

# PDSA – Instructional Management

## Breathitt County School District

PLAN	Six Steps to Improvement
	<p><b>Validate the need for improvement.</b></p> <p>State management audit recommendation:</p> <p>District leadership must create a plan to revise its infrastructure and strengthen its capacity to deploy key district initiatives related to curriculum, instruction and assessment in order to support schools and hold them accountable for reaching rigorous learning goals. Members at all levels (e.g., interim superintendent, central office staff, school administrators and teachers) must have the capacity to develop, deploy and monitor such plan and be held accountable for its success.</p> <p><i>How are we doing? How do we know?</i></p>
	<p><b>Clarify purpose, goals, and measures.</b></p> <p>Goal: <b>Breathitt County Schools will develop and implement effective systems for delivery of curriculum, instruction, assessment through data use and best practice.</b></p> <p><i>Why are we here? What do we need to do well together? How will we know how we're doing?</i></p>
DO	<p><b>Adopt and deploy an approach to continual improvement.</b></p> <p>Action steps will be developed collaboratively with school staff to correct deficiencies found in the management audit and these steps will be monitored at least monthly with completed tasks highlighted in <b>green</b>, tasks in process marked in <b>yellow</b> and tasks not started marked in <b>red</b>.</p> <p><i>How will we work together to get better?</i></p>

## Translate the approach into aligned action.

Steps	Actions to Accomplish Plan (Drivers)	Tasks to Accomplish Details Outlined in 30/60/90 Plans	Start Date	Projected Completion Date
# 1	The review of curriculum documents and interviews found that some documents were nearly blank and others demonstrated various levels of completion.	<p><b>30 days Sept. 4 - Oct. 16:</b></p> <ul style="list-style-type: none"> <li>Continue to evaluate and update curriculum, including LDC (K-12), adding ELA connections to the Science pacing guide (K-6) and implementing/monitoring EngageNY for math (K-8) and EngageNY/Wit &amp; Wisdom for ELA (K-8).</li> <li>Create curriculum evaluation tool. Tool will be shared with content area departments and applied to existing curriculum documents.</li> <li>Research TCI's History Alive! program for all grades and Science Alive! for elementary and middle grades.</li> <li>District and schools will provide consistent resources for Math and ELA instruction to support revised curriculum.</li> <li>Collaborate with DoSE to update school monitoring visit tool to monitor and provide feedback on fidelity of curriculum implementation.</li> </ul> <p><b>60 days: Oct. 17 - Nov. 28:</b></p> <ul style="list-style-type: none"> <li>Curriculum maps and pacing guides will be reviewed. Ensure that curriculum is being vertically and horizontally aligned.</li> <li>Common assessments will be reviewed; teachers will experience the assessments as a student, followed by reflection with their grade level teams. The assessments will be used to inform instruction.</li> <li>Continue curriculum evaluation and revision. Based on the findings from the application of this tool, curriculum revision will begin. (For 2018-2019: ELA, Math, Science, SS, A &amp; H, Health/PE, and computers K-8 and Science, SS, ELA and Math grades 9-12; 2019-2020: all other content areas)</li> <li>Continue to conduct school monitoring visits to monitor and provide feedback on fidelity of curriculum implementation.</li> <li>Provide training for principals and teachers on using formative assessments to identify student misconceptions and to then plan</li> </ul>		

strategies to address those misconceptions. This will be embedded into their PDSA protocol for common planning PLCs.

**90 days: Nov. 29 - Jan. 10:**

- Curriculum maps and pacing guides will be reviewed. Ensure that curriculum is being vertically and horizontally aligned. --Ongoing throughout the year
- Common assessments will be reviewed; teachers will experience the assessments as a student, followed by reflection with their grade level teams. The assessments will be used to inform instruction. (ongoing throughout the year)
- Continue curriculum evaluation and revision (ongoing)
- Continue to conduct school monitoring visits to monitor and provide feedback on fidelity of curriculum implementation.
- Continue to support principals and teachers in using formative assessments to identify student misconceptions and to then plan strategies to address those misconceptions. This will be embedded into their PDSA protocol for common planning PLCs. (ongoing throughout the year)

**120 Days: Jan. 11 - Feb. 10**

- Continue curriculum evaluation and revision (ongoing)
- Continue to conduct school monitoring visits to monitor and provide feedback on fidelity of curriculum implementation.

**150 Days: Feb. 11 - Mar. 13**

- Continue curriculum evaluation and revision (ongoing)
- Continue to conduct school monitoring visits to monitor and provide feedback on fidelity of curriculum implementation.
- Use feedback from principals to further refine the school monitoring visit process
- Begin designing a process for curriculum supplement/common assessment development workshop for teachers
- Identify additional processes that need to be developed/refined

	<p># 2</p> <p>There is evidence supporting inconsistent occurrences of horizontal curriculum alignment across the district.</p>	<p><b>30 days Sept. 4 - Oct. 16:</b></p> <ul style="list-style-type: none"> <li>• The district will survey teachers on the Writing Folders.</li> <li>• Continue to evaluate and update curriculum, including LDC (K-12), adding ELA connections to the Science pacing guide (K-6) and implementing/monitoring EngageNY for math (K-8) and EngageNY/Wit &amp; Wisdom for ELA (K-8).</li> <li>• Common assessments will be reviewed; teachers will experience the assessments as a student, followed by reflection with their grade level teams. The assessments will be used to inform instruction. (Moved to 60 day window due to teacher needs around new mathematics curriculum that arose. Will occur at a common PLC)</li> <li>• Collaborate with DoSE to update school monitoring visit tool to monitor and provide feedback on fidelity of curriculum implementation.</li> </ul> <p><b>60 days: Oct. 17 - Nov. 28:</b></p> <ul style="list-style-type: none"> <li>• Continue to evaluate and update curriculum, including LDC (K-12), adding ELA connections to the Science pacing guide (K-6) and implementing/monitoring EngageNY for math (K-8) and EngageNY/Wit &amp; Wisdom for ELA (K-8).</li> <li>• Continue to conduct school monitoring visits to monitor and provide feedback on fidelity of curriculum implementation.</li> </ul> <p><b>90 days: Nov. 29 - Jan. 10:</b></p> <ul style="list-style-type: none"> <li>• Continue to evaluate and update curriculum, including LDC (K-12), adding ELA connections to the Science pacing guide (K-6) and implementing/monitoring EngageNY for math (K-8) and EngageNY/Wit &amp; Wisdom for ELA (K-8).</li> <li>• Continue to conduct school monitoring visits to monitor and provide feedback on fidelity of curriculum implementation.</li> </ul> <p><b>120 Days: Jan. 11 - Feb. 10</b></p> <ul style="list-style-type: none"> <li>• Continue to evaluate and update curriculum, including LDC (K-12), adding ELA connections to the Science pacing guide (K-6) and implementing/monitoring EngageNY for math (K-8) and EngageNY/Wit &amp; Wisdom for ELA (K-8).</li> <li>• Continue to conduct school monitoring visits to monitor and provide feedback on fidelity of curriculum implementation.</li> </ul>		
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			<p><b>150 Days: Feb. 11 - Mar. 13</b></p> <ul style="list-style-type: none"> <li>• Begin designing a process for curriculum supplement/common assessment development workshop for teachers</li> <li>• Provide training for elementary teachers regarding on-demand writing prompts and rubrics (was scheduled for Feb. 21 but had to be cancelled due to weather. Rescheduled for March 21)</li> <li>• Conduct writing on-demand scrimmage, calibrate scoring processes through shared responsibility, and collect student work samples to be utilized as exemplars (expected completion: May 1, 2019)</li> </ul>		
	# 3	District feedback to schools that impacts student growth and achievement is limited.	<p><b>30 days Sept. 4 - Oct. 16:</b></p> <ul style="list-style-type: none"> <li>• Create a process for linking needs analysis with professional learning opportunities being provided at each school. Design or schedule professional learning opportunities to meet those specific needs.</li> <li>• Develop a PD monitoring system to track implementation of professional learning initiatives, and to track plus/deltas, including documentation of how deltas are addressed.</li> <li>• Collaborate with DoSE to revise the monitoring tool to provide more specific and actionable feedback to schools. Continue to conduct monthly monitoring visits with the principals.</li> <li>• Review the Comprehensive School Improvement Plan (CSIP) process and timeline with principals and provide support to schools for Phase I and Phase II of the continuous improvement process.</li> <li>• Create a system to give feedback on Quarterly Report and reporting to the Board. Schools' Quarterly Report will be submitted to the board in the board packet. Principals will be available for questions and/or comments from the board.</li> </ul> <p><b>60 days: Oct. 17 - Nov. 28:</b></p> <ul style="list-style-type: none"> <li>• Implement the process for linking needs analysis with professional learning opportunities being provided at each school. Design or schedule professional learning opportunities to meet those specific needs.</li> <li>• District Team will conduct monthly monitoring visits with the principals to provide feedback on curriculum implementation, instructional practices, and implementation of district and school</li> </ul>		

initiatives.

- Review the Comprehensive School Improvement Plan (CSIP) process and timeline with principals and provide support to schools for Phase II of the continuous improvement process.

**90 days: Nov. 29 - Jan. 10:**

- Implement the process for linking needs analysis with professional learning opportunities being provided at each school. Design or schedule professional learning opportunities to meet those specific needs.
- District Team will conduct monthly monitoring visits with the principals to provide feedback on curriculum implementation, instructional practices, and implementation of district and district initiatives.
- Review the Comprehensive School Improvement Plan (CSIP) process and timeline with principals and provide support to schools for Phase III of the continuous improvement process.

