

Breathitt County Management Team Plus/Delta

July 15, 2013

(Hammond & Hughes)

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

	<ul style="list-style-type: none"> • The staff demonstrates a concern for children and expresses a desire to help students learn, but there is continued cultural acceptance that many students cannot perform well due to outside influences. • There are efforts to create a culture of continuous improvement among the staff. All principals were 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. The district and school administrators held a summer retreat that included a session to discuss district direction and plan for district/school improvement. 	<p>to grade.</p> <ul style="list-style-type: none"> • “Systems approach” remains limited in that the culture of the district appears to operate from a reactive mindset. • The “sense of urgency” has not reached the teachers and students to the degree expected. • The issues with the elected board members are generating a “wait and see” response that is diffusing the focus. 	<p>the district.</p> <ul style="list-style-type: none"> • The district will increase numbers participating in TPGES next year and will pilot the PPGES next year. • The district has joined the Appalachian Innovation Collaborative (AIC) that utilizes Perpetuating Excellence in Teaching, Leadership and Learning (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. • A good representation from Breathitt County attended the Sustaining School Improvement Training provided by the Education Recovery (ER) staff in Lexington on June 12th and 13th. • Mr. Hammond and Mr. Hughes are meeting regularly with the Breathitt County 	<p>requirements for successful evaluation.</p> <ul style="list-style-type: none"> • Ensure that all participants in the AIC understand and fulfill each step in the process for the implementation of PETLL. • Continue the dialogue with BCEA and all staff as needed. • Meet with ALL staff on July 31, 2013 to enhance communication of purpose and direction.
--	---	--	---	--

			Education Association to address concerns and answer questions.	
<p>Advanc-ED Standard 2</p> <p>GOVERNANCE AND LEADERSHIP</p>	<ul style="list-style-type: none"> 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 and are in process. The overall culture is improving based on the conversation of the district and building leaders centering on standards and expectations. There has been some community outreach with positive results. The LPC and Drop Out Prevention Committee had numerous volunteers from the community and we hope to utilize them and their influence on others 	<ul style="list-style-type: none"> The current status of the Board of education is an issue. The culture in the district has not been one to refer to policy or procedures and the continuation of this culture, though changing slowly, continues to create challenges for the manager. There has been little to no monitoring of the policies in the past. Individuals in the district, as they learn the changes from past to current leadership, are making progress but are still illustrating tentative steps behavior. 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. 	<ul style="list-style-type: none"> All principals and central office administrators are participating in the Appalachian Innovation Collaborative (AIC) with KVEC. All district and school administrators participated in an evaluation update that included elements of the TPGES. The Administrators retreat provided time for discussions that generated leadership goals for the principals. 	<ul style="list-style-type: none"> Time to review the policies with administrators is in planning. Continued discussion with school leaders to guide their efforts toward more positive impact on student achievement is occurring.

	<p>in the community as we initiate the strategic planning process.</p> <ul style="list-style-type: none"> All principals are TPGES certified and the communication about “What is good teaching?” continues to grow in conversations in our meetings. 			
<p>Advanc-ED Standard 3</p> <p>TEACHING AND ASSESSING FOR LEARNING</p>	<ul style="list-style-type: none"> The work on the curriculum continues to progress with many sections available on the district website. Central office staff monitoring visits in multiple schools has deepened the conversations with building leaders concerning teacher growth. Initial meetings have occurred and more are scheduled with KVEC to implement PETLL for instructional growth across the district. The monitoring visits have provided feedback to teachers and the principal on the instruction observed during the visits. Some individual coaching, 	<ul style="list-style-type: none"> Data utilization in the district and schools continues to be weak. There is limited review, analysis and instructional impact from 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. The quality of instruction varies greatly between the schools in the district. The TPGES and professional development must be utilized to improve instruction with fidelity and follow-up being priorities. The variance in instructional quality between schools, grades and classes must be addressed in professional development (PD) and in 	<ul style="list-style-type: none"> We are currently preparing the curriculum documents for the district website. Summer PD opportunities are aligned with goals for student achievement. The leadership in the district is working to align all known instructional needs with the TPGES in order to design training that will introduce TPGES and address district needs at the same time. Moving ahead on the PETLL work and its mentoring/coaching aspects is occurring. All schools are 	<ul style="list-style-type: none"> Checking and rechecking for gaps or misalignment in the curriculum is ongoing. Data use and guiding school leadership teams on use of data for decision making is being pushed. The discussion for how common curriculum should and must align assessment and instruction across district is being prepared. The process is being determined for district monitoring of the schools and the implementation of the various programs.

