

# MENIFEE COUNTY SCHOOL DISTRICT

## FEBRUARY 8, 2017

### ACTION PLAN UPDATE

#### 1. Status Update

On January 3, 2017, voters of Menifee County elected to pass the nickel tax for Menifee County Public Schools. Support for this revenue ensures not only more bonding potential for facility updates, but also opportunity for Urgent Need Funding. The decision to proceed with this process opens multiple opportunities for growth in Menifee County.

The Menifee County School District has a current balance of \$1,156,395.87. The current tentative budget has a 10.0% contingency. The district approved the working budget at the September board meeting.

The Menifee County School District has continued to make many improvements since the beginning of the school year. The district has worked persistently on being transparent and improving the climate and culture of the district. Systems are being monitored to educate and hold all stakeholders responsible for following policies and procedures.

Plan-Do-Study-Act models (PDSA) have been revised collaboratively with the Educational Recovery (ER) staff and district staff to address the improvement priorities found within the state management audit. 30/60/90-day action plans are being utilized to ensure successful implementation and completion of school and district processes. The topics of each plan are as follows: Curriculum and Instruction, Assessment, Governance, School Food, Finance, Facilities, Technology, Pupil Attendance, Transportation, Novice Reduction and Student Health. Data analysis and deliberate planning based on student needs are the driving force for decision making. Each responsible person is held accountable for action items during monthly sessions with the State Manager.

#### 2. Action Strategies - Completion

- i** The KDE Management Audit found a number of improvement priorities within the district. Specific 30/60/90-day plans have been created utilizing the management report and PDSA provided by KDE to guide the improvement process.

##### **Finance:**

The District Finance Officer continues to present a cash flow projection that informs board members of an accurate picture of what the district financial position will be at the end of each month.

The finance department conducted a needs assessment meeting for each school and department to help in preparing a draft budget for the 2017-2018 school year. In addition, they prepared several salary projections in hopes of increasing Menifee County's salaries to be comparable with surrounding counties as well as being affordable.

The district has all bus routes covered by full-time school bus drivers without the utilization of other district personnel. This eliminates several hours of overtime pay for the district.

### **Governance:**

The Kentucky School Boards Association (KSBA) will continue to provide training to the board members. In January, the new board received training in the area of "Supporting Student Achievement through Effective Board Governance".

The Commissioner of Education has recently appointed a new board member for the vacant seat beginning January 1, 2017. The local board is now operating at full capacity with five members.

District administration reviews School-Based Decision Making (SBDM) Observation/Review documents to assist in monitoring the SBDM Councils at each of the schools on a monthly basis.

Liaison meetings with each principal are held monthly. The Liaison Monitoring Form was updated to ensure the district expectation is clearly communicated between the district and school. The State Manager meets with administrators after each meeting to debrief on the findings from each school.

### **Attendance:**

The District Attendance Specialist continues to send daily emails on the attendance for each school. The district attendance rate is 94.82% for the first semester. The district enrollment has remained steady at 1,055 students. The staff attendance for the first semester of school was 93.4%.

### **Curriculum/Assessment/Instruction:**

ER Staff have been assigned to all three schools as well as the district office to provide support and guidance in all aspects of the educational process.

Novice Reduction will be embedded throughout Curriculum, Instruction, and Assessment. Each school sent a team to the *Novice Reduction Regional Workshop* to

continue focus on reducing novice students in all buildings. Improvement Plans as well as 30/60/90-day plans will address next steps for novice reduction planning. Linda Rains, KDE Novice Reduction Consultant, provided district administrators guidance on next steps and the planning process. Additional professional learning for administrators will focus on Continuous Improvement Models and Direct Explicit Instruction in multi-tiers of instruction.

Action steps and deadlines for Comprehensive School Improvement Plans have been reviewed with each principal during Principal Cadre. Plans address priority needs and plans to close the achievement gap. All plans were submitted in ASSIST by December 29, 2016.

The Menifee County Board of Education approved a district-wide Multi-Tier System of Supports/Response to Intervention (MTSS/RtI) Plan. District administrators have provided and reviewed with each principal an *Implementation Guide* for school RtI Teams to complete. District administrators will provide specific feedback to each school team.

