

Breathitt County
Plus/Delta
September/October 2019

Plus

1. Ending balance for June 30, 2019, - \$2,645,000; which is approximately 19% contingency (up over \$645,000 from last year).
2. The transition of grades K-6 from LBJ Elementary to Sebastian Elementary has been smooth.
3. The Award Notification was received for the School Improvement Fund for 7th and 8th Grade. The Turnaround Team and the Advisory Leadership Team meet regularly to discuss and monitor plan implementation.
4. As part of PD in July, teachers utilized standards rollout resources and curriculum evaluation processes to update/refine curriculum pacing guides that reflect the updated Reading & Writing, Mathematics and Social Studies standards.
5. District non-negotiables for academics: strong instruction, deep engagement, grade appropriate assignments, and high expectations continue to be reinforced during school and district leadership team meetings and professional learning communities.
6. All teachers have been provided with new devices and are expected to utilize this resource to improve instruction.
7. The district continues to build leadership capacity at all levels, through the continuous improvement process and partnerships with KDE.
8. Attendance for the 2018-2019 school year ended at 94.8; up from 94.1.
9. Enrollment for the 2019-2020 school year shows an increase of twelve students.

Delta

1. LBJ Elementary, MRC Elementary, and Area Technology Center facilities are listed as transitional due to building conditions.
2. Recruiting new, highly qualified employees, and employee turnover is an ongoing issue. Especially, with bus drivers and bus monitors.
3. According to MAP, some progress has been made (In Fall 2018, 47% of grades 3-6 students scored above the 50th percentile in Reading; in Fall of 2019, that number was increased to 57%. In Fall 2018, 53% of students in grades 7-11 scored above the 50th percentile in Reading. In Fall 2019, that number increased to 62%. In Math, students scoring above the 50th percentile in grades 7-12 increased from 45% to 55% from Fall 2018 to Fall 2019). Despite this growth, MAP data indicate that 45% of students in grades 7-12 still need intervention in Math (down from 55% in Fall 2018) and 38% still need intervention in Reading (down from 47% in Fall 2018). In grades 3-6, intervention is needed for 66% of Math students (up from 62% in Fall 2018) and 43% (down from 53% in Fall 2018) of Reading students.
4. CCEIS (Comprehensive Coordinated Early Intervening Services) Designation

Next Steps:

1. As a follow-up to the PD days in July, the district will continue to utilize standards rollout resources and curriculum evaluation processes to update/refine curriculum pacing guides that reflect the updated Reading & Writing, Mathematics and Social Studies standards.
2. Action plans developed from analysis of the diagnostic review and state management audit are being progress monitored for continuous improvement.
3. Finance office continues to progress monitor the district cashflow (expenditures and revenues), to ensure we maintain our goal of 10-15% contingency.
4. Time and Attendance and Substitute Management Software has been implemented and is fully operational. Finance Staff is monitoring time and attendance to address any issues with the software or the set up of the

program. Beginning Sept. 1 data will be pulled from the new software testing the import into Munis and payroll processing.

5. A Root Cause Analysis is being conducted due to the CCEIS designation followed by the development of a program narrative to address our critical areas for improvement and intervention that will be provided.
6. School Activity Funds are required to be included in Munis by June 30, 2020. Therefore, steps are being taken to change processes to include schools in Munis for their activity funds.