

MENIFEE COUNTY SCHOOL DISTRICT

TIM SPENCER, SUPERINTENDENT

DECEMBER KDE MEETING

ACTION PLAN UPDATE

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1. Status Update

The Menifee County School District has a current cash balance of \$1,869,121. The current working budget has a 4.43% contingency.

Botts Elementary was recognized by Commissioner Lewis as one of the 20 Kentucky schools for extraordinary growth and academic progress on the first ever Commissioner's List. Botts was only a tenth of a point away from earning a four star rating. Menifee Elementary exited comprehensive support and improvement (CSI) status. Overall, the district received three star ratings at the elementary and middle school levels and earned two stars at the high school level. There were no significant achievement gaps identified at the school level; however, at the district level, there is significant achievement gap for disability compared to non-disability students.

Table 1: Elementary Data

District Percent Proficient/Distinguished Elementary			
	Menifee County 2017-2018	Menifee County 2018-2019	State Average 2018-2019
Reading	37.3%	52.9%	54.6%
Math	31.3%	41.4%	48.6%
Writing	22.1%	44.0%	46.6%
Social Studies	36.0%	56.9%	53.0%
Science	19.2%	17.1%	31.7%

Table 2: Middle School Data

District Percent Proficient/Distinguished Middle School			
	Menifee County 2017-2018	Menifee County 2018-2019	State Average
Reading	57.0%	49.8%	59.6%
Math	31.6%	35.0%	46.4%
Writing	37.7%	27.7%	31.9%
Social Studies	70.5%	60.2%	58.8%
Science	22.1%	10.2%	26.0%

Table 3: High School Data

High School Performance Indicators 2018-2019		
	Menifee County High School	State Average
Proficiency Indicator (Reading and Math)	41.8	56.8
Separate Academic Indicators	46.5	46.5
Transition Readiness	64.8	66.8
Graduation Cohort	95.7	91.1

The annual district financial audit was conducted the third week of August for the 2018-2019 school year and was reviewed at the November Board of Education meeting. The audit revealed an increase of \$431,973 in the general fund related to cost cuts from state management and the district finance department. The ending general fund balance for the district was \$1,652,944, an increase of over \$1,000,000 since state management began in July 2015.

Menifee County School District was recently notified that KDE will be conducting a Consolidated Monitoring visit from March 31-April 2, 2020. The superintendent along with the District Leadership Team attended an informational Skype session on October 30th.

The local board approved completion of a K-8 facility in a special called board meeting on October 29, 2019.

2. Action Strategies - Completion



The KDE Management Audit found a number of improvement priorities within the district. Specific 30-60-90 day plans have been created utilizing the management report and PDSA (Plan, Do, Study, Act) model provided by KDE to guide the improvement process.

- **Finance:**

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

The district has ordered two new school busses this year to keep the district on schedule with the purchasing rotation.

- **Governance:**

Communication continues to be an area of focus. District Leadership Team members contribute news and announcements via YouTube videos, Facebook, and the school district website.

Announcements and Weekly Reminders are sent to the school principals so they may include them in their school weekly updates. This protocol will highlight weekly actions that need to be targeted and eliminate the need for mass emails.

Menifee County School District will continue serving as a pilot district for Cognia's (formerly Advanced Ed) new continuous improvement planning process, eProve Strategies. This pilot will guide our work for CDIP/CSIP plans and strategic thinking. The district will also be utilizing Cognia for diagnostic reviews of all schools within the school district.

This district is also currently in the beginning stages of developing a Continuing Education option for rank changes. Next steps will be to use guidance from KEDC and complete a needs assessment with teachers to determine teacher interest.

- **Attendance:**

The District Attendance Specialist continues to send daily emails on the attendance for each school. The district attendance rates are 94.89% as of October 30, 2019. The District Growth Factor Report that was submitted to the Kentucky Department of Education indicated a loss of 61 students compared to last year's October District Growth Factor Report. The staff attendance rates are 96.06% as of October 25, 2019. Staff attendance continues to increase compared to last year indicating a continued shift in school culture and climate.

- **Curriculum/Assessment/Instruction:**

The 21st Century Grant had their Year One monitoring visit has been completed and no issues for non-compliance were identified. The program currently serves an average of 60 students daily, five days a week. Planning for instruction is aligned to identified student needs based on iReady and classroom data. Transition to a new site coordinator has been successful and district support will be receiving training on the CAYNE data system in the month of November.