**120 Days: Jan. 11 - Feb. 10**

- Continue to conduct school monitoring visits to monitor and provide feedback on fidelity of curriculum implementation.
- Provide feedback to teachers during monitoring visits utilizing “Two Stars and a Wish” (Two Stars = two effective strategies observed; Wish = actionable feedback for improving instructional practices)

**150 Days: Feb. 11 - Mar. 13**

- Continue to conduct school monitoring visits to monitor and provide feedback on fidelity of curriculum implementation.
- Use feedback from principals to further refine the school monitoring visit process
- Continue to provide feedback to teachers during monitoring visits utilizing “Two Stars and a Wish” (Two Stars = two effective strategies observed; Wish = actionable feedback for improving instructional practices)

	<p># 4</p>	<p>The district and schools have purchased numerous programs for progress monitoring but it is unclear which program initiatives have been a direct influence on student achievement.</p>	<p><b>30 days Sept. 4 - Oct. 16:</b></p> <ul style="list-style-type: none"> <li>• CAO will collaborate with DOSE to monitor and provide feedback on progress monitoring data (Redbird Math (K-2) ALEKS Math (3-12) and Lexia (K-5) Reading Plus (6-12)) at middle and high school.</li> <li>• The district team will work with elementary principals to generate ideas on how to revise the school and district assessment system.</li> <li>• Create a program evaluation matrix that looks at instructional program usage, impact, and goals. Current and future programs will be selected, renewed or discontinued based on data. Instructional gaps and student learning needs will be identified so that we select programs based on need.</li> </ul> <p><b>60 days: Oct. 17 - Nov. 28:</b></p> <ul style="list-style-type: none"> <li>• Continue to evaluate programs for renewal or discontinuation based on data. Instructional gaps and student learning needs will be identified so that we select programs based on need.</li> <li>• Create a draft plan to update/revise the current assessment system</li> </ul> <p><b>90 days: Nov. 29 - Jan. 10:</b></p> <ul style="list-style-type: none"> <li>• Continue to evaluate programs for renewal or discontinuation based on data. Instructional gaps and student learning needs will be identified so that we select programs based on need. (In progress--will continue throughout the year)</li> </ul> <p><b>120 Days: Jan. 11 - Feb. 10</b></p> <ul style="list-style-type: none"> <li>• Continue to evaluate programs for renewal or discontinuation based on data. Instructional gaps and student learning needs will be identified so that we select programs based on need. (In progress--will continue throughout the year)</li> <li>• Begin development of a survey for teachers requesting feedback regarding instructional programs and resources</li> </ul> <p><b>150 Days: Feb. 11 - Mar. 13</b></p> <ul style="list-style-type: none"> <li>• Complete a survey for teachers requesting feedback regarding instructional programs and resources</li> <li>• Begin planning/drafting a student survey requesting feedback regarding instructional programs and resources</li> <li>• Provide opportunities for parental feedback on curriculum resources at school level events such as Literacy Night and Open Houses</li> </ul>		
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	Will this require additional fiscal resources? __YES __NO	Estimate cost	Costs associated with meeting supplies	\$
	Will this require additional human resources? __YES __NO	Estimate cost		\$
<p style="text-align: right;"><i>What will we do differently?</i></p>				
<b>STUDY</b>	<p><b>Analyze the results.</b></p> <p>At the conclusion of the first 90 days, the curriculum team analyzed our progress on the four actions listed under instructional management. As of January 10, the new ELA and Math curricula have been implemented district-wide in grades K-10 for Math and grades K-12 for ELA. Science pacing guides for grades K-6 have been drafted, including ELA connections using LDC Core Tools. Social Studies pacing guides have been updated to reflect the Civics test/content requirements and the Holocaust requirements. Curriculum documents for K-6 elementary Health, Arts &amp; Humanities and computers are currently being updated and revised.</p> <p>Due to the introduction of new instructional resources and curricula, common assessments will need to be redesigned to coordinate with the changes to pacing. A plan for this process is in development.</p> <p>Processes for establishing a curriculum and instruction team to include teacher leaders, students and administrations, for further refining the feedback visits, for refining the professional development plan, and for progress monitoring need to be developed/refined.</p> <p>We also identified the need for meaningful opportunities for two way communication with teachers, parents, and students regarding curriculum, instructional resources and processes.</p> <p style="text-align: right;"><i>What happened?</i></p>			
<b>ACT</b>	<p><b>Make improvements.</b></p> <p>See action items beginning at 120 days above.</p> <p style="text-align: right;"><i>What did we do with what we learned?</i></p>			

**REPEAT THE CYCLE**



# PDSA – Career and Technical Education

## Breathitt County School District

PLAN	Six Steps to Improvement
	<p><b>Validate the need for improvement.</b>  <i>State Management Audit findings:</i>            Several concerns were discovered during the management audit with regard to Career and Technical Education (CTE).</p> <p style="text-align: right;"><i>How are we doing? How do we know?</i></p>
	<p><b>Clarify purpose, goals, and measures.</b>            Goal: <b>Breathitt County Schools</b> will develop and implement effective systems for Career and Technical Education through data use and best practice.</p> <p style="text-align: right;"><i>Why are we here? What do we need to do well together? How will we know how we're doing?</i></p>
DO	<p><b>Adopt and deploy an approach to continual improvement.</b>            Action steps will be developed collaboratively with school staff to correct deficiencies found in the management audit and these steps will be monitored at least monthly with completed tasks highlighted in <b>green</b>, tasks in process marked in <b>yellow</b> and tasks not started marked in <b>red</b>.</p> <p style="text-align: right;"><i>How will we work together to get better?</i></p>

## Translate the approach into aligned action.

Steps	Actions to Accomplish Plan (Drivers)	Tasks to Accomplish Details Outlined in 30/60/90 Plans	Start Date	Projected Completion Date
# 1	Written processes are not in place that address CTE data collection and accuracy, finance, review of program standards by both the district and schools, or student scheduling.	<p><b>30 days Sept. 4 - Oct. 16:</b></p> <ul style="list-style-type: none"> <li>• Research CTE timelines, processes and requirements</li> <li>• Gather and evaluate current CTE pathway materials and processes</li> <li>• Request CTE support and guidance from Office of Career and Technical Education</li> <li>• Confirm access to Perkins budget in GMAP and review budget</li> </ul> <p><b>60 days: Oct. 17 - Nov. 28:</b></p> <ul style="list-style-type: none"> <li>• Establish CTE Leadership Team to draft and implement processes to address CTE data collection and accuracy, finance, review of program standards and student scheduling.</li> <li>• Access program pacing guides and brainstorm process for monitoring progress on implementation</li> <li>• Obtain and review high demand pathway report for Breathitt County. Evaluate current programs for alignment.</li> <li>• Support data analysis for CTE pathways to determine program completion rates and student success obtaining industry certification</li> <li>• Begin drafting processes to address CTE data collection and accuracy, finance, review of program standards and student scheduling.</li> </ul> <p><b>90 days: Nov. 29 - Jan. 10:</b></p> <ul style="list-style-type: none"> <li>• Implement processes to address CTE data collection and accuracy, finance, review of program standards and student scheduling.</li> </ul> <p><b>120 Days: Jan. 11 - Feb. 10</b></p> <ul style="list-style-type: none"> <li>• Continue to update and revise processes to address CTE data collection and accuracy,</li> </ul>		

			<p>finance and review of program standards and student scheduling.</p> <ul style="list-style-type: none"> <li>• Begin discussions and information gathering to draft a Breathitt High CTE Handbook</li> </ul> <p><b>150 Days: Feb. 11 - Mar. 13</b></p> <ul style="list-style-type: none"> <li>• Continue to update and revise processes to address CTE data collection and accuracy, finance and review of program standards and student scheduling.</li> <li>• Continue discussions and information gathering pertaining to the drafting of a Breathitt High CTE Handbook</li> <li>• Begin initial stages of the drafting process</li> </ul>		
	# 2	<p>There is not a process in place to ensure CTE advisory councils meet the requirements outlined in the Perkins Act.</p>	<p><b>30 days Sept. 4 - Oct. 16:</b></p> <ul style="list-style-type: none"> <li>• Research the requirements of CTE advisory council meetings the requirements outlined in the Perkins Act.</li> </ul> <p><b>60 days: Oct. 17 - Nov. 28:</b></p> <ul style="list-style-type: none"> <li>• Provide professional learning on Guidelines for an Advisory Committee resource with CTE teachers</li> <li>• Establish a process to ensure that advisory council meeting requirements are met.</li> <li>• Create monitoring protocol to include collection of agendas, sign in sheets, and minutes and to provide an opportunity for feedback</li> </ul> <p><b>90 days: Nov. 29 - Jan. 10:</b></p> <ul style="list-style-type: none"> <li>• Implement process to ensure that advisory council meeting requirements are met.</li> </ul> <p><b>120 Days: Jan. 11 - Feb. 10</b></p> <ul style="list-style-type: none"> <li>• Continue to implement process for advisory council meetings</li> <li>• Collect evidence of meetings to include agendas, minutes</li> </ul> <p><b>150 Days: Feb. 11 - Mar. 13</b></p> <ul style="list-style-type: none"> <li>• Continue to implement process for advisory council meetings</li> </ul>		

