

## Breathitt County Management Team Plus/Delta

May 1, 2013

(Hammond & Hughes)

Standard	PLUS (+)	DELTA ( $\Delta$ )	Current work	Next Steps
<p style="text-align: center;"><b>Advanc-ED Standard 1</b></p> <p style="text-align: center;"><b>PURPOSE AND DIRECTION</b></p>	<ul style="list-style-type: none"> <li>• The Central Office Leadership Team (COLT) continues to meet weekly with the goals of professional accountability, communication and improvement of the district culture.</li> <li>• The district continues regular principal meetings to enhance district/school communication and provide additional training to the principals.</li> <li>• The district has an updated CDIP in place on ASSIST.</li> <li>• A strategic plan with community involvement is planned but not yet scheduled.</li> <li>• All schools have a CSIP in ASSIST.</li> <li>• The district policies and procedures require</li> </ul>	<ul style="list-style-type: none"> <li>• The mission and vision are not inclusive of all stakeholders.</li> <li>• There is an active CDIP but involvement of all stakeholders is limited.</li> <li>• Student success is important in planning but limited in implementation.</li> <li>• Data is not reviewed / analyzed consistently.</li> <li>• District-wide and community expectations for education are limited.</li> <li>• The commitment to a culture of growth, the communication and levels of expectations are inconsistent and not always to high levels of student performance.</li> <li>• The efforts for continuous improvement are inconsistent and vary from school to school and grade</li> </ul>	<ul style="list-style-type: none"> <li>• The Central Office Leadership Team (COLT) has written its first Plan Do Study Act (PDSA) on professional accountability.</li> <li>• There have been two issues of the new employee newsletter produced to enhance communication in the district.</li> <li>• Full cycle thinking (PDSA) is being implemented as ideas for improvement emerge.</li> <li>• Data is being analyzed more thoroughly and communicated to the schools.</li> <li>• The central office leadership team is working to include increased numbers of stakeholders in</li> </ul>	<ul style="list-style-type: none"> <li>• District reflection will occur on progress on the departmental PDSAs.</li> <li>• Continual work on the PDSA improvement process will occur.</li> <li>• More effort writing goals and plans with aligned action toward implementation and impact is to occur. This is backwards designed so that the impact we desire will guide the actions we put in place.</li> <li>• The district strategic planning process is to be scheduled.</li> <li>• We will design action steps coordinated around the PPGES and TPGES, thus guiding improvement efforts around the</li> </ul>

