

BREATHITT COUNTY SCHOOLS STEVE MEADOWS, STATE MANAGER FEBRUARY KBE 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 Kentucky School Boards Association (KSBA) and Kentucky Association of School Administrators (KASA) partnerships.
- Daily operations are under the direction of the superintendent in collaboration with the State Manager. All decisions remain subject to the State Manager's review and approval of 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 expanded to include Educational Recovery resources to provide direct operational support in instructional improvement strategies.
- School Site-Based Decision Making Council district responsibilities were 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

Refer to 30-60-90-day plans for:

- Governance

- SBDM
- Curriculum, Instruction, Assessment
- Attendance

3. Action Strategies - Deficiencies

30-60-90-day plans were created for each Area of Review as indicated on the May 2014 Management Audit Report. The following deficiencies represent areas as identified on the May 2014 Management Audit Report and will serve as the primary progress monitoring tool for the local board as well as the KBE. Specific 30-60-90-day plans and the PDSA (Plan, Do, Study, Act) models are used as needed to facilitate and document the improvement process.

- 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.
 - Systematic Improvement Strategy: 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 directed by the superintendent to implement established board policy.
 - Ability of the Central Office Staff to guide the direction of the district remains in the development stages.
 - Systematic Improvement Strategy: In addition to primary duties and program responsibilities, a central office administrator is now assigned to (one) each district school to serve as a District/School Liaison. The liaison, representing the superintendent, is embedded into all operations and activities of the school as an immediate source of support and assistance to advance student achievement. (Note: Includes a locally-developed

progress monitoring tool)

- Systematic Improvement Strategy: 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.
- Systematic Improvement Strategy: Collaborative Leadership meetings are set as part of the district calendar: Central Office Leadership Team, Principal Leadership Team, District Leadership Team, and District Data Teams.
- District communication structures remain in the developmental stages.
 - Systematic Improvement Strategy: Design and deployment of a District Communication Plan is in development. Expected date of full implementation January 2016. (added to GPP [Governance, Policies and Procedures] 30-60-90-day plan)
 - Systematic Improvement Strategy: Website redesign, school newsletters.
- A district Strategic Plan does not exist. Therefore, common and systemic understanding of purpose does not exist.
 - Systematic Improvement Strategy: In collaboration with KSBA, KASA, and the Educational Recovery Team, a guided coalition has been created to develop and deploy a district strategic plan beginning with establishment of a district vision, mission, values, beliefs and goals. 3 of 3 community forums have been completed. Expected completion is March 2016.
- Continuous Improvement Planning processes remain in the developmental stages.
 - Systematic Improvement Strategy: District and school leadership received professional development specific to utilization of systems planning tools.
 - Plan-Do-Study-Act

- Linkage
- 30-60-90-day plans
- Systematic Improvement Strategy: CSIP and/or CDIP development and deployment has been added to all district and school level meeting agendas. Completion and submission is on track by the January 4, 2016 due date – completed/submitted. Plans are developed and channeled through applicable school and district leadership communities:
 - Professional Learning Communities
 - Faculty and Staff
 - SBDM
 - BOE
 - Data Teams/cadres
- Board actions receive limited communication in the district. Minutes and agendas are posted to the district website.
 - Systematic Improvement Strategy: 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 directed by the superintendent to implement established board policy.
- Student attendance policies have significantly contributed to improved attendance rates. Continued implementation and sustainment strategies ensure program fidelity.
 - Systematic Improvement Strategy: (30-60-90-day plan in effect) Daily student attendance data submitted by each school, each instructional day. Reports may be submitted via e-mail or delivered to central office. Policies and procedures implemented to address this area require consistent and constant sustainment efforts.
 - Systematic Improvement Strategy: Daily reporting also includes faculty and staff attendance. This is correlated to student achievement and attendance.
 - Systematic Improvement Strategy: This data is reported

to the local board monthly.