		<ul style="list-style-type: none"> <li>Collect evidence of meetings to include agendas, minutes</li> </ul>		
# 3	<p>There is little evidence that course sequences for the pathways are being followed. A review of student records demonstrated that most students did not have the correct number of CTE credits based on the pathway. Of 10 records that were reviewed, only one student had the proper credits.</p>	<p><b>30 days Sept. 4 - Oct. 16:</b></p> <ul style="list-style-type: none"> <li>Research strategies and best practices for ensuring that course sequences for pathways are followed.</li> </ul> <p><b>60 days: Oct. 17 - Nov. 28:</b></p> <ul style="list-style-type: none"> <li>Draft process for ensuring that course sequences for pathways are followed.</li> </ul> <p><b>90 days: Nov. 29 - Jan. 10:</b></p> <ul style="list-style-type: none"> <li>Implement and monitor process for ensuring that course sequences for pathways are followed</li> </ul> <p><b>120 Days: Jan. 11 - Feb. 10</b></p> <ul style="list-style-type: none"> <li>Implement and monitor process for ensuring that course sequences for pathways are followed</li> <li>Continue collaboration between principal, guidance counselor and CTE teachers to review the program courses of study for 2019-2020 to ensure students are enrolled in the correct course sequences</li> </ul> <p><b>150 Days: Feb. 11 - Mar. 13</b></p> <ul style="list-style-type: none"> <li>Implement and monitor process for ensuring that course sequences for pathways are followed</li> <li>Continue collaboration between principal, guidance counselor and CTE teachers to review the pathway courses of study for 2019-2020 to ensure students are enrolled in the correct course sequences</li> </ul>		<p>Discuss having opportunities to offer pathway choices at 8th grade level.</p>
# 4	<p>Several students participating in CTE cooperative education did not meet eligibility requirements.</p>	<p><b>30 days Sept. 4 - Oct. 16:</b></p> <ul style="list-style-type: none"> <li>Research CTE cooperative education eligibility requirements.</li> </ul> <p><b>60 days: Oct. 17 - Nov. 28:</b></p> <ul style="list-style-type: none"> <li>Provide professional learning regarding CTE cooperative education eligibility requirements for appropriate staff.</li> <li>Designate a school-based staff person to lead</li> </ul>		<p>Reviewing CTE KDE work based learning manuel. Review requirements and analyses student eligibility.</p>

			<p>the work outlined in the CTE Work-Based Learning Manual. Connect this person with Chase Bannister.</p> <ul style="list-style-type: none"> <li>Begin drafting process to ensure that CTE cooperative education eligibility requirements are met prior to students' participation.</li> </ul> <p><b>90 days: Nov. 29 - Jan. 10:</b></p> <ul style="list-style-type: none"> <li>Continue drafting process to ensure that CTE cooperative education eligibility requirements are met prior to students' participation.</li> </ul> <p><b>120 Days: Jan. 11 - Feb. 10</b></p> <ul style="list-style-type: none"> <li>Continue collaboration between principal, guidance counselor and CTE teachers to review student enrollment in pathway cooperative learning to ensure that students meet eligibility requirements prior to participation</li> </ul> <p><b>150 Days: Feb. 11 - Mar. 13</b></p> <ul style="list-style-type: none"> <li>Continue collaboration between principal, guidance counselor and CTE teachers to review student enrollment in pathway cooperative learning to ensure that students meet eligibility requirements prior to participation</li> </ul>		
	# 5	Interviews indicated students are pulled from CTE courses for academic interventions.	<p><b>30 days Sept. 4 - Oct. 16:</b></p> <ul style="list-style-type: none"> <li>Review Master Schedule to ensure that intervention opportunities are available for CTE students that do not require students to be pulled from CTE courses.</li> </ul> <p><b>60 days: Oct. 17 - Nov. 28:</b></p> <ul style="list-style-type: none"> <li>Collaborate with the Guidance Counselor and Intervention staff to establish a process for student access to intervention that does not pull them from CTE courses</li> <li>Monitor interventions to ensure that student access to intervention that does not pull them from CTE courses</li> </ul> <p><b>90 days: Nov. 29 - Jan. 10:</b></p> <ul style="list-style-type: none"> <li>Monitor interventions to ensure that student</li> </ul>		

		<p>access to intervention that does not pull them from CTE courses</p> <p><b>120 Days: Jan. 11 - Feb. 10</b></p> <ul style="list-style-type: none"> <li>Monitor interventions to ensure that student access to intervention that does not pull them from CTE courses</li> </ul> <p><b>150 Days: Feb. 11 - Mar. 13</b></p> <ul style="list-style-type: none"> <li>Monitor interventions to ensure that student access to intervention that does not pull them from CTE courses</li> </ul>		
# 6	<p>The Carl D. Perkins Career and Technical Education Act requires each CTE pathway have an advisory council for each program of study. Interviews revealed each of the programs in the district has an advisory council established; however, these councils are not utilized and no evidence of council meetings (e.g. agendas, minutes, etc.) exists.</p>	<p><b>30 days Sept. 4 - Oct. 16:</b></p> <ul style="list-style-type: none"> <li>Research the requirements of CTE advisory council meetings the requirements outlined in the Perkins Act.</li> </ul> <p><b>60 days: Oct. 17 - Nov. 28:</b></p> <ul style="list-style-type: none"> <li>Provide professional learning on Guidelines for an Advisory Committee resource with CTE teachers</li> <li>Establish a process to ensure that advisory council meeting requirements are met.</li> <li>Create monitoring protocol to include collection of agendas, sign in sheets, and minutes and to provide an opportunity for feedback</li> </ul> <p><b>90 days: Nov. 29 - Jan. 10:</b></p> <ul style="list-style-type: none"> <li>Implement process to ensure that advisory council meeting requirements are met.</li> </ul> <p><b>120 Days: Jan. 11 - Feb. 10</b></p> <ul style="list-style-type: none"> <li>Continue to implement process for advisory council meetings</li> <li>Collect evidence of meetings to include agendas, minutes</li> </ul> <p><b>150 Days: Feb. 11 - Mar. 13</b></p> <ul style="list-style-type: none"> <li>Continue to implement process for advisory council meetings</li> </ul>		Last week of February advisory council meeting.s

	<p># 7</p>	<p>College and Career Readiness Data has improved over the last year; however, there is little evidence that this improvement is sustainable because a monitoring process is not in place.</p>	<p><b>30 days Sept. 4 - Oct. 16:</b></p> <ul style="list-style-type: none"> <li>• Contact and meet with KDE Career and Technical education staff to get recommendations on a monitoring process for CCR data.</li> </ul> <p><b>60 days: Oct. 17 - Nov. 28:</b></p> <ul style="list-style-type: none"> <li>• Meet with CTE staff, counselor and principal to review current plan, and if needed, create or revise a draft monitoring process for CCR data</li> <li>• School staff attend TEDS training</li> </ul> <p><b>90 days: Nov. 29 - Jan. 10:</b></p> <ul style="list-style-type: none"> <li>• District staff attend TEDS training.</li> <li>• Implement plan to monitor CCR data</li> </ul> <p><b>120 Days: Jan. 11 - Feb. 10</b></p> <ul style="list-style-type: none"> <li>• Implement plan to monitor CCR data during PLCs</li> <li>• Continue use of data tracking spreadsheet for transition readiness</li> </ul> <p><b>150 Days: Feb. 11 - Mar. 13</b></p> <ul style="list-style-type: none"> <li>• Implement plan to monitor CCR data during PLCs</li> <li>• Continue use of data tracking spreadsheet for transition readiness</li> </ul>		<p>CTE leadership team will meet in April to discuss and monitor student progress. Transition readiness spreadsheet.</p>
	<p># 8</p>	<p>There is not a process to ensure that all staff attend professional development for their program area.</p>	<p><b>30 days Sept. 4 - Oct. 16:</b></p> <ul style="list-style-type: none"> <li>• Contact and meet with KDE Career and Technical education staff to get recommendations on professional learning for CTE staff.</li> </ul> <p><b>60 days: Oct. 17 - Nov. 28:</b></p> <ul style="list-style-type: none"> <li>• Communicate with CTE staff regarding program-specific professional learning needs.</li> <li>• Create a draft plan to address professional learning needs.</li> </ul> <p><b>90 days: Nov. 29 - Jan. 10:</b></p> <ul style="list-style-type: none"> <li>• Implement, support and monitor plan to address professional learning needs</li> </ul>		<p>CTE staff are attending content area specific training. TEDs training, school visit, Local College and technical schools and professional development with KDE. Implement recommendation from Mrs. Tipton to improve scheduling.</p>

			<p><b>120 Days: Jan. 11 - Feb. 10</b></p> <ul style="list-style-type: none"> <li>Continue to engage in two way communication with CTE staff regarding professional development needs and the continuous updating of the professional development plan</li> </ul> <p><b>150 Days: Feb. 11 - Mar. 13</b></p> <ul style="list-style-type: none"> <li>Continue to engage in two way communication with CTE staff regarding professional development needs and the continuous updating of the professional development plan</li> </ul>		
	# 9	There is little evidence that data is being used to improve learning processes.	<p><b>30 days Sept. 4 - Oct. 16:</b></p> <ul style="list-style-type: none"> <li>Contact and meet with KDE Career and Technical education staff to get recommendations on using data to improve learning processes</li> </ul> <p><b>60 days: Oct. 17 - Nov. 28:</b></p> <ul style="list-style-type: none"> <li>Communicate recommendations with school CTE staff, counselor and principal.</li> <li>Review current use of data in CTE PLCs. Create/revise a plan for using data to improve learning processes as needed.</li> </ul> <p><b>90 days: Nov. 29 - Jan. 10:</b></p> <ul style="list-style-type: none"> <li>Implement and monitor use of data to improve learning processes.</li> </ul> <p><b>120 Days: Jan. 11 - Feb. 10</b></p> <ul style="list-style-type: none"> <li>Implement and monitor use of data to improve the learning processes through the PLC process</li> </ul> <p><b>150 Days: Feb. 11 - Mar. 13</b></p> <ul style="list-style-type: none"> <li>Implement and monitor use of data to improve the learning processes through the PLC process</li> </ul>		CTE leadership teams will meet and monitor student learning.
	# 10	Interviews with school leadership and CTE staff did not indicate a clear direction for growing or improving the program.	<p><b>30 days Sept. 4 - Oct. 16:</b></p> <ul style="list-style-type: none"> <li>Contact and meet with KDE Career and Technical education staff to get recommendations on a growing or improving the program</li> </ul> <p><b>60 days: Oct. 17 - Nov. 28:</b></p>		CTE leadership team meetings.



