

Breathitt County Schools

March/April, 2020

Action Plan Update

1. Status Update

The District is currently implementing Non-Traditional Instruction throughout the District in compliance with the Governor's recommendation for school closure through March 27, 2020. For those students with access to the internet at home, teachers have designed and deployed assignments using digital platforms such as Google Classroom, ALEKS, and Lexia that were already a part of regular classroom instruction. For those students without internet access at home, teachers created paper and pencil versions of the online assignments. The transportation department, principals, and teachers collaborated to distribute these assignments to students at home. Expectations for communicating with students and parents each day have been established for teachers, as well as a common parent/guardian contact log and timesheet for tracking activities completed while telecommuting.

The District is implementing protocols for working remotely, while still providing exemplary service to all stakeholders including students, parents/guardians, and staff members. Processes are being automated to minimize disruption of service throughout the district during the Coronavirus restrictions.

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.

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. 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 and will continue through virtual means while the district utilizes Non-Traditional Instruction days.
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 is being monitored 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. As the school year comes to an end, processes for this new software are being reviewed to determine what adjustments can be made to provide more accuracy in reporting and convenience for staff clocking in and out, or reporting absences.
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 has taken place resulting in a revised plan with updated Vision/Mission; Core Values; District Commitments; and Academic, Financial, Facilities Goals. It will be presented for approval at the March Board meeting.
- 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. Audits were conducted at each school in December 2019 to gauge compliance for the 2019-2020 school year.

Instruction:

- The 2019-2020 Non-Traditional Instruction Program temporary emergency application was completed, board-approved and submitted to KDE.
- The 2020-2021 Non-Traditional Instruction Program initial application was completed and has been submitted to the Board of Education for review and approval.
- Expanded access to digital resources such as Dreambox Math, Kami, and Pear Deck have been secured for teachers to utilize on NTI days. Some of these programs were already in place, and this expanded access allows teachers to utilize additional features when working with students.
- 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.
- 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. Digital resources with this program are being utilized during Non-Traditional Instruction.
- 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:

- The 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:

- Remote access has been granted to employees during Coronavirus restrictions.
- 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:

- Not all students have access to reliable internet at home, making it more difficult to provide timely feedback and support to students.
- 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. 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, there was a 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.
- Effects of long term school closures will be reviewed to determine how district should respond.

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

Goverance/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. Mission/Vision and District Goals have been revised and will be approved at the March board meeting.
- 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.
- 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