

Breathitt County Schools
January/February, 2020

Action Plan Update

1. Status Update

KDE conducted a management audit during the week of August 19, 2019. Data from prior management audits and the previous diagnostic review is used to develop action plans and progress monitor for continuous improvement. The Breathitt County Board of Education voted (5-0) to accept the Commissioner's recommendation that the district move from a designation of state managed to a designation of state assisted.

As part of PD in July, November, and January, 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. Standards implementation work will continue during common planning time and professional development days throughout the year.

Achievement in Career Engagement (ACE) has been purchased and is being implemented for all students in grades 6-12 to support individual learning plan development. ACE helps students develop work-based learning skills through an endorsement program which allows students to record various levels of achievement through the documentation of successful accomplishments.

The Breathitt County Board of Education reviews monthly reports to ensure that the district maintains a 10 to 15% contingency through intentional processes that determine expenditures are reasonable and necessary, while supporting the instructional process and meeting the needs of all students. Now, that staff has adequate resources, the District will focus on providing support in delivering grade appropriate, strong instruction with high expectations.

The district is implementing multiple grants to support student learning, including: Striving Readers, Novice Reduction, School Improvement Fund, with recent additions of the Fresh Fruit and Vegetable Program and GEAR UP. Americorps and Gear Up have placed academic tutors at Breathitt High School to improve student achievement. The Steele Reese grant will provide Leveled Literacy Intervention materials for Tier III interventions in Reading for grades K through 2. The district was recently awarded a KAS mini grant from KDE to support standards implementation work across the district.

Central Office administrators continue to make progress on the 30-60-90 actions plans that target deficiencies from previous audit findings. Work continues through instructional staff to implement and support new Math and ELA curriculum. Special Education data meetings are held regularly at each school. The special education liaison and director of special education participate in all Annual Review Committee (ARC) meetings to provide support; the folder review process is ongoing. New 30-60-90 Action Plans are being developed with new areas of focus based on the results of the management audit, as well as needs assessment conducted internally.

The District/School Improvement Plans are posted on the District and School Websites. Comprehensive District Improvement Plan focuses on curriculum alignment, communication, and

ABRI (Academic and Behavior Response to Intervention). The plan has been updated to reflect feedback provided by the diagnostic review, and implementation is monitored regularly via 30-60-90 day plans. Review of the current plan has begun.

Curriculum alignment, PLC meetings, Response to Intervention (RTI), and Academic and Behavioral Response to Intervention (ABRI)/Positive Behavioral Interventions and Supports (PBIS) are being implemented in every school.

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. The three year plan associated with the KAS Mini Grant begins in January 2020.
2. Action plans developed from analysis of the diagnostic review and state management audit are being progress monitored for continuous improvement.
3. 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; and to provide support to staff members who are having issues with the software.
4. Implementation of the CCEIS plan has begun to include instructional support for grades K-2.
5. 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. Projected start date is January 1, 2020.

2. Action Strategies Completion

Governance and Operations:

- The Kentucky School Boards Association (KSBA) continues to provide training to the local board of education. Training hours have been communicated to all members.
- The district's 30-60-90 Action Plans are regularly reviewed/updated via Google Docs and include items on: Instructional Management, Career and Technical Education, Special Education, Fiscal Management, Operational Support/Facilities, Food Service, Transportation, Personnel Administration, and Planning.
- Review/revision of a new District Strategic Plan and Communication Plan will begin in January 2020.
- Time and Attendance Software implementation is complete. Exporting Frontline data into Munis for payroll processing has been fully implemented. The process continues to be monitored to determine if changes need to be made in the process as we move forward.
- Redbook Training has been identified as a recurring need in the District. REgular meetings are taking place with School Secretaries to address areas of concern. Redbook training for district staff was conducted on October 17, 2019. It has been recommended that principals plan Redbook training at their school so that teachers and other school staff may be included.

Instruction:

- Implementation support for curriculum materials and resources (including Math, ELA and

phonics) continues through coaching. Standards workshops for the core subjects were deployed on July 29-31, 2019, November 5, 2019, and January 7, 2020.

- A plan for improving the CTE program offerings at BHS is in the implementation phase. A district CTE point of contact has been designated, and TEDS training has been completed.
- Resources to support Phonics instruction have been provided to all teachers district-wide in grades K-2. Training was provided during professional development in July.
- Evidence-based resources to support Science have been provided to all K-8 teachers district-wide and training was completed on January 13-14, 2020.
- 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.
- School and district personnel continue to analyze academic and behavioral data, with the support of ABRI.

