

Breathitt County Management Team Plus/Delta

August 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 now initiated some meetings using the Lync access. 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 have resumed. All schools are participating in Perpetuating Excellence in Teaching, Leadership and Learning (PETLL) with Kentucky Valley Educational Cooperative (KVEC) and will each have an outside review 	<ul style="list-style-type: none"> There is an active CDIP but involvement of all stakeholders is limited. Student success is important in planning but limited in implementation. Improvements observed during recent observations are promising. Data is not reviewed / analyzed consistently. District and school expectations have improved but community expectations for education are limited. The efforts for continuous improvement are inconsistent and vary from school to school and grade to grade. The "systems approach" remains limited in that the culture of the district appears to operate from a reactive mindset. 	<ul style="list-style-type: none"> 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 the district. The district will increase numbers participating in TPGES next year and will pilot the PPGES this year. The district has joined the Appalachian Innovation Collaborative (AIC) that utilizes PETLL from KVEC to work 	<ul style="list-style-type: none"> Since many of the original PDSAs assigned by KDE are complete, conversations about writing their own PDSAs for further improvement are beginning. Continual work on the PDSA improvement process is ongoing. More effort on writing goals and plans with aligned action toward implementation and impact will occur. Backward design will be an approach utilized so that the impact we desire will guide the actions we put in place. A district strategic planning process will be scheduled. Action steps coordinated around

	<p>team visit between September 16th and October 4th.</p> <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 included 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 the district direction and plan for district/school improvement. Central Office personnel have received training in the PPGES. 	<ul style="list-style-type: none"> • The “sense of urgency” has not reached all of the teachers and students to the degree expected or desired. • The issues with the elected board members have generated a “wait and see” response that is diffusing the focus. 	<p>with teachers and schools. Asbury University is to work with principals and UK's P-20 is to work with district administrators. Regular meetings with representatives from each of these institutions have started.</p> <ul style="list-style-type: none"> • 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 Education Association to address concerns and answer questions. • Conversation has been initiated with HCTC and MSU for the development of an early college program in Breathitt County Schools. 	<p>the PPGES and TPGES need to be designed, thus guiding improvement efforts around the requirements for successful evaluation.</p> <ul style="list-style-type: none"> • Ensure that all participants in the AIC understand and fulfill the each step in the process for the implementation of PETLL. • Continue dialogue with the Breathitt County Education Association and all staff as needed.
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	<ul style="list-style-type: none"> The central office leadership team are in the process of reviewing and revising the district mission and vision A meeting was held with ALL staff on July 31, 2013 to enhance communication of the purpose and direction. 			
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Advanc-ED Standard 2 GOVERNANCE AND LEADERSHIP	<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. Mr. Tim Spencer, the new assistant superintendent over instruction, has sparked a variety of ideas for instructional and 	<ul style="list-style-type: none"> The current status of the local 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 thought, 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 in behavior. 	<ul style="list-style-type: none"> All principals and central office administrators are participating in the AIC with KVEC. All district and school administrators participated in an evaluation update that included the elements of the TPGES. The administrators retreat provided time for discussions that generated leadership goals for the principals. All principals and central office are piloting the PPGES. 	<ul style="list-style-type: none"> Time to review the policies with administrators is in the planning stage. Continued discussion with school leaders to guide their efforts toward more positive impact on student achievement is occurring. Conversation must occur on the connection/alignment between the goals of PETLL and TPGES. Multiple meetings with HCTC and MSU are scheduled to institute an early college program in

	<p>programmatic improvement in the district.</p> <ul style="list-style-type: none"> • 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 Dropout Prevention Committee 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. • All principals are TPGES-certified and the communication about “What is good teaching?” continues to grow in conversations in our meetings. 	<ul style="list-style-type: none"> • The evaluation process 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 progress of their implementation has not been reported at this time. 		the district by the fall of 2014.
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Advanc-ED Standard 3	<ul style="list-style-type: none"> • The work on the curriculum continues to 	<ul style="list-style-type: none"> • Data utilization in the district and schools 	<ul style="list-style-type: none"> • Professional Development (PD) 	<ul style="list-style-type: none"> • Checking and rechecking for gaps