	<p>corrective action plans and district involvement have developed from needs indicated in these observations.</p> <ul style="list-style-type: none"> 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. 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. 	<p>evaluation.</p> <ul style="list-style-type: none"> Mentoring and instructional coaching needs to become a formal process across the district. Meaningful communication between the school and home continues to vary greatly from school to school in the district. The grading process appears inconsistent and does not always seem to reflect the levels of student learning. PD, especially from the teacher perspective, appears to be widely viewed as a compliance issue rather than a pathway for personal growth and improvement. 	<p>implementing a PTO to enhance communication with the home.</p>	<ul style="list-style-type: none"> Finalizing PD for the fall is occurring. School and district teams will receive PETLL training in late July and through the next school year. The district is setting up a committee to establish a district communication plan. Stakeholder communication is a priority of this process. Mr. Hughes will continue to support the CCR process at BCHS and guide the redesign in the upcoming school year.
<p>Advanc-ED Standard 4</p> <p>RESOURCES AND SUPPORT SYSTEMS</p>	<ul style="list-style-type: none"> The employment decisions from the schools indicate a desire to employ the best candidates. The material and fiscal resources appear adequate though limited. Regular monitoring is ongoing. The financial situation 	<ul style="list-style-type: none"> There is no real system in place for the recruitment and retention of teachers. The use of time in the district needs to be monitored more closely. Plans to address attendance issues are being finalized for the upcoming year. Most planning processes in 	<ul style="list-style-type: none"> With such steep cuts staff recruitment and retention is not a priority until funds are available for new staff. All aspects of attendance have been reviewed and committees are in place to address systems for improving attendance. 	<ul style="list-style-type: none"> Efforts will continue for the thorough evaluation of how resources are allocated and monitored for impact. The financial status will continue to be closely monitored. Improvement in student attendance is

	<p>has improved from critical status to the point of guarded stability. Additional changes are expected to enhance the financial situation of the district.</p> <ul style="list-style-type: none"> • The facilities are in good condition and student safety is a priority in the schools. • The district provides and coordinates resources across the district. • The district technology program is good and new wireless systems are being installed in all schools. • The district provides, in association with other agencies, a support system for the students. • The system provides and coordinates multiple instructional programs to the schools. 	<p>the district have been for compliance and the culture is slow to change.</p> <ul style="list-style-type: none"> • Limited evaluation of the effectiveness of resource usage remains evident. • Some of the technology in the district is nearing the end of planned usefulness with no plan for replacement. • Effectiveness of programs provided in the district is not monitored or measured with consistency or purpose. The thought process is moving from “what programs can we provide?” or sometimes “how can we implement this program?” toward “why do we need this program?” and “what programs does the data indicate we need?” 	<ul style="list-style-type: none"> • The PDSA cycle for continuous improvement will continue and all leaders will be instructed in this process. • All staff will be worked with on program evaluation through the PDSA to eliminate unsuccessful programs based on data of impact. 	<p>a priority this upcoming school year.</p>
<p>Advanc-ED Standard 5</p> <p>USING RESULTS FOR</p>	<ul style="list-style-type: none"> • The district follows the state assessment plan utilizing the KPREP, EPAS and Quality Core for summative 	<ul style="list-style-type: none"> • Results are analyzed to some degree but changes in instruction do not appear to follow indications from the data. 	<ul style="list-style-type: none"> • Data for students in transitional status between facilities is being collected, processed and sent 	<ul style="list-style-type: none"> • Individual sessions with principals are planned in the next few weeks to solidify plans for the

CONTINUOUS IMPROVEMENT	<p>assessments.</p> <ul style="list-style-type: none"> • The district will provide MAP for interim assessment and classroom formative and summative assessment. • Schools utilize a number of online programs to enhance instruction and prepare students for assessment. • All results from the assessments are reported to the schools. 	<ul style="list-style-type: none"> • Few staff members appear fluent in disaggregating data and few appear adept in changing instruction based on the findings from the data analysis. • There is limited communication of the assessment data to stakeholders. 	<p>to schools to allow preparation and planning.</p> <ul style="list-style-type: none"> • Mr. Hughes is guiding the leaders in deeper analysis and cause/effect analysis. • Mr. Hughes is working with principals in the use of assessment data to guide instructional improvement planning for the upcoming year. 	<p>upcoming school year.</p> <ul style="list-style-type: none"> • The PDSA process has been discussed with all leaders. Follow-up will continue to be ongoing.
-------------------------------	--	---	--	---