- School Health Policies remain in the developmental stages of full implementation.
 - Systematic Improvement Strategy: (30-60-90-day plan in effect) Direct and positive correlation to student attendance exists as reported to the local board monthly. Note: School nurse program is necessary and does contribute to student achievement. However, specific and increased funding through Cabinet of Health/FRYSC community would be an appropriate consideration.
- School-Based Decision Making (SBDM) Council – (30-60-90-day plan in effect)
 - Systematic Improvement Strategy: SBDM councils are on schedule to meet with the local board during a work session on regularly scheduled meeting times beginning in January 2016, one each month.
 - The development and deployment of SBDM processes remain in the developmental stages.
 - A recently appointed District SBDM coordinator now exists.
 - Comprehensive Improvement Planning is in the developmental stages.
 - Student achievement data analysis is in the approach stages of understanding.
- Curriculum, Instruction, Assessment (CIA) (30-60-90-day plan in effect)
 - Having a District Supervisor of Instruction/Assessment Coordinator as superintendent designee/point of district instructional leadership remains in the developmental stages.
 - Systematic Improvement Strategy: District Supervisor of Instruction/Assessment Coordinator is THE point of contact and represents the superintendent in all matters related to instructional accountabilities.
 - Systematic Improvement Strategy: Counselor Cadre was created to address building level assessment accountabilities.

- District Gifted and Talented (GT) program is severely limited in resources to provide adequate services to the GT population.
 - Systematic Improvement Strategy: G&T support services have been realigned to maximize limited resources/funding. Under direction of the district G&T coordinator, students are served by a cadre of G&T Interventionists assigned to (one) each school (embedded teacher). The interventionist serves to ensure identified students are provided required services in each assigned classroom. The interventionist provides resources, coaching, professional development activities, and support services complementary to academic achievement and receives a local board stipend.
- Limited to non-existent emphasis addressing novice student populations in Gap, Growth, and Achievement area exists as reported by local and/or state assessment data.
 - Systematic Improvement Strategy: District is now a Pilot District for the KDE Novice Reduction Initiative. The initiative rolls out professional development provided by KDE and supported by an assigned Regional Coach.
 - Systematic Improvement Strategy: Addition of Educational Recovery Team (ERT) – In addition to a full spectrum and implementation of systemic and sustainable improvement strategies, the ERT is poised to implement and progress monitor effectiveness of the Novice Reduction model.
 - Systematic Improvement Strategy: A framework of district and school level data team protocols ensures a consistent and reliable focus on student achievement data is sustained throughout the organization and community.
- Professional Learning Communities (PLC) is in the approach stage of development. The district received professional development provided by KDE Educational Recovery Staff in Summer 2015.
 - Systematic Improvement Strategy: Professional Learning Communities (PLC) is a core process of the

district—the nucleus of data analysis and instructional strategies to improve student achievement. With assistance of resident ERT members, a standard district/school PLC protocol has been developed and implemented district-wide.

- Systematic Improvement Strategy: District and school level leadership are conducting site visits to designated Hub Schools to observe best practices in effective school improvement strategies to advance student achievement.
- Professional development remains in the approach stage of development.
 - Systematic Improvement Strategy: The district is developing a plan to amend the approved 2015-16 SY calendar to support job-embedded professional development time in the current school calendar. Faculty and staff voice a need for immediate professional development. The plan will be submitted to KDE for approval.
 - Systematic Improvement Strategy: The professional development calendar strategies are being developed now for the 2016-17 SY. Sources of data include the Teacher Professional Growth and Effectiveness System, Principal Professional Growth and Effectiveness System, Professional Growth Plans, School Report Card, local assessment data, locally-developed surveys, TELL Surveys, and Student Voice.
- Early College tracks remain in the developmental stages.
 - Systematic Improvement Strategy: The Next Generation Academy track is under review based on current data. It is now in the second year of implementation.
- Curriculum (data) does not drive district decision making.
 - Systematic Improvement Strategy: Fidelity to improvement planning strategies, i.e., CSIP, CDIP, Strategic Plan, state and local assessment data, is systemically progress monitored for adoption and implementation.