		<ul style="list-style-type: none"> <li>Communicate recommendations with school CTE staff, counselor and principal.</li> <li>Create/revise a plan for growing or improving the program.</li> </ul> <p><b>90 days: Nov. 29 - Jan. 10:</b></p> <ul style="list-style-type: none"> <li>Implement and monitor plan for growing/improving the CTE program.</li> </ul> <p><b>120 Days: Jan. 11 - Feb. 10</b></p> <ul style="list-style-type: none"> <li>Administered an interest survey to BHS students regarding CTE pathways offered</li> <li>Implement and monitor plan for growing/improving the CTE program.</li> </ul> <p><b>150 Days: Feb. 11 - Mar. 13</b></p> <ul style="list-style-type: none"> <li>CTE staff will collaborate with colleagues to update the mission/vision of the school.</li> <li>Implement and monitor plan for growing/improving the CTE program</li> <li>Analyze interest survey data from BHS students regarding CTE pathways offered</li> </ul>		
Will this require additional fiscal resources? __YES __NO		Estimate cost	Costs associated with meeting supplies	\$
Will this require additional human resources? __YES __NO		Estimate cost		\$

*What will we do differently?*



# PDSA – SPECIAL EDUCATION

## Breathitt County School District

PLAN	Six Steps to Improvement
	<p><b>Validate the need for improvement.</b></p> <p><b><i>State management audit recommendations:</i></b></p> <p>Based on an analysis of data reviewed by the DLS, the DLS has substantiated systemic findings of noncompliance under the IDEA. The data included a review of all requested information, a study of trends in the school district’s specific categories of student discipline, including out-of-school removals and the evaluation and identification of students with disabilities.</p> <p>Just as the KDE has general supervision responsibility under the IDEA to ensure all school districts within the state comply with the IDEA, so does Breathitt County have the responsibility to require its schools to fulfill the requirements of the IDEA. Special education administrators were found by the DLS to be supportive of school staff and the requirements for students with disabilities. However, the data and information studied by the DLS revealed the district as a whole does not discharge its responsibility for its schools. Instead, the Breathitt County organizational structure impedes the district's ability to model and deliver an appropriate, district wide approach to its most significant need--that of behavior supports and student discipline. The results are significant violations of the IDEA.</p> <p><b>Because KDE discovered numerous IDEA violations, an IDEA Corrective Action Plan (CAP) is required. The district and the DLS will work together to develop a CAP to set out activities that address the root causes of the noncompliance at the systems level.</b></p> <p style="text-align: right;"><i>How are we doing? How do we know?</i></p>
	<p><b>Clarify purpose, goals, and measures.</b></p> <p><b>Goal: Breathitt County Schools will develop and implement effective systems for delivery of special education services, supports and IDEA compliance through data use and best practice.</b></p> <p style="text-align: right;"><i>Why are we here? What do we need to do well together? How will we know how we're doing?</i></p>

**DO**

**Adopt and deploy an approach to continual improvement.**

**Action steps will be developed collaboratively with school staff to correct deficiencies found in the management audit and these steps will be monitored at least monthly with completed tasks highlighted in green, tasks in process marked in yellow and tasks not started marked in red.**

*How will we work together to get better?*

Translate the approach into aligned action.

Steps	Actions to Accomplish Plan (Drivers)	Tasks to Accomplish Details Outlined in 30/60/90 Plans	Start Date	Projected Completion Date
# 1	<b><u>Issue #1:</u></b> <b>Positive Behavior Interventions and Supports (PBIS)</b>	<p>A. The district lacks an evidence-based structure for positive behavior interventions and lacks the support from the district level to address student behavioral issues.</p> <p>B. Breathitt county staff lacks sufficient training to support students with behavioral needs.</p> <p>C. Without a district-wide structure for behavior in place, the district is unable to consistently implement, evaluate and support student behavior</p> <p>30 days Sept. 4 - Oct. 16:</p> <ul style="list-style-type: none"> <li>• Utilize behavioral supports from the Academic and Behavioral Response to Intervention (ABRI) team from the University of Louisville (UL). Meghan Martin has been designated as the ABRI lead from the UL.</li> <li>• Develop school and District ABRI teams</li> <li>• Conduct school and district level ABRI trainings. Teams will develop school/district level goals for behavior and academics.</li> <li>• Develop timelines for monthly meetings.</li> <li>• Develop Infinite Campus Ad Hoc behavioral reports for each school and district based upon ABRI protocols.</li> <li>• Director of Special Education (DOSE) will submit the required ABRI reports to UL support staff.</li> <li>• DOSE will send the behavioral Ad Hoc reports to each building principal, in order to review behavioral data prior to ABRI meeting. DOSE will review each school level report to observe any patterns with behaviors/specific students. If patterns are</li> </ul>		

found, DOSE will contact, through email, building administration, student's special education case manager, and any support staff needed (school nurse, Family Resource, Kentucky River Community Care). DOSE will discuss the pattern, request support to be given to the student, and, if necessary, conduct an ARC to review Individual Education Plans.

- DOSE and Chief Academic Officer (CAO) will attend each school level meeting to review behavioral and academic data. Plans will be developed to support school level initiatives from the district administration.
- DOSE will meet with each school level administrative team to review findings from the state management audit in regards to Special Education.
- DOSE and school level administrative team will meet with all SPED teachers to review findings from the state management audit in regards to Special Education.
- The DOSE will discuss specific folder findings at the school level with building administration and individual special education teachers.
- Schedule will be developed to reconvene Admission and Release Committee (ARC) meetings to rectify any findings involving due process paperwork.
- Specific training will be conducted with all district chairpersons on the following: Manifestation Determination, Development of FBAs, Development of BIPs. This training will be conducted in conjunction with Kentucky Valley Education Cooperative Special Education (KVEC)
- Specific training will be conducted with all district special education teachers on the following: Manifestation Determination, Development of FBAs, Development of BIPs. This training will be conducted in conjunction with Kentucky Valley Education Cooperative Special Education (KVEC)
- DOSE will review the safe schools report on Infinite Campus monthly for each school.
- DOSE will filter information to review students with disabilities. DOSE will monitor number of suspensions for each student with special needs. DOSE will also monitor for discrepancies in the data

entered into the behavior resolutions.

- DOSE will share this information with each principal at the district's monthly monitoring visit which occurs each month.
- DOSE will input this data into the district's monthly school monitoring visit form that is shared with school principal, superintendent, state manager, and education recovery leaders for each school.
- The DOSE will develop a process with the Director of Pupil Personnel (DPP) to ensure proper meetings are conducted for students with disabilities who are determined to be placed in a Home/Hospital (H/H) setting. The process will determine a timeline of meeting dates, who needs to be contacted, who will conduct the meeting, who needs to attend the meeting, and determination of appropriate services if ARC determines (H/H) setting.

**60 days: Oct. 17 - Nov. 28:**

- Director of Special Education (DOSE) will submit the required ABRI reports to UL support staff.
- DOSE will send the behavioral Ad Hoc reports to each building principal, in order to review behavioral data prior to ABRI meeting
- DOSE and Chief Academic Officer (CAO) will attend each school level meeting to review behavioral and academic data. Plans will be developed to support school level initiatives from the district administration.
- DOSE/Building Administrators will meet with Special education case managers to review Admission and Release Committee (ARC) meetings involving due process paperwork for student specific folder findings.
- DOSE will review the safe schools report on Infinite Campus monthly for each school.
- DOSE will filter information to review students with disabilities. DOSE will monitor number of suspensions for each student with special needs. DOSE will also monitor for discrepancies in the data entered into the behavior resolutions.
- DOSE will share this information with each principal at the district's monthly monitoring visit which occurs each month.

- DOSE will input this data into the district's monthly school monitoring visit form that is shared with school principal, superintendent, state manager, and education recovery leaders for each school.

**90 days: Nov. 29 - Jan. 10:**

- Director of Special Education (DOSE) will submit the required ABRI reports to UL support staff.
- DOSE will send the behavioral Ad Hoc reports to each building principal, in order to review behavioral data prior to ABRI meeting
- DOSE and Chief Academic Officer (CAO) will attend each school level meeting to review behavioral and academic data. Plans will be developed to support school level initiatives from the district administration.
- DOSE/Building Administrators will meet with Special education case managers to review Admission and Release Committee (ARC) meetings involving due process paperwork for student specific folder findings.
- .DOSE will review the safe schools report on Infinite Campus monthly for each school
- DOSE will filter information to review students with disabilities. DOSE will monitor number of suspensions for each student with special needs. DOSE will also monitor for discrepancies in the data entered into the behavior resolutions.
- DOSE will share this information with each principal at the district's monthly monitoring visit which occurs each month.
- DOSE will input this data into the district's monthly school monitoring visit form that is shared with school principal, superintendent, state manager, and education recovery leaders for each school.



# 2

**Issue #2:**  
**Disciplinary  
Procedures**

**A.** The district utilizes ISS as a means to prevent needing to conduct a manifestation determination meeting. As a result, students with disabilities are subjected to ISS days in excess of 20-30 school days.

**B.** Sending work to ISS and random special ed teacher drop-ins do not meet the requirements set forth by OSEP to allow ISS to not be counted towards the 10-day suspension threshold.

**C.** As a result of the findings, Breathitt County is in violation of [707 KAR 1:340, Section 14](#).

**30 days Sept. 4 - Oct. 16:**

- Specific training will be conducted with all district chairpersons on the following: Manifestation Determination, Development of FBAs, Development of BIPs. This training will be conducted in conjunction with Kentucky Valley Education Cooperative Special Education (KVEC)
- Specific training will be conducted with all district special education teachers on the following: Manifestation Determination, Development of FBAs, Development of BIPs. This training will be conducted in conjunction with Kentucky Valley Education Cooperative Special Education (KVEC)
- Utilize behavioral supports from the Academic and Behavioral Response to Intervention (ABRI) team from the University of Louisville (UL). Meghan Martin has been designated as the ABRI lead from the UL.
- DOSE and Chief Academic Officer (CAO) will attend each school level meeting to review behavioral and academic data. Plans will be developed to support school level initiatives from the district administration.
- DOSE will meet with each school level administrative team to review findings from the state management audit in regards to Special Education.
- DOSE and school level administrative team will meet with all

SPED teachers to review findings from the state management audit in regards to Special Education.