<p>TEACHING AND ASSESSING FOR LEARNING</p>	<p>progress with many sections available on the district website. Additional meetings to “refocus” the work are scheduled in September and October.</p> <ul style="list-style-type: none"> • Central office staff monitoring visits in the schools continue to deepen the conversations with building leaders concerning teacher growth. Student interviews indicate positive changes in multiple programs in the district. • The monitoring visits provide feedback to teachers and the principal on the instruction observed during the visits. Individual coaching, corrective action plans and district involvement in addressing specific teacher needs have developed from these observations. • Each school is beginning to implement a PDSA-based Professional Learning Communities (PLC) 	<p>continues to be a need. There is increased review, and analysis but instructional impact from data collected is very limited in most schools. Data results do not appear to impact/change instructional practice to any great extent. The concept of immediate instructional change due to information gained from analysis of current collected data in the class or school appears to be slow.</p> <ul style="list-style-type: none"> • 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. • 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 	<p>opportunities during the year are aligned with goals for student achievement.</p> <ul style="list-style-type: none"> • The leadership in the district is working to align all known instructional needs with the TPGES to prioritize staff growth goals with priority instructional needs. • Moving ahead on the PETLL work and its mentoring/coaching aspects is occurring. • All schools are implementing a PTO to enhance communication with the home. 	<p>or misalignment in the curriculum will occur.</p> <ul style="list-style-type: none"> • Pushing data use and guiding school leadership teams on use of data for decision making will occur. • Preparing discussion for how common curriculum should and must align assessment and instruction across district will occur. • Work with the new/non-tenured teacher induction program to enhance skills earlier in the teacher’s career will occur. • Work with the AIC, PETLL and KVEC to fully implement the PETLL initiative in all schools in the district will occur. • The district is assembling a committee to develop/implement a district communication plan. Stakeholder
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	<p>process that is based on the work of DuFour, Stiggins and Shipley.</p> <ul style="list-style-type: none"> • Professional growth and development in the district is designed to address the district-wide needs for growth while allowing flexibility for needs at the school level. • All of the schools in the district either have or are in the process of developing a PTA/PTO to involve an increasing numbers of stakeholders. • The district has initiated the use of the educational software, Edgenuity, for anytime/anywhere learning. This is the first district east of Interstate 75 to use this tool for a variety of credit recovery, Rtl, Career instruction, etc. • The district is providing a variety of online instructional resources for schools including Study Island, Lexia Reading and Aleks Math. 	<p>teacher perspective, appears to be widely viewed as a compliance issue rather than a pathway for personal growth and improvement.</p>		<p>communication is a priority of this process.</p>
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Advanc-ED Standard 4 RESOURCES AND SUPPORT SYSTEMS	<ul style="list-style-type: none"> The employment decisions from some schools indicate a desire to employ the best candidates. The material and fiscal resources appear adequate though limited. Regular monitoring is ongoing. The condition of the facilities is improving and student safety remains a priority in the schools. The district provides and coordinates resources across the district. The district technology program is good and new VOIP telephone systems are being installed in all schools. The district provides, in association with other agencies, a support system for the students. The system provides 	<ul style="list-style-type: none"> The employment decisions from some schools indicate a limited desire to employ the best candidates. 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 were developed but attendance remains an issue in the district. The financial status of the district remains guarded and the impact of tax assessments and student attendance on SEEK funding is of great concern. Most planning processes in the district have been for compliance and the culture is slow to change. Some of the technology in the district is nearing the end of planned usefulness with no plan for 	<ul style="list-style-type: none"> Expectations have been shared and reiterated with principals that the educational outcomes of a school are a direct reflection of the quality of the staff. With the few positions available this current year, formal staff recruitment and retention was not a priority. However, the desire to find the best person for any position is emphasized with all openings across the district. All aspects of attendance have been reviewed and committees are in place to address systems for improving attendance. The PDSA cycle for 	<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 remains a priority this school year.

	<p>and coordinates multiple instructional programs to the schools.</p> <ul style="list-style-type: none"> PDSA improvement plans that were developed by KDE for finance, transportation and food services are fully implemented and all action steps are completed. These district programs are currently using the PDSA process to develop their next steps for improvement and refinement. 	<p>replacement.</p> <ul style="list-style-type: none"> 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?” 	<p>continuous improvement will continue and all leaders will be instructed in this process.</p> <ul style="list-style-type: none"> We will continue to work with all staff on program evaluation through a continuous improvement process to eliminate unsuccessful programs based on of impact data. 	
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<p>Advanc-ED Standard 5</p> <p>USING RESULTS FOR CONTINUOUS IMPROVEMENT</p>	<ul style="list-style-type: none"> The district follows the state assessment plan utilizing the K-Prep, EPAS and Quality Core for summative assessments. The district is providing MAP for interim assessment and classroom formative and summative assessment. Schools utilize a number of online programs to enhance instruction and prepare students for 	<ul style="list-style-type: none"> Results are analyzed to some degree but changes in instruction do not always appear to follow indications from the data. Though the need is understood at the schools, 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 	<ul style="list-style-type: none"> Data for students in transitional status between facilities was collected, processed and sent to schools to allow preparation and planning. A continuous improvement, PDSA styled, PLC format was introduced to each school leader and the monitoring of its use is 	<ul style="list-style-type: none"> We will continue to design district processes that require continuous improvement concepts as the processes are implemented and monitored.

	<p>assessment.</p> <ul style="list-style-type: none"> • All results from the assessments are reported to the schools. 	<p>assessment data to stakeholders.</p>	<p>beginning.</p> <ul style="list-style-type: none"> • Mr. Hughes is working with principals in the use of assessment data to guide instructional improvement planning during this school year. 	
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