

BREATHITT COUNTY SCHOOLS

APRIL 13, 2016

ACTION PLAN UPDATE

1. Status Update

Breathitt County Schools has a current balance of \$ 200,000. The current working budget has a 2.5% contingency.

Members of the Breathitt County Board of Education continue to develop the capacity for leadership and self-governance through Kentucky School Boards Association (KSBA) and Kentucky Association of School Administrators (KASA) partnerships. Four board members attended the KSBA annual conference in February. Breathitt County Schools were recognized as having achieved their established goal in the 2011 Commonwealth Commitment to College and Career Readiness pledge.

There is a district-wide focus on data analysis and process improvement strategies as a growth and development priority in all district and school level leadership meetings.

Educational Recovery staff continue to provide resources to direct operational support in instructional improvement strategies. Daily diagnostics are studied and adjusted specific to district operations and/or school level learning environments.

Currently, only one school holds membership with the Kentucky Association of School Councils. All school principals have pledged to become members no later than the beginning of school year 2016-2017.

The systems approach to help improve the quality of instruction remains in the development and implementation stages with evidence of steady growth toward teaching and learning proficiencies.

2. Action Strategies - Completion

A standard item is now included on all standing district leadership meeting agendas to ensure intentional and specific deployment of work processes and procedures directed by the superintendent to implement established board policy.

In addition to primary duties and program responsibilities, a central office administrator is now assigned to a school to serve as a District/School Liaison. The liaison is embedded into all operations and activities of the school as an immediate source of support and assistance. This strategy is producing immediate results in creating a system of schools operating with a common vision. A corresponding monitoring tool allows the superintendent to collect, analyze, and report district trend data.

District and School Organizational Charts continue to mature in both operation and function. Roles, responsibilities, and accountabilities are consistently and clearly identified through improvement planning strategies. Within 30-60-90-day plans, identifying the office of primary responsibility and identifying each action item with a specific staff member has proven to be responsible for successful implementation.

The district developed and deployed a communication plan. Each school adopted a format and created building level communication plans. The district also implemented a website redesign and school newsletters.

In collaboration with KSBA and KASA, and with support of the Educational Recovery Team, the District Strategic Plan was completed and adopted by the local board.

All faculty and staff have received training to effectively and fully implement the eleot™ improvement strategy. They have quickly adapted to the framework of observations via the walk-through process.

Findings from a September 2014 KDE School-Based Decision Making (SBDM) review and recommendation document for each school's SDBM policies and by-laws are now added to the applicable 30-60-90-day plan for progress monitoring of priority improvements.

3. Action Strategies - Deficiencies

Although there has been significant systematic policy improvement, it is clear that deployment of procedures is at varying degrees of development and implementation. District organizational meetings and communication strategies continue to change and adapt to current needs.

District and school level meetings continue to be in the developmental stages of

planning and purpose. Meetings are continuously evaluated for purpose and efficiency.

School level strategic planning is in developmental stages to align and support the District Plan.

Continuous Improvement Planning processes remain in the developmental stages. Comprehensive District Improvement Plan (CDIP) and Comprehensive School Improvement Plan (CSIP) documents have been “re-opened” by KDE to allow the district and schools to include goals and strategies addressing Standard 3 improvement priorities.

Board actions tend to receive limited communication throughout the district. A standard item is now included on all standing district leadership meeting agendas to ensure intentional and specific deployment of those work processes and procedures. Communication to school level operations are in the beginning/approach stages.

Student attendance policies have contributed to improved attendance rates. Correlation of faculty/staff and student data is in beginning/approach stages. Efforts to sustain high student attendance remains in an intervention verses prevention/incentive stage. Schools are beginning development of Positive Behavioral Intervention Systems (PBIS) to address attendance and other obstacles to high student achievement. The school nurse program is necessary and significantly contributes to student achievement. However, specific and increased funding remains a concern. Current district daily average attendance is 94.61%.

Counselor Cadre meetings are in developmental stages with clear evidence of growth in planning and purpose. Aggregation and analysis of student assessments to establish trend-data is providing principals, teachers, and students reliable indicators for what is working in the classroom toward student success.

The school level facilitator strategy is in the development stage of the Plan-Do-Study-Act model but is quickly adding value to services supporting identified Gifted and Talented populations. Partnerships/collaboration with complimentary services such as academic teams, STEM initiatives, etc. are in the developmental stages of planning to maximize dwindling resources and avoid limitation of services.

The work toward Novice Reduction is systemic, multi-faceted, and ongoing. Each school has incorporated goals and strategies for novice reduction according to populations.

The Professional Learning Communities (PLC) model is in the developing stage. Consistent structural planning is in place and purpose is becoming more focused and intentional. Vertical and transitional planning is the next step of development across all grade spans.

Early College tracks remain in the developmental stages and may experience changes in eligibility and participation due primarily to funding as Novice Reduction strategies are taking priority in all funding decisions.

Curriculum data does not drive district decision making. Fidelity to Improvement planning strategies is systemically progress monitored for adoption and implementation. This is a standing agenda item on all district and school level leadership/team meetings.

A clear systematic process for standards 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 approach stages.

A framework for Data Team communication and collaboration protocols do not exist. Data rooms are in the beginning/approach stages.

Each school is in beginning stages of Positive Behavioral Interventions and Supports development. Breathitt High School, with assistance of existing district resources, established an alternative placement classroom as an intervention between classroom behavioral modification strategies and suspensions.

The Co-Teaching for Gap Closure model in the development stages within each district school. Partnership with Kentucky Valley Educational Cooperative support services continues to expand and enhance learning strategies for all students.

Budgetary control and fiscal discipline training are in the developmental stage of planning. District discretionary spending remains extremely limited.

There is an unmet facility need in excess of \$28 million.

4. Action Strategies – Additions

Due to the urgent need for professional development in curriculum planning, the district requested and was granted a calendar amendment allowing the district to reduce student instructional days from 175 to 171. The four amended days are now designated as professional development days for all district faculty and staff--classified and certified.