- The DOSE, school level administration, and Special education staff will develop a protocol for providing services to students with special needs. This will include procedures; 1) School level administration to inform case managers of discipline of students with special needs. 2) In school suspension (ISS) teachers to email DOSE, Building administrators, and case managers of students of special needs daily attendance for ISS. 3) Schedule for case managers to provide specially designed instruction for students with special needs as prescribed in the student's IEP while in ISS. 4) Track specially designed instructional practices while students with special needs are in ISS.
- DOSE will review ISS emails from ISS teachers to observe any patterns with behaviors/specific students. If patterns are found, DOSE will contact, through email, building administration, student's special education case manager, and any support staff needed (school nurse, Family Resource, Kentucky River Community Care). DOSE will discuss the pattern, request support to be given to the student, and, if necessary, conduct an ARC to review Individual Education Plans.

**60 days: Oct. 17 - Nov. 28:**

- Director of Special Education (DOSE) will submit the required ABRI reports to UL support staff.
- DOSE will send the behavioral Ad Hoc reports to each building principal, in order to review behavioral data prior to ABRI meeting
- DOSE and Chief Academic Officer (CAO) will attend each school level meeting to review behavioral and academic data. Plans will be developed to support school level initiatives from the district administration.
- DOSE/Building Administrators will meet with Special education case managers to review Admission and Release Committee

(ARC) meetings involving due process paperwork for student specific folder findings.

- DOSE will review ISS emails from ISS teachers to observe any patterns with behaviors/specific students. If patterns are found, DOSE will contact, through email, building administration, student's special education case manager, and any support staff needed (school nurse, Family Resource, Kentucky River Community Care). DOSE will discuss the pattern, request support to be given to the student, and, if necessary, conduct an ARC to review Individual Education Plans.

**90 days: Nov. 29 - Jan. 10:**

- Director of Special Education (DOSE) will submit the required ABRI reports to UL support staff.
- DOSE will send the behavioral Ad Hoc reports to each building principal, in order to review behavioral data prior to ABRI meeting
- DOSE and Chief Academic Officer (CAO) will attend each school level meeting to review behavioral and academic data. Plans will be developed to support school level initiatives from the district administration.
- DOSE/Building Administrators will meet with Special education case managers to review Admission and Release Committee (ARC) meetings involving due process paperwork for student specific folder findings.
- DOSE will review ISS emails from ISS teachers to observe any patterns with behaviors/specific students. If patterns are found, DOSE will contact, through email, building administration, student's special education case manager, and any support staff needed (school nurse, Family Resource, Kentucky River Community Care). DOSE will discuss the pattern, request support to be given to the student, and, if necessary, conduct an ARC to review Individual Education Plans.

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# 3

**Issue #3:**  
**Individual**  
**Education**  
**Program**  
**(IEP)**

- A. Annual goals were not measurable as required by [707 KAR 1:320, Section 5 \(7\) \(b\)](#).
- B. The district lacked evidence of progress data collection and analysis for each annual goal to show how the child's progress toward meeting the annual goals was measured, as required by [707 KAR 1:320, Section 5 \(13\)](#).
- C. The district did not ensure specially-designed instruction was based on the student's current needs, as required by [707 KAR 1:320, Section 5 \(8\)](#).
- D. The district failed to document why special classes, separate schooling, or other removals of children with disabilities from the regular education environment were necessary based on the severity of the disability, as required by [707 KAR 1:350, Section 1 \(1\)](#).

30 days Sept. 4 - Oct. 16:

- DOSE will meet with each school level administrative team to review findings from the state management audit in regards to Special Education.
- DOSE and school level administrative team will meet with all SPED teachers to review findings from the state management audit in regards to Special Education.
- The DOSE will discuss specific folder findings at the school level with building administration and individual special education teachers.
- Schedule will be developed to reconvene Admission and Release Committee (ARC) meetings to rectify any findings involving due process paperwork.
- Schedule will be developed to conduct monthly special education data meetings at each school. The meetings will be conducted by the DOSE, Building level administrators, and individual special education teachers. The meetings will consist of a monthly agenda involving the following: 1) Discussions of caseload summaries/evaluation timelines 2) Progress monitoring/data

collection for students with special needs 3) Review of Dufour's essential data questions 4) Review benchmark/progress monitoring data for students with disabilities.

- During monthly data meetings, DOSE/building administrators, case managers will review two due process folders to ensure progress monitoring is tied to Individual Education Plan goals and objectives.
- Schedule three Peer review folder reviews using the Kentucky Department of Education's Continuous Monitoring Process for upcoming year

**60 days: Oct. 17 - Nov. 28:**

- DOSE/Building Administrators will meet with Special education case managers to review Admission and Release Committee (ARC) meetings involving due process paperwork for student specific folder findings.
- Conduct monthly special education data meetings at each school. The meetings will be conducted by the DOSE, Building level administrators, and individual special education teachers. Agenda and meeting notes will be sent by DOSE to building level administrators, Special Education teachers, Superintendent, and State Manager.
- Conduct 1st peer folder review

**90 days: Nov. 29 - Jan. 10:**

- Conduct monthly special education data meetings at each school. The meetings will be conducted by the DOSE, Building level administrators, and individual special education teachers. Agenda and meeting notes will be sent by DOSE to building level administrators, Special Education teachers, Superintendent, and State Manager.
- Conduct 2nd peer folder review.

# 4

**Issue #4:**  
**Eligibility**  
**Under the**  
**IDEA**

**A. The district failed to follow procedures to obtain parental consent for evaluations, as required by [707 KAR 1:340, Section 5](#).**

**B. The district is found to be in compliance with eligibility requirements under [707 KAR 1:300, Section 4](#).**

**30 days Sept. 4 - Oct. 16:**

- DOSE will meet with each school level administrative team to review findings from the state management audit in regards to Special Education.
- DOSE and school level administrative team will meet with all SPED teachers to review findings from the state management audit in regards to Special Education.
- The DOSE will discuss specific folder findings at the school level with building administration and individual special education teachers.
- Schedule will be developed to reconvene Admission and Release Committee (ARC) meetings, if necessary, to rectify any findings involving due process paperwork.
- Schedule three Peer review folder reviews using the Kentucky Department of Education's Continuous Monitoring Process for upcoming year
- 

**60 days: Oct. 17 - Nov. 28:**

- DOSE/Building Administrators will meet with Special education case managers to review Admission and Release Committee (ARC) meetings involving due process paperwork for student specific folder findings.
- Conduct monthly special education data meetings at each school. The meetings will be conducted by the DOSE, Building level administrators, and individual special education teachers. Agenda and meeting notes will be sent by DOSE to building level administrators, Special Education teachers, Superintendent, and

		<div>State Manager.</div> <ul style="list-style-type: none"><li>Conduct 1st peer folder review</li></ul> <div>90 days: Nov. 29 - Jan. 10:</div> <ul style="list-style-type: none"><li>Conduct monthly special education data meetings at each school. The meetings will be conducted by the DOSE, Building level administrators, and individual special education teachers. Agenda and meeting notes will be sent by DOSE to building level administrators, Special Education teachers, Superintendent, and State Manager.</li><li>Conduct 2nd peer folder review</li></ul>			
	Will this require additional fiscal resources? __YES NO	Estimate cost		Costs associated with meeting supplies	\$
	Will this require additional human resources? __YES NO	Estimate cost		Costs associated with meeting supplies	\$
	What will we do differently?				
STUDY	<div>Analyze the results.</div> <div>What happened?</div>				



ACT	<div data-bbox="961 37 1274 69">Make improvements.</div> <div data-bbox="1344 82 2020 118"><i>What did we do with what we learned?</i></div>
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## PDSA – FISCAL MANAGEMENT

### Breathitt County School District

PLAN	Six Steps to Improvement
	<p><b>Validate the need for improvement.</b></p> <p><i>State management audit recommendations for Central Office:</i></p> <ul style="list-style-type: none"> <li>· It is recommended the district develop and implement written policies and procedures for the usage of district vehicles.</li> <li>· It is recommended the district develop and implement policies and procedures that provide a system for investigating, monitoring, and reporting complaints (either at the school level or the district level). An anonymous complaint system is a necessary part of a healthy district.</li> <li>· As part of the overall planning and security system of the district, it is recommended a Disaster Recovery Plan and Business Continuity Plan (for all operational departments) be developed before a true need arises. Plans should cover what should happen when natural disasters occur to financial records, how will Munis be accessed, how will payroll be run, among many other topics. A Business Continuity Plan is crucial for whenever a key resource, whether human or physical, is suddenly gone due to retirement or natural causes.</li> <li>· It is recommended the district develop and implement formal Standard Operating Procedures, tailored to Breathitt County, for all policies and procedures.</li> <li>· It is recommended the district undertake formal succession planning for the Finance Officer position. Steps must be taken to hire and cross-train a replacement at least 3-4 months before June 30, 2018 to ensure as smooth a transition as possible.</li> <li>· It is recommended that, prior to budget approval, departmental requests for budget allocations include terms by which the funded program will be evaluated.</li> <li>· It is recommended the district develop and implement a strategic plan to maximize ADA in terms of both enrollment and attendance percentage to maximize state funding.</li> <li>· It is recommended that the district amend its policy for soliciting bank bids to clarify the criteria used to determine the best overall value for the district.</li> </ul> <p style="text-align: right;"><i>How are we doing? How do we know?</i></p>