	<p>school level planning.</p> <ul style="list-style-type: none"> <li>• The district is reviewing the data being collected and district monitoring visits are happening.</li> <li>• The staff demonstrates a concern for children and expresses a desire to help students learn but there is cultural acceptance that many students cannot perform well due to outside influences.</li> <li>• There are some efforts to create a culture of continuous improvement among the staff. All principals were trained in the TPGES pilot and are qualified. supervisors and assistant principals are currently training on the TPGES. All of the schools have some type of RTI in effect for students.</li> </ul>	<p>to grade.</p> <ul style="list-style-type: none"> <li>• The “systems approach” remains elusive in that the culture of the district appears to operate from a reactive mindset.</li> </ul>	<p>discussions as we develop committees in the district.</p> <ul style="list-style-type: none"> <li>• Mr. Hammond continues work toward finalizing staffing for the 2013-2014 school year.</li> <li>• The district will increase numbers participating in TPGES next year and will pilot the PPGES next year.</li> <li>• The district has joined the Appalachian Innovation Collaborative (AIC) that utilizes PETLL from KVEC to work with teachers and schools. Asbury University is to work with principals and UK’s P-20 is to work with district administrators.</li> <li>• The district administrators are meeting this week to design and align all training for the district through August of 2013.</li> <li>• A good representation</li> </ul>	<p>requirements for successful evaluation.</p> <ul style="list-style-type: none"> <li>• We will ensure that all participants in the AIC understand and fulfill each step in the process for the implementation of PETLL.</li> <li>• We will continue dialogue with BCEA as needed.</li> </ul>
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			<p>from Breathitt County has registered for the continuous improvement training provided by the education recovery staff in Lexington on June 12<sup>th</sup> and 13<sup>th</sup>.</p> <ul style="list-style-type: none"> <li>• Mr. Hammond and Mr. Hughes met with the Breathitt County Education Association to address concerns and answer questions.</li> </ul>	
<p><b>Advanc-ED Standard 2</b></p> <p><b>GOVERNANCE AND LEADERSHIP</b></p>	<ul style="list-style-type: none"> <li>• The district has the policies in place that would be expected in most districts in the state. The majority of these are obtained from the KSBA policy service. Regular updates and revisions are discussed and placed in the process for board of education consideration. Many of the policies include the KSBA recommended procedures and reviews are in process.</li> <li>• Mr. Hammond is working with the elected board members to guide them toward a systemic thought process that</li> </ul>	<ul style="list-style-type: none"> <li>• The culture in the district has not been one to refer to policy or procedures and the continuation of this thought, though changing slowly, continues to create challenges for the manager.</li> <li>• There has been little to no monitoring of the policies in the past.</li> <li>• The discussion and actions taken on the LPC findings are expected to be a test of the board members' readiness to lead toward the future.</li> <li>• Individuals in the district, as they learn the changes from past to current leadership, are making progress but are</li> </ul>	<ul style="list-style-type: none"> <li>• There are policies included for review and revision in the next board meeting with additional policies being considered for the June meeting.</li> <li>• The LPC has approved the draft Facilities Plan. The board will consider the plan at the May meeting.</li> <li>• The April board meeting provided an opportunity for one member to address his personal agenda items.</li> </ul>	<ul style="list-style-type: none"> <li>• Time to review the policies with administrators is in the planning stages.</li> <li>• The changes generated from Facility Plan implementation will have to occur.</li> <li>• Continued efforts to guide the board in appropriate action will occur.</li> <li>• Detailed plans and alignment of action will be included in the planning for the leadership institute.</li> <li>• Continued</li> </ul>

