

BREATHITT COUNTY SCHOOLS STEVE MEADOWS, STATE MANAGER DECEMBER KDE MEETING ACTION PLAN UPDATE

1. Status Update

- Members of the Breathitt County Board of Education continue to develop the capacity for leadership and self-governance through KSBA and KASA partnerships.
- Daily operations are under the direction of the superintendent in collaboration with the State Manager. All decisions remain subject to the approval of the State Manager and the Kentucky Commissioner of Education.
- A district-wide focus is being placed on data analysis and process improvement strategies as a growth and development priority in all district and school level leadership meetings to positively impact student achievement.
- KDE staff assistance has expanded to include Educational Recovery resources to provide direct operational support in instructional improvement strategies.
- School Site-Based Decision Making Council district responsibilities have been realigned.
- The 30-60-90-Day Strategic Planning Model is in the beginning/approach stage of implementation to help district leadership set goals, strategies, and accountability measures to ensure successful implementation and completion of school and district processes in alignment with the May 2014 State Management Audit Report.

2. Action Strategies - Completion

- KSBA leadership training and development – on-site October 2015 completed. November 2015 is scheduled.
- Certified Evaluation Plan (CEP) is implemented to compliance. The superintendent and district leadership received on-site professional development through support from the Kentucky Educational Development

Cooperative. Areas of training included:

- Principal Professional Growth and Effectiveness (PPGES)
 - Self-Reflection
 - Professional Growth Plan
 - Student Growth Goals (Local and State)
 - Workplace/Climate Goal
- Teacher Professional Growth and Effectiveness System (TPGES)
 - Self-Reflection
 - Professional Growth Plan
 - Student Growth Goals (Local and State)
- Other Professional Growth and Effectiveness (OPGES)
 - Self-Reflection
 - Professional Growth Plan
 - Student Growth Goals (Local and State)

3. Action Strategies - Deficiencies

30-60-90-day plans have been created for each area of review as indicated on the May 2014 Management Audit Report.

- Governance, policies and procedures –
 - In addition to policy, there are some specific work processes that have been addressed in a systematic way. Although there has been significant systematic policy improvement, it is clear that the specific deployment of procedures is at varying degrees of development and implementation throughout the district.
 - Ability of the Central Office Staff to guide the direction of the district remains in the development stage.
 - District communication structures remain in the developmental stage.
 - A district Strategic Plan does not exist. Therefore, common and systemic understanding of purpose does not exist.
 - Continuous Improvement Planning processes remain in the

developmental stage.

- Board actions receive limited communication in the district. Minutes and agendas are posted to the district website.
- Student attendance policies have significantly contributed to improved attendance rates. Continued implementation and sustainment strategies ensure program fidelity.
- School Health Policies remain in the developmental stage of full implementation.
- School-Based Decision Making (SBDM) Council –
 - The development and deployment of SBDM processes remain in the developmental stage.
 - There is a recently appointed district SBDM coordinator.
 - Comprehensive Improvement Planning is in the developmental stage.
 - Student achievement data analysis is in the approach stage of understanding.
- Curriculum, Instruction, Assessment (CIA)
 - The District Supervisor of Instruction/Assessment Coordinator as superintendent designee/point of district instructional leadership remains in developmental stage.
 - The District Gifted and Talented (GT) program is severely limited in resources to provide adequate services to the GT population.
 - There is non-existent emphasis addressing novice student populations in the Gap, Growth, and Achievement areas as reported by local and/or state assessment data.
 - Professional Learning Communities (PLC) are in the approach stage of development. The district received professional development provided by KDE Educational Recovery Staff in the summer of 2015.
 - Professional development remains in the approach stage of development.
 - Early College tracks remain in the developmental stage.
 - Curriculum (data) does not drive district decision making.
 - The Continuous Instructional Improvement Technology System (CIITS) low to non-usage.
 - An assessment inventory and district calendar do not exist.

- Analysis of the district's Universal Screener results is in the approach stage of development.
 - MAP (Measures of Academic Performance) is used K-6.
 - CERT (College Equipped Readiness Tool) was introduced in October 2015.
- Career-ready pathways are in the approach stage of exploration and development.
- A clear systematic process for standard implementation and assessment that includes data reporting and ongoing communication to all stakeholders is limited to non-existent. Protocols to monitor impact and implementation are in the approach stage.
- A framework for a Data Team (District, School, PLC, Teacher/student) communication and collaboration protocols does not exist. Data rooms are in the beginning/approach stage.
- Alternative Placement Services do not exist in district. Incremental behavioral modification strategies are limited.
- Co-teaching for Gap Closure (CT4GC) protocols are implemented in the development stage. Data indicate limited impact to novice reduction.
- Response to Intervention (RtI) plans do not exist/in approaching/beginning stage of development and implementation.
- Financial Management
 - Evidence still exists that schools at the local level lack an understanding of the budgetary cycle, fiscal discipline, Red Book compliance, fund source discipline and needs assessment.
 - District discretionary spending remains extremely limited.
- Personnel Management
 - The district remains in the developmental stage of implementing the Professional Growth and Effectiveness System.
 - Staff attendance – Data on rates and impact on student achievement is in the approach stage of analysis/study.
 - SBDM hiring policies and procedures are in the development stage.
 - School allocations (human resource and funding) remain in the development stage.
- School Food Services – Participation rates as data analysis points are in the

beginning/approach stage.

- Facilities
 - A Safe Schools Audit was completed by the Kentucky Center for Safe Schools.
 - The facility expenditure tracking process is in the developmental stage.
 - The unmet facility need exceeds \$28 million.
 - High levels of energy consumption appear to be in decline due to recent (summer 2015/current) installation of new, high efficiency lighting and HVAC systems.

4. Action Strategies – Additions

30-60-90-day plans created for each area of review as indicated on the May 2014 Management Audit Report:

- Governance, policies and procedures
 - Board of Education growth and development
 - Attendance Plan/Health Management (Audit)
- School-based Decision Making
 - District Coordinator Assignment/Training
- Curriculum and Instruction
 - Data Analysis and Decision Making Protocol Professional Development
 - Plan, Do, Study, Act (PDSA)
 - 30-60-90-day impact and implementation planning
 - Response to Intervention (RTI) Plans
 - Perpetual Data Analysis System (High School Pilot with Kentucky Valley Educational Cooperative)
 - Novice Reduction (Pilot District/KDE)
 - Standard 3 Review/Audit (KDE/AdvancEd)
 - Educational Recovery Staff Assistance - East Region

- Financial Management
- Personnel Management
- School Food Services
- Facilities
 - School Safety Audit