	<p><b>Clarify purpose, goals, and measures.</b></p> <p>Goal: <b>Breathitt County Schools will develop and implement effective policies and procedures to actively manage district finances.</b></p> <p><i>Why are we here? What do we need to do well together? How will we know how we're doing?</i></p>
<b>DO</b>	<p><b>Adopt and deploy an approach to continual improvement.</b></p> <p><b>Action steps will be developed collaboratively with school staff to correct deficiencies found in the management audit and these steps will be monitored at least monthly with completed tasks highlighted in green, tasks in process marked in yellow and tasks not started marked in red.</b></p> <p><i>How will we work together to get better?</i></p>

## Translate the approach into aligned action.

Steps	Actions to Accomplish Plan (Drivers)	Tasks to Accomplish Details Outlined in 30/60/90 Plans	Start Date	Projected Completion Date
# 1	There is no policy for usage of non-bus district vehicles.	Sample Policies will be requested from KSBA to determine what other districts follow. The Board will then determine the best policy for Breathitt County	11/1/2018	6/30/2019
# 2	There is no formal process for employees or the public to file complaints (a hotline).	The District Leadership Team will review and implement a complaint hotline.	1/1/2019	06/30/2019
# 3	The district doesn't have a formal Disaster Recovery Plan, nor a Business Continuity Plan should a major loss of resources (human or physical) occur.	District will reach out to KDE as well as Tyler Technologies to determine proper procedures for Disaster Recovery. A plan will be developed to meet KDE/Tyler recommendations. A test of the plan will be conducted annually. The plan will be reviewed biannually or when changes occur that require action.	11/1/2018	06/30/2018
# 4	There is no evidence of formal Standard Operating Procedures documentation to verify that the district's policies and procedures are implemented consistently.	District Leadership Team will develop a Communication Plan that will address the implementation of policy changes/new policies. This plan will be reviewed periodically.	12/1/2018	6/30/2018
# 5	There is concern that the public will respond negatively if the district uses a bank outside the county.	District currently bids bank services every year with the option to renew the bid for up to three years. There is no fear in utilizing a bank outside the county. Determination of the bank will be based on bids received as well as service provided.	Current Practice - Immediate	Ongoing

# 6	It is not clear that the advisory board has defined the criteria by which a program will be funded or terminated.	District staff annually reviews programs as to effectiveness and efficiency, as well as feasibility with regard to funding. When it is determined that a program can no longer be supported it is presented to the Board for determination of continuance.	Current Practice	Ongoing
# 7	A decline in enrollment as well as a decline in attendance percentage negatively impact SEEK funding.	District Budget is developed with trend data that shows continuing decline in enrollment.	Current Practice	Ongoing
# 8	Finance personnel at the school level did not have a working knowledge of grants utilized by their schools.	Quarterly meetings with school finance staff will be conducted to review Redbook guidelines as well as other recommended practices. Reports will be shared showing all funding sources and project to date information.	January 1, 2019	January 31, 2019
# 9	The assistant principals and teachers do not consistently receive formal Redbook trainings as evidenced by interview responses. There is no evidence of applicable Redbook training for other entities, such as booster clubs or a PTO.	Finance Staff, Principals, Assistant Principals, Athletic Director, Coaches, and Booster Clubs are strongly encouraged to attend Redbook Training every year. At that meeting, principals are notified that if they need Redbook training at their school, it will be scheduled. District staff provides Redbook training as requested to the schools. Beginning in 2019-2020, the finance staff will attend one faculty meeting per year, per school to review Redbook guidelines.	January 1, 2019	October 1, 2019
# 10	There are no financial reports attached to the SBDM minutes	Schools will be instructed to attach finance reports to their SBDM minutes. Communicated by email on October 22, 2018	October 22, 2018	January 15, 2019

# 11	A lack of segregation of duties was routinely noted throughout Breathitt County Schools. A single person was observed to record the checks in chronological order, record receipts on a deposit ticket, and record revenue in the school accounting system and make the deposit.	Segregation of duties recommendations are annually reviewed with school finance staff at Redbook training. This will be emphasized in future meetings. Finance Officer will communicate with principals and school finance staff to reinforce appropriate segregation of duties.	4/30/2019	September 2019
# 12	There is no evidence of district-wide Standard Operation Procedures.	Finance Staff will develop standard operating procedure/flow charts for each major work process.	1/1/2019	6/30/2019
# 13	Principals consistently stated that their SBDM members did not understand allocations.	Finance Officer will attend one SBDM meeting per year, per school to review allocations, and other meetings as needed.	1/1/2019	6/30/2019
Will this require additional fiscal resources? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO		Estimate cost	Costs associated with meeting supplies	\$10,000
Will this require additional human resources? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO		Estimate cost	Costs associated with meeting supplies	\$25,000

*What will we do differently?*



# PDSA – OPERATIONAL SUPPORT/FACILITIES

## Breathitt County School District

PLAN	Six Steps to Improvement
	<p><b>Validate the need for improvement.</b>  <i>State management audit recommendations:</i></p> <ul style="list-style-type: none"> <li>· It is recommended the district assign the duties of district Facility Director to someone other than the interim superintendent.</li> <li>· It is recommended the district establish a fiscal budget for maintenance and operation expenses by facility to include these functions:               <ul style="list-style-type: none"> <li>○ Maintenance (e.g., mechanical/electrical/plumbing, mowing, painting, equipment)</li> <li>○ Operation (e.g., paper towels, cleaning supplies)</li> <li>○ Utilities</li> </ul> </li> <li>· It is recommended the district establish a labor budget for maintenance and operation by facility (utilize School Dude) to better support budgeting.</li> <li>· It is recommended the district require maintenance staff to follow policies and procedures as indicated in the on-line Policies and Procedure Manual.</li> <li>· It is recommended the district establish an equipment inventory and tracking system.</li> <li>· It is recommended the district develop a plan to reconcile the conflict between the designation of buildings as ‘transitional’, while maintaining long-term debt service.</li> </ul> <p style="text-align: right;"><i>How are we doing? How do we know?</i></p> <hr/> <p><b>Clarify purpose, goals, and measures.</b>  <b>Goal: Breathitt County Schools will develop and implement effective policies and procedures to actively manage district finances.</b></p> <p style="text-align: right;"><i>Why are we here? What do we need to do well together? How will we know how we’re doing?</i></p>



## DO

Adopt and deploy an approach to continual improvement.

Action steps will be developed collaboratively with school staff to correct deficiencies found in the management audit and these steps will be monitored at least monthly with completed tasks highlighted in **green**, tasks in process marked in **yellow** and tasks not started marked in **red**.

*How will we work together to get better?*

## Translate the approach into aligned action.

Steps	Actions to Accomplish Plan (Drivers)	Tasks to Accomplish Details Outlined in 30/60/90 Plans	Start Date	Projected Completion Date
# 1	There is not a posting on the district website for a Facility Director.	Posting of Position, evaluation of applicants, interviews conducted by District with KDE partners	June 2018	July 1, 2018
# 2	The district has implemented an on-line Work Order system but does not utilize its capabilities to the fullest.	School Dude has been evaluated and determined that we must dedicate specific times to make sure we are completing task in a timely fashion. The beginning and end of each day will be dedicated to analyzing and completing task. Persons and times will be placed on the work orders.	October 2018	January 31, 2019
# 3	There is not a labor budget for maintenance and operation by facility to better support budgeting.	People and times will be placed on the work orders. These times will be analyzed for labor and material expenses. These costs are broken down by school or district costs.	October 2018	January 31, 2019
# 4	District personnel generally made no reference to procedural checklists when asked directly if there were checklists available.	Custodial staff has been given specific assignments within the buildings. Also building principals have met with all staff and discussed standards of cleanliness and expectations. The checklist will be parallel to these documents. Walk through instrument is being used and in place for staff to do regularly scheduled weekly walkthroughs.	September 2018	November 2018

# 5	There is no check-out/check-in process for district assets used in maintenance/repair tasks. It is recommended the district establish an equipment inventory and tracking system.	District has established locations at each building for building equipment and are developing a maintenance schedule and check out process. District is purchasing a building to place at BHS for district equipment for a checkout process. The Facility Director will develop process and paperwork.	August 2018	March 2019
# 6	There is an overall district operational budget of approximately \$1,500,000, but it is not broken down by facility or function.	The budget has been broken down and staff meets monthly to monitor and make needed adjustments.	July 2018	July 2018
# 7	The DFP indicates there are buildings designated as 'transition' buildings that will have debt service for the next eighteen years that is derived from energy savings in those buildings.	The LPC submitted the updated DFP to KDE and received approval. LPC reconstituted due to merge of Sebastian Middle School to BHS. LPC met again on 10-16-18 for approval and submission to the local board of education. Passed with a 14-0 by LPC, Local Board of Education approved with a 4-0 vote. Public Hearing was completed and and board has moved to approve and send to the Kentucky Board of Education for approval in February	March 2017	December 2018
# 8				
# 9				
# 10				

	<div>Will this require additional fiscal resources? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</div>	<div>\$2,000</div>	<div>Estimate cost</div>	<div>Costs associated with meeting supplies</div> <div>Estimated cost of moving a storage shed for equipment from SMS</div>	<div>\$2,000</div>
	<div>Will this require additional human resources? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</div>	<div>Salary Cost</div>	<div>Estimate cost</div>	<div>Estimated cost of employing personnel for the district</div>	<div>Salary Cost</div>
	<div>What will we do differently?</div>				
<div>STUDY</div>	<div>Analyze the results.</div> <div>What happened?</div>				
<div>ACT</div>	<div>Make improvements.</div> <div>What did we do with what we learned?</div>				