Curriculum alignment and design will continue to be a focus area for the district. The district has established a *K-5 Curriculum Team* (one representative from each grade; equal representation of schools) to ensure quality Tier 1 core instruction and begin building common assessments for reading and math. Effective grading practices will also be incorporated throughout the team's work. Curriculum work is a monthly focus for each grade level through the established Professional Learning Community (PLC) process at all grade levels. This curriculum work includes deconstruction of standards and the development of student-friendly learning targets which will lead directly to a mapped curriculum for each grade level. The team focus is to gain insight on how effective instruction and assessment connect with a solid curriculum.

To support the need for materials within Tier I instruction for reading and math, Menifee County Schools purchased Go Math! as a core program for math in grades K-8 and 9-12. Leveled readers and independent libraries for each grade level were also purchased to support Tier I Reading. Standards alignment will be a priority and will guide curriculum work. Professional learning will also be targeted to ensure fidelity to the program and rigorous instruction.

Menifee County has administered mid-year Think Link Assessments in grades K-8 and Fountas and Pinnell for reading in grades K-5. ER staff has conducted training for all K-8 teachers in the analysis of Think Link and Fountas and Pinnell data. Teachers are using this analysis to inform instructional practice, address individual student needs and response to intervention. As a result of this data analysis, buildings have modified their bell schedules to include dedicated Response to Intervention times to meet the needs of all students based on current data. Software such as IXL,

DreamBox, Reading Plus, and ALEKS have been purchased to provide resources to support student learning and support for reading and math.

Menifee County High School implements College Career Readiness PDSA during PLCs. The current CCR rate for Menifee County High School is 38%. Menifee County High School has shown positive results from KYOTE exams.

The State Manager conducted mid-year site reviews at all three schools as part of the *Principal Professional Growth and Effectiveness System* and provided feedback on established Professional Growth Goals. Principals have established Working Conditions along with State and Local Growth Goals.

District Effective Learning Environments Observation Tool (ELEOT) walkthroughs continue monthly with a snapshot of the learning environment of each school being captured. The district walkthrough team uses this snapshot to identify strengths (pluses) and weaknesses (deltas) which are shared with staff after each walkthrough. In addition to ELEOT, the district will begin an instructional walk-through process focusing on differentiation, student engagement, and formative assessment. The process not only provides support to teachers, but also allows district administrators to coach principals in providing effective feedback to teachers.

Botts Elementary Principal, Jeremy McNabb, along with district administrators Catherine Hacker and Dawn Hardeman are attending the *National Institute for School Leadership*. This provides an excellent opportunity for professional growth and learning.

### 3. Action Strategies - Deficiencies

**i** Although many areas of curriculum/assessment/instruction have been completed, there are still many deficiencies in this area and these will continue to be a focal point for 2016-17.

There are currently no aligned common assessments across the district for grade levels (K-5) and like courses (6-12). Disaggregation of student level data is not always resulting in adjustments in instruction and intentional planning to meet the individual needs of all students. Current grading practices are not reflective of true student performance and mastery of the standards. There is a great need for teachers to understand the multi-tiers of instruction and to ensure that 80% of students should reach mastery of standards from the core program.

The district is developing and refining a three-year plan that will break the task into manageable steps. As an initial step, a survey on effective grading practices aligned to O'Connor's *15 Fixes for Broken Grades*, will be analyzed to show evidence of current practice and help guide us to more effective grading practices. These

processes will be aligned to the Kentucky System of Interventions Guide to help meet individual needs for RtI and Credit Recovery. This will include a process for current programs in place, such as Odysseyware. Funding must be budgeted for much needed curriculum materials in all levels of instruction. The district will meet with textbook committees to ensure utilization of program funding.

During the last round of district walkthroughs, there has been no improvements in the effectiveness of the learning environments in each building. The lowest areas in the district walkthroughs includes rigorous instruction, differentiation, high level questioning, high expectations for student achievement, students' knowledge of how they are assessed and the use of exemplars and rubrics.

#### **4. Action Strategies – Additions**

**i** While all components of the KDE Management Audit will continue to be addressed through the PDSA and 30/60/90-day work, a laser-like focus will be placed on curriculum/assessment/instruction with the assistance of ER staff assigned to Menifee County to ensure that student achievement is a top priority.

In an effort for continuous improvement and an intentional focus on student achievement, Principal Cadre sessions have been revamped to focus solely on instruction and professional growth and are now Effective Instructional Leadership Act approved. District Leadership Team meetings are also being reviewed for efficiency.

An induction course for certified personnel began this school year. However, the district does not currently have effective procedures in place for classified staff. The district will begin to research effective procedures from other districts and prepare a plan of action.

The district has implemented Talent Ed to improve the management of the application process and to improve the operational efficiencies of the talent management process.