First through tenth grade students completed their first round of CASE 21 Benchmarks Assessments the week of October 28th. These rigorous K-PREP like assessments are aligned to District Curriculum Pacing Timelines and provide valuable data used to inform instructional decisions for both curriculum and instruction.

Director of High-Quality Instructional Systems, Jodi Blackburn, along with school principals attended the Scott Trimble Assessment Conference in Louisville. Professional learning on data analysis, Kentucky Academic Standards, and updated information on the 2019-2020 assessment cycle were high-lights and takeaways for the team. Strategies and resources shared at this conference will be used in continuous improvement planning, as well as support work in gap closure.

Striving Readers Comprehensive Literacy (SRCL) Discretionary Grant Program continues to provide support for ten National Board Candidates. The 2019-20 SCRL work will focus on providing support and resources for the 10 teachers in Cohort 1 and 2 who will be completing work for National Board Certification. In order to address district deficiencies in writing instruction, SRCL funds are being utilized to send K-12 teachers to Abel and Atherton Writing Workshops. Lead Teachers are also working with District Instructional Supervisors and coaches to revise the District and School Writing Plans and ensure that the newly revised composition standards are incorporated into the plan.

Instructional Supervisors and school level coaches have led five Teacher Planning Days with grade level team meetings to take a deeper dive in curriculum and data analysis. During the October Teacher Planning Day, principals led teachers in the root cause analysis process. Schools were able to generate information to use in completing improvement plans for the upcoming year. Improvement plans for continuous improvement and novice reduction focus around Key Core Work Processes. Strategic thinking and planning drive the team to prepare for readiness at all transition levels. A deliberate focus will be on monitoring the implementation of processes or systems for fidelity toward embeddedness of initiatives.

Since October 1, 2019, the Department of Specialized Learning has continued to develop actions and meet the needs of the CAP.

ARC Meetings were held to address concerns from the CAP and correct student's IEPs based upon recommendations from KDE. Documents from those meetings were then submitted to KDE per the CAP deadline.

In the area of MTSS, school wide meetings are occurring. These are with the school MTSS teams and the Director of Personalized Learning and Director of Support Services attend when available. Schools have also developed their grade level teams. These teams then discuss specific students and interventions.

The first round of co-teaching visits occurred at Botts Elementary. KEDC Representatives along with the Director of Personalized Learning visited three classrooms. Information from these visits were shared with building principal, district directors, and submitted to KDE.

In addition to items on the CAP, the district began utilizing KSBA for Medicaid billing. This ensures billing is consistent and appropriately calculated with the use of EzEdMed, an online program. Additional ARC meetings have occurred to meet IDEA timelines, along with meeting student need. And, Section 504 meetings occur within buildings again to meet student need and timelines.

During the month of November and December, the department will continue to focus on the completion of the CAP, with a continuous record reviews. December 1 Child Count, and the Preschool Count will also occur at the end of November.

3. Action Strategies - Deficiencies

i District Directors and school level administrators are utilizing Google Surveys to conduct walkthroughs this year. Every two weeks a new survey is generated that includes tracking for Direct Explicit Instruction, Kagan engagement strategies, and instruction clearly aligned to Learning Targets. As eleot walkthroughs are completed at each school, the survey is updated to provide progress monitoring for eleot indicators and literacy practices.

District and school level support provided by the Superintendent and one ER staff is ongoing to ensure policies, processes, and procedures are implemented across all grade levels. Through continuous linkage training, the district will strengthen their instructional system.

Local data trends indicate a need for additional support in gap group populations. Co-teaching is an evidence-based practice that the district is beginning to implement

district-wide to address this need. Tier II and Tier III strategies will also be implemented for gap closure.

Disaggregation of student data illustrates a continuous need for making adjustments to instruction and intentional planning to meet the individual needs of each student and to increase the number of proficient students.

A balanced assessment system and assessment literacy of administration continue to be an area of deficit. Improvement plans will incorporate key core work processes around this area of focus.

Plans for implementation and review of Gifted and Talent services are forthcoming. Changes and responsibilities of staff have hindered the progress of this program.

4. Action Strategies – Additions

- i** While all components of the KDE Management Audit will continue to be addressed through the PDSA and 30/60/90 day work, a continued focus will be placed on curriculum/assessment/instruction to ensure that student achievement and transition readiness are top priorities.