- Systematic Improvement Strategy: This is a standing agenda item on all district and school level leadership/team meetings.
- Continuous Instructional Improvement Technology System (CIITS) has low to non-usage.
 - Systematic Improvement Strategy: It has been discontinued.
 - Systematic Improvement Strategy: Adoption of Proficiency Quest platform to support curriculum planning has occurred.
- An Assessment Inventory and district calendar do not exist.
 - Systematic Improvement Strategy: This has been developed and deployed.
- The analysis of the district's Universal Screener results is in approach stages of development.
 - MAP (Measures of Academic Performance) K-6
 - CERT 7-12 (College Equipped Readiness Tool) was introduced October 2015
- Career ready pathways are in the approach stage of exploration and development.
- 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 the approach stage.
 - Systematic Improvement Strategy: A communication plan has been implemented to achieve stakeholder awareness of current performance results on academic achievement. Community forums and district and school level faculty/staff forums were held to communicate where we are as a district and strategies to move us forward to a desired state.
 - Systematic Improvement Strategy: District/school liaison model has been implemented to include progress monitoring protocols and an instrument.

- Systematic Improvement Strategy: Introduction and district implementation of the ELEOT (Effective Learning Environments Observation Tool) has occurred. The purpose of this tool is to help identify and document observable evidence of classroom environments that are conducive to student learning. Results of observations are used to corroborate information obtained from interviews, artifacts and student performance data.
- A framework for Data Team (District, School, PLC, and Teacher/student) communication and collaboration protocols do not exist. Data rooms are in the beginning/approach stages.
 - Systematic Improvement Strategy: Framework teams are in the beginning stages of development and include Educational Recovery, Leadership (district and school), Data Teams, Liaison Teams, PLCs, DAC/BAC Cadre, and Student Support Cadre.
- Alternative Placement Services do not exist in the district. Incremental behavioral modification strategies are limited.
 - Systematic Improvement Strategy: Youth Build Partnership has been implemented.
 - Systematic Improvement Strategy: Development of Alternative Placement services and support is in the beginning stages.
- Co-Teaching for Gap Closure (CT4GC) protocols are implemented in the development stage. Data indicate limited impact to novice reduction.
 - Systematic Improvement Strategy: This is positioned under the Novice Reduction initiative with progress monitoring.
- Response to Intervention (RtI) plans do not exist/in approach/beginning stages of development and implementation.
 - Systematic Improvement Strategy: District and school plans have been developed and implemented based on a three tier model of interventions.
- 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.
 - Systematic Improvement Strategy: Redbook training has been received by all appropriate/applicable staff.
 - Systematic Improvement Strategy: Budget committee has been formed and is now meeting to ensure stakeholder participation and needs assessments were identified.
 - SBDM council protocol and liaison progress monitoring on school finances is occurring.
- District discretionary spending remains extremely limited.
- Personnel Management
 - District remains in the developmental stage of a full implementation of the Professional Growth and Effectiveness System.
 - Staff attendance – Data on rates and impact to 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 are used as data analysis points in the beginning/approach stage.
 - Systematic Improvement Strategy: Participation rates are now reported daily to the Food Service Director. Strategies have been developed to increase rates.
 - Systematic Improvement Strategy: “Meal Viewer” has been procured and implemented to ensure daily menus and nutritional facts are communicated to the entire community of Breathitt County Schools via website and mobile app.
- Facilities
 - A Safe School Audit was completed by the Kentucky Center for

Safe Schools.

- Systematic Improvement Strategy: 30-60-90-day plans were developed to ensure deficiencies are addressed and corrective actions are progress monitored.
- The facility expenditure tracking process is in the developmental stage.
- Unmet facility needs exceed \$28 million.
 - Systematic Improvement Strategy: Beginning stages/discussions are occurring on increasing local revenue.
- 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 were 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
 - 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