	<p>would generate decisions from a district-wide process rather than an electoral district decision.</p> <ul style="list-style-type: none"> <li>• The LPC process is ongoing in the district.</li> <li>• The board is indicating a willingness to work toward district improvement but occasional behavior reverts to a more political based comment or action.</li> <li>• The overall culture is improving based on the conversation of the district and building leaders centering on standards and expectations.</li> <li>• There has been some community outreach with positive results. The LPC had numerous volunteers from the community and we hope to utilize them and their influence on others in the community as we initiate the strategic planning process. There is also a dropout prevention session scheduled in the</li> </ul>	<p>still illustrating tentative steps in behavior.</p> <ul style="list-style-type: none"> <li>• Evaluation is progressing but appears to be very limited in its scope. The culture of the past administration apparently did not have any focus toward the growth and improvement aspects of the evaluation process. Teacher growth plans and corrective action plans have been revised or written but outcomes are still unknown.</li> </ul>	<ul style="list-style-type: none"> <li>• The district plans its first leadership institute in July with follow-up on July 31<sup>st</sup> with all staff.</li> <li>• All principals and some central office executive staff (CE) staff are registered for the continuous improvement training in June.</li> <li>• All principals and central office administrators are participating in the Appalachian Innovation Collaborative (AIC) with KVEC.</li> </ul>	<p>discussion with school leaders to guide their efforts toward more positive impact on student achievement will occur.</p>
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	<p>community on May 8<sup>th</sup>.</p> <ul style="list-style-type: none"> <li>All principals are TPGES certified and the communication about “What is good teaching?” continues to grow in conversations in our meetings.</li> </ul>			
<p><b>Advanc-ED Standard 3</b></p> <p><b>TEACHING AND ASSESSING FOR LEARNING</b></p>	<ul style="list-style-type: none"> <li>The work on the curriculum continues to progress with many sections available on the district website. Ms. Fugate and Mr. Bach plan additional district-wide grade level meetings in grades K-7 in May.</li> <li>Central office staff has conducted monitoring visits in multiple schools that are deepening the conversations with building leaders on teacher growth. Initial meetings have occurred and more are scheduled in the summer with KVEC to implement PETLL for instructional growth across the district.</li> <li>The monitoring visits have provided feedback to teachers and the</li> </ul>	<ul style="list-style-type: none"> <li>The limited number of contract days of the central office and principals (220) continue to be a concern for meeting the planning goals for the summer.</li> <li>Data utilization in the district and schools continues to be weak. There is limited review, analysis and instructional impact from the data collected. Data results do not appear to impact/change instructional practice to any great extent. The concept of behavior change due to lessons learned appears to be slow.</li> <li>The quality of instruction varies greatly between the schools in the district.</li> <li>The TPGES and professional development must be utilized to improve instruction with fidelity and follow-up being priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Mr. Hammond placed the 220-day requirement before the board in April.</li> <li>We are currently preparing the curriculum documents for the district website.</li> <li>We are aligning summer PD opportunities with goals for student achievement.</li> <li>Data for students in transitional status between facilities is being collected, processed and sent to schools to allow preparation and planning.</li> <li>The leadership in the district is working to align all known</li> </ul>	<ul style="list-style-type: none"> <li>Checking and rechecking for gaps or misalignment in the curriculum will occur.</li> <li>Pushing data use and guiding school leadership teams on use of data for decision making will occur.</li> <li>Preparing discussion for how common curriculum should and must align to assessment and instruction across the district will occur.</li> <li>Preparing a position and presentation on the consistent implementation of TPGES across the district will occur.</li> <li>Planning PD for the</li> </ul>

	<p>principal on the instruction observed during the visits. Some individual coaching, corrective action plans and district involvement have developed from needs indicated from these observations.</p> <ul style="list-style-type: none"> <li>• Each school has some form of PLCs and the professional growth and development in the district attempts to address the district-wide and school level needs for growth.</li> <li>• All of the schools in the district either have or are in the process of developing a PTA/PTO to involve increasing numbers of stakeholders.</li> <li>• All teachers complete their annual professional development (PD) requirement. The PD opportunities offered by the district are focused around the needs of the district or schools.</li> </ul>	<ul style="list-style-type: none"> <li>• The variance in instructional quality between schools, grades and classes must be addressed in PD and in evaluation.</li> <li>• Mentoring and instructional coaching needs to become a formal process across the district.</li> <li>• Meaningful communication between the school and home continues to vary greatly from school to school in the district.</li> <li>• The grading process appears inconsistent and does not always seem to reflect the levels of student learning.</li> <li>• PD, especially from the teacher perspective, appears to be widely viewed as a compliance issue rather than a pathway for personal growth and improvement.</li> <li>• Early college- and career-readiness (CCR) indicators are unimpressive indicating poor impact of processes implemented mid-year.</li> </ul>	<p>instructional needs with the TPGES in order to design training that will introduce TPGES and address district needs at the same time.</p> <ul style="list-style-type: none"> <li>• Moving ahead on the PETLL work and its mentoring/ coaching aspects is occurring</li> <li>• All schools are implementing a PTO to enhance communication with the home.</li> </ul>	<p>fall will occur.</p> <ul style="list-style-type: none"> <li>• School and district teams will receive PETLL training in July and through the next school year.</li> <li>• The district is setting up a committee to establish a district communication plan. Stake-holder communication is a priority of this process.</li> <li>• Mr. Hughes will review all aspects of the current CCR process at BCHS and guide the redesign for the upcoming school year.</li> </ul>
<p><b>Advanc-ED Standard 4</b></p>	<ul style="list-style-type: none"> <li>• The teaching staff is highly qualified.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no real system in place for the recruitment and retention of teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• With such steep cuts in staff, recruitment and retention is not a</li> </ul>	<ul style="list-style-type: none"> <li>• Efforts will continue for the thorough evaluation of how</li> </ul>