Maintenance:

- District Facilities Plan was approved by the Breathitt County Board of Education and KDE.
- After reviewing facilities long term roadmap with KDE personnel, the board voted to move grades K-6 from LBJ Elementary to Sebastian Elementary School for the 2019-2020 school year. School started for students on August 7, 2019, and students from LBJ are now in Sebastian Elementary School.
- Bids for SES Renovation have been approved by the local Board. SES renovation should be completed by June 1, 2020.

Technology:

- New Website and Mobile App - Over 900 Mobile Users
- Professional Photos of staff members have been updated. New ID badges for all staff have been created.
- Several student iPads have been purchased for K-2 grades.
- District continues to partner with Dataseam (cancer research) to increase technology in schools.
- All schools have been working on integrating new interactive boards within the classroom as an addition or replacement of existing technology within the classroom.
- Each school has been receiving training on new processes and procedures to reduce down time for repairs on both student and staff equipment. Building capacity with personnel at each school has also been a focus.

3. Action Strategies Deficiencies

Instruction:

- Walkthrough data validates that additional training in several areas is needed for staff in all schools. Planning is in process to address these areas. Training will continue throughout the year through PLCs and future PD days. Specific areas include differentiation and blended learning.
- The district is currently addressing multiple teacher vacancies.
- Core Instruction (Tier 1), Curriculum realignment in Math (Eureka) and Reading and Writing (Wit & Wisdom), work continues. Data from benchmark assessments and feedback from

teachers and elementary principals indicate a need to further support and refine Phonics instruction. Workshops in support of the rollout of updated standards will be provided to staff during professional learning opportunities throughout the year.

- Assessment data and feedback from teachers and principals indicate a need to further support NGSS-aligned Science instruction.
- Data (MAP data and CCEIS designation) indicate that the intervention system across the district needs to be refined.

Governance/Operations:

- Recruiting and retaining staff continues to be a growing challenge.
- Enrollment is continually monitored tracking the rate of decline. Trend data continues to predict a decline for future years; however, the district saw slight increase (12 students) beginning with the 2019-2020 school year. Staffing is continually monitored to ensure compliance with District Staffing Policy. A continued decline in enrollment requires a decline in staff.

Maintenance:

- The District Facilities Plan show \$60 million dollars of need, including maintenance/custodian tools and resources needed to address concerns and to increase efficiency. Current bonding potential is over 10 million dollars, and should increase by 6 to 8 million dollars in July 2020.

Technology:

- Technology professional development opportunities for staff and students.

4. Action Strategies - Additions

Governance/Operations:

- Implementation of the Strategic Plan is being evaluated to determine what next steps need to take place for continuous improvement and effective implementation with fidelity.
- Time and Attendance/Substitute Management Processes for the Schools and District have been updated. Support is being provided to ensure that all staff are comfortable with the new system.
- New Legislative changes that impact policies/procedures are being reviewed and updated.

Instruction:

- School improvement funds have allowed for the placement of a curriculum specialist at BHS.
- An intervention specialist has been added to provide support for K-2 teachers across the district.
- A Special Education Liaison has been hired to provide support for academic and behavioral interventions at all schools.
- eWalk data will be collected and used to support teaching and learning throughout the district.
- Feedback from the Striving Readers Fidelity walkthrough indicated a need to support core literacy instruction and student engagement.
- Achievement in Career Engagement (ACE) will be implemented to help students develop work-based learning skills through an endorsement program which allows students to record various levels of achievement through the documentation of successful accomplishments.
- Addition of non-negotiables for attendance and MTSS (multi-tiered system of support) with

input from principals and central office leadership team.

- Implementation rubrics for the KAS and instructional programming (Eureka Math and Wit & Wisdom) have been developed and are currently being utilized with principals to identify school-specific needs and to determine next steps.

Maintenance/Technology:

- Teacher devices have been distributed. Interactive boards were purchased and installed at multiple schools.
- The Facility and Technology Director continues to work from a 30-60-90 day plan to focus work. Work continues to address known deficiencies of previous audit through a PDSA, each of these to be completed by the end of 19-20 school year. Projects:
 - SES maintenance and renovations
 - New Elementary
 - ATC