REPEAT THE CYCLE

# PDSA – OPERATIONAL SUPPORT/FOOD SERVICE

## Breathitt County School District

### PLAN

#### Six Steps to Improvement

##### **Validate the need for improvement.**

###### *State Management audit recommendations:*

- Although the district has processes in place for implementation and monitoring of child nutrition programs, limitations exist with having the food service director be solely responsible for all aspects of the programs. Central office food service staff should be in the facilities frequently to monitor program documents, meal service, participation, and quality of food. Central office food service staff should be able to provide support to site level operators and work with students to ensure meals offered are of the highest possible quality and offer food items that students have input in selecting. The food service funds are managed separately from the district's general fund. The food service budget is healthy, and these federal funds would support additional administrative staffing at the central office level that would allow for more and better oversight of the child nutrition programs. Implementation of an additional position requires a comprehensive communication plan to explain the business case for the additional position and alleviate public concern.
- The timely completion of required documentation such as production records is an absolute must. There are no backup persons trained to complete production records when management is unable to be present. A process for completion of production records must be developed and implemented. In all situations, the production record must be completed by the end of the school day. A backup person at each facility should be trained to ensure completion is timely.
- It is recommended the district increase its focus on low participation sites. School administration should work with site level food service staff and central office food service staff to develop a plan to remedy participation issues. The scheduling structure should be analyzed at Sebastian Middle School to help create an environment that is conducive to increasing participation. A review of the breakfast schedule structure of other sites in the district that have higher participation rates is warranted.
- Food service policy and procedure manuals were present in all facilities although they were outdated. It is recommended that an electronic file sharing system be used to disseminate policy and procedures. This would allow site level staff to access the most recent policy and procedures and for the food service director to be able to update policy and procedures in one location. This would ensure the most current information is available to all staff.

*How are we doing? How do we know?*

	<p><b>Clarify purpose, goals, and measures.</b></p> <p>Goal: <b>Breathitt County Schools</b> will develop and implement effective systems for food service processes and policies through data use and best practice.</p> <p><i>Why are we here? What do we need to do well together? How will we know how we're doing?</i></p>
<b>DO</b>	<p><b>Adopt and deploy an approach to continual improvement.</b></p> <p>Action steps will be developed collaboratively with school staff to correct deficiencies found in the management audit and these steps will be monitored at least monthly with completed tasks highlighted in <b>green</b>, tasks in process marked in <b>yellow</b> and tasks not started marked in <b>red</b>.</p> <p><i>How will we work together to get better?</i></p>

## Translate the approach into aligned action.

Steps	Actions to Accomplish Plan (Drivers)	Tasks to Accomplish Details Outlined in 30/60/90 Plans	Start Date	Projected Completion Date
# 1	The timely completion of required documentation such as production records is not consistent. There are no backup persons trained to complete production records when management is unable to be present.	<p><b>30 Days: 9/4 - 10/16 -</b></p> <ul style="list-style-type: none"> <li>Production record completion and processes have been discussed with Lunchroom Managers since last audit was conducted and will continue. A more in-depth conversation occurred post audit findings during the 9/21/18 Lunchroom Managers meeting.</li> <li>Secondary/Back-up food service personnel have been assigned and designated per conversation with lunchroom managers at all schools to complete the production record in the event that the lunchroom manager isn't present and someone else must complete the document. <ul style="list-style-type: none"> <li>Highland Turner - Nancy Crase, Lunchroom Manager - Backups are Darlene Moore and Freda Turner</li> <li>Breathitt High School - Alma Brewer, Lunchroom Manager - Backups are Melissa Hollon and Denese Deaton</li> <li>LBJ - Sandy Spicer, Lunchroom Manager - Backups are Tina Ritchie and Shanna Jacobs</li> <li>Marie Roberts - Caney - Denise Neace, Lunchroom Manager - Backups are Earmil Back and Danielle Herald</li> </ul> </li> <li>Blank production records will be available in the prep area and accessible to all food service personnel in the event that both primary and secondary/back-up staff are absent. This will ensure that a production record is completed at each meal service.</li> </ul> <p><b>60 Days: 10/17 - 11/28 -</b></p> <ul style="list-style-type: none"> <li>Follow - up Production record training will occur as needed.</li> </ul>	<p>9/21/18</p> <p>9/21/18</p> <p>9/21/18</p> <p>9/21/18</p> <p>10/17/18</p>	<p>9/21/18</p> <p>10/16/18</p> <p>11/28/18</p> <p>11/28/18</p>

	# 2	Documentation revealed Sebastian Middle School has a breakfast participation percentage of 34%.	<p><b>NOTE: This task has been amended somewhat, as Sebastian Middle School is no longer operable and all students have been moved to Breathitt High School, as the high school is now a 7-12th grade school, beginning in 18-19 SY.</b></p> <p><b>30 Days: 9/4 - 10/16 -</b></p> <ul style="list-style-type: none"> <li>• The highest breakfast meal participation percentage for Breathitt High School has been 63%, with 517 kids eating breakfast on 9/25. This is a huge improvement from the 34% prior documented in the last audit.</li> <li>• The addition of an additional eating/cafeteria area has helped to make students more comfortable and students are adjusting to the transition, therefore increasing meal participation rates. The 7-8th grade eat in one area for breakfast and the 9-12th grades eat in another area.</li> </ul> <p><b>60 Days: 10/17 - 11/28 -</b></p> <ul style="list-style-type: none"> <li>• Compare September and Octobers breakfast meal participation rates versus August to see if any changes can be made to improve meal participation even more.</li> </ul> <p><b>90 Days: 11/29/ - 1/10 -</b></p> <ul style="list-style-type: none"> <li>• Compare August - December's meal participation rates and make more recommendations for improvement.</li> <li>• August 2018 meal participation for Breathitt High School was 35% for breakfast and 74% for lunch. Participation continued to gradually increase over the months of September-November.</li> <li>• December 2018 meal participation for Breathitt High School was 59% for breakfast and 82% for lunch, an increase of 24% and 8% respectively.</li> <li>• District meal participation rates for December were 69.5% for breakfast and 85% for lunch.</li> </ul>		
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			<ul style="list-style-type: none"> <li>Work continues as secretary continues the transition and begins assisting in other ways, such as completing payroll, bank deposit reconciliation, etc.</li> </ul>	10/17/18	11/28/18
	Will this require additional fiscal resources? <u>X</u> _YES __NO		The majority of the cost will come for task #4, as the expense of a food service secretary will cost approximately \$30,580 a year with salary only, but totals to over \$39,000 a year with matching benefits.		\$30,580 - \$39,000
	Will this require additional human resources? <u>X</u> _YES __NO		Task #4 will require additional human resources, as an extra person will be hired to serve as food service secretary.		\$ Same as above
	What will we do differently?				
<b>STUDY</b>	Analyze the results. <div>What happened?</div>				
<b>ACT</b>	Make improvements. <div>What did we do with what we learned?</div>				

**REPEAT THE CYCLE**

# PDSA – TRANSPORTATION

## Breathitt County School District

PLAN	Six Steps to Improvement
	<p><b>Validate the need for improvement.</b>  <i>State Management audit recommendations:</i></p> <ul style="list-style-type: none"> <li>· It is recommended that the Transportation Department provide more in-depth training for those drivers and monitors who transport special needs students.</li> <li>· It is recommended that the Transportation Department work with individual school administrators on loading and unloading procedures to eliminate students having to cross in between buses, which causes a safety concern.</li> <li>· It is recommended that additional school staff be located at the unloading and loading sites of students at all locations and trained to monitor for student safety.</li> <li>· It is recommended that the district develop and implement a strategic plan to support a replacement schedule for the bus fleet.</li> </ul> <p style="text-align: right;"><i>How are we doing? How do we know?</i></p>
	<p><b>Clarify purpose, goals, and measures.</b>            Goal: <b>Breathitt County Schools will develop and implement effective systems for transportation through data use and best practice.</b></p> <p style="text-align: right;"><i>Why are we here? What do we need to do well together? How will we know how we're doing?</i></p>
DO	<p><b>Adopt and deploy an approach to continual improvement.</b>  <b>Action steps will be developed collaboratively with school staff to correct deficiencies found in the management audit and these steps will be monitored at least monthly with completed tasks highlighted in green, tasks in process marked in yellow and tasks not started marked in red.</b></p> <p style="text-align: right;"><i>How will we work together to get better?</i></p>

## Translate the approach into aligned action.

Steps	Actions to Accomplish Plan (Drivers)	Tasks to Accomplish Details Outlined in 30/60/90 Plans	Start Date	Projected Completion Date
# 1	Bus drivers who transport special needs students, stated that they are lacking beneficial information and training to deal with the student's different disabilities	Implementation of more in depth training for drivers that transport specials, all drivers have been provided with documentation for study to better enable them to have the knowledge to transport students with disabilities. Drivers have also requested information on the students they haul from the director of special education. They would like to know what is in the IEP of individual students to enable them to care for the students and better prepare for the transport.	8/1/2018	Continue into future
# 2	There is a safety concern with students walking between buses while the buses are entering or leaving the loading and unloading area.	We have worked with schools to have a better loading and unloading plan at each schools. Students that do not ride the bus are no longer allowed to walk on the campus until buses have departed.	8/1/2018	
# 3	Insufficient school staff members are present at the loading/unloading areas to monitor students. Some staff at the loading/unloading locations were inattentive to student safety.	Transportation has worked with schools and now there is adequate school staff at the schools. This had made loading and unloading safer than it has been in the past.	8/1/2018	
# 4	Buses were not ordered for 2018 due to budgetary constraints.	The transportation department has developed a plan for bus replacement. See attachment linked <a href="#">HERE</a> .	10/1/2018	

	Will this require additional fiscal resources? YES __NO	Estimate cost	Costs associated with meeting supplies	\$
	Will this require additional human resources? __YES __NO	Estimate cost		\$
	What will we do differently?			
STUDY	Analyze the results.			
ACT	Make improvements.			
	What did we do with what we learned?			

