

ROBERTSON COUNTY SCHOOLS

OCTOBER 5, 2016

ACTION PLAN UPDATE

1. Status Update

The Robertson County Board of Education has a current balance of \$570,393. The current working budget has a 14.6% contingency.

State individual test data revealed an increase in the number of Proficient/Distinguished as well as a significant reduction in students scoring Novice. Examples include:

- High school college and career readiness (CCR) is currently 100% with a bonus CCR rate of 126%.
- The graduation rate for 2015-2016 was 96.3% which is up from last year's graduation rate of 84.6% and also is above last year's state average of 89.0%.
- In grades K-12, 24 students scored Proficient/Distinguished in all content areas in 2014-15 and increased to 80 students scoring Proficient/Distinguished in all content areas in 2015-16.
- Overall, 60.8% novice reduction occurred in all content areas/grade levels.
- 3rd grade math and 8th grade social studies had 0 novice.
- There were 8 tested areas which had more distinguished scores than novice scores (which is calculated as a bonus).
- In grades 3 – 8, 1 student scored Distinguished in reading/math in 2014-15 and 17 scored Distinguished in reading/math in 2015-16.

A Standard 3 internal review was conducted by Kentucky Department of Education (KDE) staff at the end of April to validate district progress on improving teaching and learning. The school has improved in all twelve indicators of Standard 3. The school has cut the improvement priorities down from five in 2015 to three in 2016.

The daily presence of two Education Recovery staff had a significant impact on teaching and learning in all classrooms.

The district has set three specific goals to improve teaching and learning congruent with the identified Improvement Priorities:

1. Produce consistent implementation of classroom systems for continuous improvement. A systems approach provides the best structure to achieve accountability requirements, implement Kentucky Academic Standards and assessments, engage students in the learning process, and align instruction to improve student outcomes.
2. Develop a viable and effective Professional Learning Community (PLC) structure.

PLCs allow teachers to share high-yield instructional strategies and to use student data to monitor and adjust instruction, curriculum, and assessments.

3. Develop a systematic approach for administrators to evaluate and monitor classroom instruction, assessment data, and student engagement. Administrator time must be spent in classrooms and attending PLCs to monitor and evaluate effectiveness and provide feedback. Administrators also must conduct regular walkthroughs using the Effective Learning Environments Observation Tool (eleot™) instrument to evaluate program effectiveness and monitor student engagement in the learning process.

2. Action Strategies - Completion

A 15 Fixes book study launched with staff using Google Classroom. Teachers became the students and worked hard to complete their pre-reading assignments.

Professional Development (PD) for Chromebooks and Google Classroom was conducted July 10 & 11, 2016.

All teachers received Chromebooks to use for the summer.

As part of EngageNY English Language Arts teachers have begun planning for the first unit and trade books have been ordered.

There was a Harry Wong professional development training in July.

3. Action Strategies – Deltas/Deficiencies

Curriculum maps and pacing guides are not fully developed for every grade level; content is not vertically and horizontally aligned to ensure equitable learning opportunities for all students.

Systems should be identified that need to be created prior to first day of school to ensure effectiveness. The district plans to create a master planning calendar so there is less scrambling at the end of the year to get things accomplished such as student course requests, creating master a schedule, ordering awards, etc.

Policies and procedures are not in place to support improvement of the instructional process at all levels of the organization. Sample policies have been shared with the administration.

Job responsibilities and duties need to be reviewed so that no one person is overloaded,

especially during certain times of the year.

There is no formal needs assessment addressing individual professional development needs of teachers.

Teachers requested the Weekly Reader type magazine to teach science content (lower primary). The Next Generation Science Standards need to be addressed with teachers so that the information can be brought back to other teachers to build science leadership capacity at the elementary level.

Teachers will participate in an on-line book study of *15 Fixes for Broken Grades* and will develop syllabi to better communicate to students and parents the criteria for grading in every classroom.

The Robertson administrative team will be working with the Novice Reduction Coach and the Kentucky Educational Development Corporation (KEDC) in the development of a Response to Intervention system that will ensure all students' needs are met.

Roles and responsibilities of all stakeholders will be identified and a linkage chart will be created in order to communicate what the system looks like to all shareholders. A formal process of monitoring will be developed and utilized by the District Leadership Team to evaluate the effectiveness of the system. Training will occur as identified by the leadership team.

A formal Professional Development Needs Assessment will be conducted with all staff on a yearly basis. This assessment along with the teachers' Professional Growth Plans will be used to guide the professional learning of teachers. A formal monitoring and evaluation of the effectiveness of the professional learning on student achievement will be done by the leadership team.

4. Action Strategies – Additions

Enrollment is up to 369, up from 334 in 2014-15 and 366 in 2015-16.

The Gear Up KY person assigned to the Robertson County School was removed and a new person will be assigned to the building.

Robertson County leadership will work to update the current 30/60/90-day planning process to include findings from the state management audit findings.