1k; 5.1a; 5.1c; 5.1d; 6.1a; 6.1b; 6.1d; 6.1e; 6.1f and 6.2c.	

Action Component: Efficiency

X Draft

Final

District Name: Bath County

Component Manager: _____

Date November, 2009

Public X

Private/Non-Profit _____

Priority Need		Goal (Addresses the Priority Need)		
15. According to performance on the District Monitoring Tool for School Improvement conducted in fall of 09 the results were: Y – Yes, evidence was found = 76 (39%) P – Evidence found to substantiate partial implementation = 112 N – No evidence was found = 8		15. According to performance on the District Monitoring Tool for School Improvement that will be conducted in May 10 results will show: Y column will increase to 148 (75%) P column decrease to 48th N column decrease to 0		
Goal #	Benchmark Date	Measure	Target	Actual
14	3 rd – 3/10	District Monitoring Tool for School Improvement	Y - 148	
16. According to performance ratings on District Review conducted in the spring of 2007 and a self assessment conducted in the spring of 2008, the following average performance ratings were found in indicators pertaining to Efficiency: Spring 2007- Overall Efficiency – 2.3 Standard 7 – Leadership – 2.54 Standard 8 – Organizational Structure and Resources – 2.1 Standard 9 – Comprehensive and Effective Planning – 2.19 Spring 2008 – Overall Efficiency – 2.56 Standard 7 – Leadership – 2.8 Standard 8 – Organizational Structure and Resources – 2.2 Standard 9 – Comprehensive and Effective Planning – 2.7 Spring 2009 – Overall Efficiency – 2.81 Standard 7 – Leadership – 2.84 Standard 8 – Organizational Structure and Resources – 2.66 Standard 9 – Comprehensive and Effective Planning – 2.93		16. The district will conduct a Self-Assessment of the Standards and Indicators for District Improvement in the spring of 2010. We will see significant increases in the average performance ratings. The ratings found in indicators pertaining to Efficiency will 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
16	1 – 5/10	SISI Self- Assessment	3 (3, 3, 3)	
17. According to a One-Call Survey of staff, parents, and community stakeholders conducted in the fall of 2009, 77.85% of the 772 people who responded indicated that they feel the Bath County Schools are providing a quality education for the children in Bath County.		17. A One-Call Survey of staff, parents, and community stakeholders will be conducted again in the fall of 2010. At least 80% of the respondents will indicate that they feel the Bath County Schools are providing a quality education for the children in Bath County.		
Goal #	Benchmark Date	Measure	Target	Actual
17	10/10	One-Call Survey	80%	

Action Component: Efficiency

X Draft

Final

District Name Bath County

Component Manager _____

Date November, 2009

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	I IP NI Oct	How did strategy impact progress toward goal
64	The district will develop 5-Year Strategic Plan with input from all stakeholders.	N. Hutchinson Board Members	8/09	6/10	\$0				
65	SBDM Councils will provide their minutes to all meetings to the Bath County Board of Education each month.	Principals	1/08	Ongoing	\$0				
66	The SBDM Council from each school will meet at least one time during the school year with the Board of Education to discuss student achievement.	N. Hutchinson	08/09	05/10	\$0				
67	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. District personnel will be assigned to a school to monitor the school's progress toward proficiency using the monitoring tool.	Nancy Hutchinson Linda Shrout	9/09	On-going	\$0				
68	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	9/09	On-going	\$0				
69	The district will conduct a fall and a spring district-wide walk-through in the schools to collect data, look for trends, and help identify specific needs.	Linda Shrout Teresa Caudill	10/09	On-going	\$400	PD			

70	All schools will survey parents and students in the spring to determine equity needs. Results will be shared with the district to be used in future planning.	Linda Shrout Stacy Kidwell	03/10	05/10	\$0				
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Action Component: Efficiency Continued Strategies for Ongoing Success Cost & Funds

Bath County employees and Board Members will be able to show their commitment to the vision statements by signing a pledge page. Each will receive a wallet size card of their pledge that they will have as a reminder of their devotion and responsibility to the students and stakeholders of Bath County.	\$400 GF
District School Based Decision Making Director will continue to work with each council to review, amend, and/or rescind current council policies to ensure that all councils have the necessary policies in place and on their school website.	\$0
There will be a line item each month called student achievement on each school council's agenda with evidence and data provided to school based council members that they are implementing strategies that are making a difference in student achievement.	\$0
Middle School and Elementary schedules will continue to reflect 80-90 minute math blocks so that classroom instruction can focus on inquiry and investigation of mathematical ideas embedded in rich problem situations. Students will have time to make connections, do inquiry practice and perform the strategies taught proficiently.	\$0
The district will use the "District Monitoring Tool" to monitor leadership, organizational structure, and planning. SISI Standards monitored will be: 7.1b; 7.1f; 7.1g; 7.1i; 8.1d; 8.1e; 8.2c; 9.2a; 9.6b; and 9.6d.	\$0