## REPEAT THE CYCLE

# **PDSA – PERSONNEL ADMINISTRATION**

## **Breathitt County School District**

<b>PLAN</b>	<b>Six Steps to Improvement</b>
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**Validate the need for improvement.**

*State management audit recommendations:*

It is recommended that the district develop explicit Standard Operating Procedure documentation for the Breathitt County version of personnel administration policies described in the district's Policy/Procedure Manual. All forms utilized in the Standard Operating Procedures should be catalogued and incorporated into a change management process.

It is recommended that the Job Vacancy Notice form be modified to formally capture the routing, signature, and date of approval by each approver.

It is recommended that the district take immediate action to mitigate the appearance of mold in the Records Room to make the room serviceable for file storage. It is further recommended that the district undertake a project to inventory and organize the contents of the Records room in compliance with the state Records Retention requirements.

It is recommended that the district establish a single online application process that is easily identifiable to the job-seeking public.

It is recommended that the district develop an inventory list of mandatory standard documents to be included in an employee personnel file and implement a schedule by which documents should be added to employee files. Furthermore, it is recommended the district develop an internal audit process to periodically review personnel files for compliance with required documents.

It is recommended that the district implement a process to update the Employee Handbook and other related employee information that is accessible on the website.

*How are we doing? How do we know?*

	<p><b>Clarify purpose, goals, and measures.</b></p> <p>Goal: <b>Breathitt County Schools will develop and implement effective systems (policies and procedures) for personnel management through data use and best practice.</b></p> <p><i>Why are we here? What do we need to do well together? How will we know how we're doing?</i></p>
<b>DO</b>	<p><b>Adopt and deploy an approach to continual improvement.</b></p> <p><b>Action steps will be developed collaboratively with school staff to correct deficiencies found in the management audit and these steps will be monitored at least monthly with completed tasks highlighted in green, tasks in process marked in yellow and tasks not started marked in red.</b></p> <p><i>How will we work together to get better?</i></p>



## Translate the approach into aligned action.

Steps	Actions to Accomplish Plan (Drivers)	Tasks to Accomplish Details Outlined in 30/60/90 Plans	Start Date	Projected Completion Date
# 1	The district does not utilize any formal task oriented Standard Operating Procedure documentation to execute the tasks related to personnel administration.	Current practice which follows approved policy and procedure will be transformed into "Standard Operating Procedure".	1/1/2019	6/30/2019
# 2	There is no designated space on the Job Vacancy Notice form to formally capture the approval signatures or dates of approval.	Job Vacancy Form will be modified to include signatures for approval. Recommendation for Employment form will be modified to include signatures for approval.	11/11/2018	11/30/2018
# 3	The Records Room sustained significant water damage in past and appears to have black mold on the walls.	Records Room has been cleaned and treated to prevent further water damage. Records have been re-organized and stored on shelves to prevent water damage from the floor.	May 2018	June 2018

	# 4	There are two different programs for online application and it is unclear if they are the same or if one is preferred over the other.	Online access to the application process will be better organized for easier access.	11/1/2018	12/31/2018
	# 5	There is no standard content to provide a consistent employee profile.	Procedure 03.111 AP.22 and 03.211 AP.22-Personnel Documents lists the items that are included in the employee profile/personnel file. This checklist is followed for each employee.	October 2018	Ongoing
	# 6	There is an Employee Handbook dated 2014-15 on the Breathitt County Schools website that indicates a section on "Employee Discipline". The handbook bears little correlation to the district's Policy/Procedures Manual.	District Staff will review and update the Handbook with assistance from KSBA's Handbook Service.	12/1/2018	12/31/2018

	# 7	Professional development and job-related training is tracked and monitored at the departmental level through Excel spreadsheets and is not consistently reflected in personnel files.	District Staff will review current procedures for recording PD and develop a Best Practice.	12/1/2018	1/31/2019
	# 8	For certified employees, the employee evaluations are maintained at the school level. The files did not consistently contain job descriptions to document employee responsibilities.	Principals will be required to present evaluations of their staff members prior to May 31, each year. This will be communicated by email and through the calendar provided through the Communication Plan.	December 2018	June 2019
	Will this require additional fiscal resources? __YES <u>x</u> NO		Estimate cost	Costs associated with meeting supplies	\$
	Will this require additional human resources? <u>x</u> YES NO		Estimate cost	Costs associated with meeting supplies	\$10,000

*What will we do differently?*



# PDSA – PLANNING

## Breathitt County School District

PLAN	Six Steps to Improvement
	<p><b>Validate the need for improvement.</b></p> <p><i>State management audit recommendations:</i></p> <ul style="list-style-type: none"> <li>· In order to meet the individualized needs of the schools in the district central office and the advisory board need to move from a compliance mindset to one of continuous improvement. The interim superintendent, central office staff and the advisory board need to develop systemic change that builds a sustainable school system that ensures decisions are made based on research, school level data, community needs, and is flexible to the changing needs of the district.</li> <li>· Examine and improve the alignment of central office work and personnel to develop district goals and strategies to support schools. Implement a systematic monitoring process to review the alignment of central office work and personnel to ensure effective support of schools. Alignment must include accountability for execution (e.g., interim superintendent, central office staff).</li> <li>· Create a formalized district communication plan. This plan should focus on strategies for communication from the advisory board to central office and from central office to the schools. It should also include a process so that schools can communicate their needs to central office. As part of this formalized internal communication plan, there should be accountability for execution of this plan at all levels (e.g., advisory board members, interim superintendent, central office staff, school administrators, teachers).</li> </ul> <p style="text-align: right;"><i>How are we doing? How do we know?</i></p>
	<p><b>Clarify purpose, goals, and measures.</b></p> <p><b>Goal: Breathitt County Schools and Advisory Board of Education will develop a sustainable system through systemic change that ensures decisions are made based on research, school level data, community needs, and is flexible to the changing needs of the district.</b></p> <p style="text-align: right;"><i>Why are we here? What do we need to do well together? How will we know how we're doing?</i></p>

**DO**

**Adopt and deploy an approach to continual improvement.**

**Action steps will be developed collaboratively with school staff to correct deficiencies found in the management audit and these steps will be monitored at least monthly with completed tasks highlighted in green, tasks in process marked in yellow and tasks not started marked in red.**

*How will we work together to get better?*

## Translate the approach into aligned action.

Steps	Actions to Accomplish Plan (Drivers)	Tasks to Accomplish Details Outlined in 30/60/90 Plans	Start Date	Projected Completion Date
# 1	There is not a clear understanding among the advisory board members as to who is the leader of the governance and management system. Additionally, there is not a clear indication about who is accountable to whom.	Strategic Planning update meeting to review CDIP, Goals, and mission/vision.	November 2018	January 2019-completed
# 2	Advisory board members stated that they have received numerous trainings, however it is not evident that the content of the trainings is being implemented effectively and consistently.	Board members will meet with superintendent, state manager and administrators to review agenda items.  Board members receive training from KSBA and work with State Management.	September 2018	June 2019-ongoing monthly meetings occur with board members
# 3	There is not a district wide communication plan in place and no one is specifically assigned to update the district website.	Communication Plan will be developed collaboratively with the District Leadership Team. This will include assignments for website updating.	December 2018	June 2019
# 4	Advisory board members could not clearly articulate how information was communicated to schools.	Communication Plan will be developed collaboratively with the District Leadership Team. Communication Plan will then be reviewed/approved with Board of Education, and will include the communication process for the schools.	December 2018	January 2019

# 5	Interviews indicate there is not a consistent understanding on how the district is governed.	Local board approved to continue state management Organizational chart review and board approval.	December 2018	June 2019
# 6	Advisory board members and central office staff could not consistently describe the governing structure of the advisory board, the interim superintendent and the central office staff.	Organizational chart review and board approval.  Board members will meet with superintendent, administrators, state manager to review governing structure.  KSBA trainings	December 2018	June 2019
# 7	There is not a protocol in place to ensure that policy changes are communicated from the advisory board level to the school level or the community level.	Communication Plan will address how policy changes are communicated once approved.  Board uses the online system through KSBA.	December 2018	June 2019
# 8	After a review of SBDM minutes for each of the schools, evidence indicates that minutes are not consistently posted and agendas are rare.	Local board approved the purchase of E-meeting (online system).  SBDM training for the KASC website resources.	November 2018	January 2019-emeeting implemented at school level with published agendas and minutes
# 9	There is not a clear process or procedure in place to monitor the effectiveness of district initiatives, policies, or procedures. Interviews indicated that there is not a consistent understanding of district initiatives or resources needed to achieve district goals.	District initiatives are routinely discussed in COLT meetings and principals' meetings. Implementation of initiatives is planned and discussed to determine success and identify further areas for improvement. Continuous improvement is achieved through Plan, Do Study, Act	December 2018	Ongoing



	# 10	There is not a systematic process in place to review and change policies and procedures to meet the individualized needs of the district and its schools.	Annual Policy Update is communicated with all principals and COLT staff in early summer. Any proposed changes are discussed at this time.	May 2019	August 2019
	# 11	Interviews indicated that there is no process in place to ensure that policies and procedures continue to be implemented despite changes in personnel.	Standard Operating Procedure will ensure that policy/procedures are followed when changes in personnel occur.		
	# 12	Central office utilizes a school monitoring tool that is intended to provide principals with feedback around school processes and procedures. However, interviews and observations indicate that there is little or no evidence connecting the feedback to long term systemic improvement at the building level.	Revisions to the monitoring tool have been developed to collect data in order to provide feedback and continuous improvement.		
	Will this require additional fiscal resources? YES __NO		Estimate cost	Costs associated with meeting supplies	\$
	Will this require additional human resources? YES __NO		Estimate cost	Costs associated with meeting supplies	\$

	<div></div> <div>What will we do differently?</div>
STUDY	<div>Analyze the results.</div> <div>What happened?</div>
ACT	<div>Make improvements.</div> <div>What did we do with what we learned?</div>

REPEAT THE CYCLE