<p><b>RESOURCES AND SUPPORT SYSTEMS</b></p>	<ul style="list-style-type: none"> <li>• The policies related to resource management have been reviewed and revisions are being considered.</li> <li>• The material and fiscal resources appear adequate though limited. Regular monitoring is ongoing.</li> <li>• The financial situation has improved from critical status to the point of guarded stability. Additional changes are expected to enhance the financial situation of the district.</li> <li>• The facilities are in good condition and student safety is a priority in the schools.</li> <li>• The LPC process is currently in progress and strategic planning is being planned for the upcoming year but is not yet scheduled.</li> <li>• The district provides and coordinates resources across the district.</li> <li>• The district technology program is good and new wireless systems</li> </ul>	<ul style="list-style-type: none"> <li>• The use of time in the district needs to be monitored more closely. Attendance issues remain and poor utilization of instructional time is contributory to the attendance.</li> <li>• Most planning processes in the district have been for compliance and the culture is slow to change.</li> <li>• Limited evaluation of the effectiveness of resource usage remains evident.</li> <li>• Some of the technology in the district is nearing the end of planned usefulness with no plan for replacement.</li> <li>• Effectiveness of programs provided in the district is not monitored or measured with consistency or purpose. The thought process seems to look only on the “what programs can we provide?” or sometimes “how can we implement this program?” but seems to stop short of “why do we need this program?”</li> </ul>	<p>priority until funds are available for new staff.</p> <ul style="list-style-type: none"> <li>• All aspects of attendance are in review and committees are in place to design systems for approving attendance.</li> <li>• We will continue to use the PDSA cycle for continuous improvement and instruct all leaders in this process.</li> <li>• We will work with all staff on program evaluation through PDSA to eliminate unsuccessful programs based on data on impact.</li> <li>• The board approved a “bring your own device” (BYOD) policy at the April board meeting. The infrastructure to support this system is in place. Digital citizenship certification is a requirement prior to participation.</li> </ul>	<p>resources are allocated and monitored for impact.</p> <ul style="list-style-type: none"> <li>• The financial status will continue to be closely monitored.</li> </ul>
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	<p>are being installed in all schools.</p> <ul style="list-style-type: none"> <li>• The district provides, in association with other agencies, a support system for the students.</li> <li>• The system provides and coordinates multiple instructional programs to the schools.</li> </ul>			
<p><b>Advanc-ED Standard 5</b></p> <p><b>USING RESULTS FOR CONTINUOUS IMPROVEMENT</b></p>	<ul style="list-style-type: none"> <li>• The district follows the state assessment plan utilizing the K-PREP, EPAS and Quality Core for summative assessments.</li> <li>• The district provides Discovery Assessment to provide for interim assessment and classroom formative and summative assessment.</li> <li>• Schools utilize a number of online programs to enhance instruction and prepare students for assessment.</li> <li>• All results from the assessments are reported to the schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Results are analyzed to some degree but changes in instruction do not appear to follow indications from the data.</li> <li>• Few staff members appear fluent in disaggregating data and few appear adept in changing instruction based on the findings from the data analysis.</li> <li>• The district has limited conversation concerning assessment results and student transition.</li> <li>• There is limited communication of the assessment data to stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Data for students in transitional status between facilities is being collected, processed and sent to schools to allow preparation and planning.</li> <li>• Mr. Hughes is guiding the leaders in deeper analysis and cause/effect analysis.</li> <li>• Mr. Hughes is working with principals in the use of assessment data to guide instructional improvement planning for the upcoming year.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual sessions with principals are planned in the next few weeks to solidify plans for the upcoming school year.</li> <li>• The PDSA process will be discussed with all leaders.</li> </ul>