

# MENIFEE COUNTY SCHOOL DISTRICT

## JUNE 2020 ACTION PLAN UPDATE

### TIM SPENCER, SUPERINTENDENT

#### 1. Status Update

The Menifee County School District (district) has a current balance of \$1,776,968, and the current tentative budget has a 6.47% contingency.

During the COVID-19 pandemic, the district has been delivering meals by bus each Monday and Thursday and, as of April 27, 2020, has delivered over 42,000 meals consisting of nonperishable foods, fresh fruit and fresh vegetables. District staff, especially bus drivers, have been working to ensure all students are provided healthy meals and are excited to be involved in this important work. The district has also been able to deliver backpack food in cooperation with our Family Resource and Youth Services Centers. The district will soon begin its Summer Feeding Program, which will provide hot meals at pick-up sites throughout the summer.

In addition to providing students with meals, the district has supported parents and students by delivering and picking up nontraditional instruction (NTI) work on bus routes.

The district has continued to make many improvements throughout the school year and has made necessary adjustments in response to COVID-19. The district has worked persistently on being transparent and improving its climate and culture. Systems are being monitored to ensure all stakeholders are educated about and accountable for policies and procedures, which have been updated to provide for constant monitoring and implementation within the district.

District support continues for school turnaround as outlined within the Comprehensive District Improvement Plan (CDIP). During the 2018-2019 school year, the district established the following Horizon Goals (Desired State following the 2018 KDE audit and Advanced Ed Diagnostic Review):

- All instructional and operational systems aligned with the Key Core Work Processes;
- 80% of students at or above grade level in Grades K-8 (i-Ready);
- 80% of students on-level for Grades 9-12 (ACT Mastery);
- 95% Graduation Rate;
- 90% Transition Ready Rate;
- High-Quality, Rigorous Instruction;
- High-Quality Teachers and Teaching;
- High-Quality Student Support Services;

- Effective collaboration between schools and district; and,
- A culture of continuous improvement where all systems are monitored and evaluated for effectiveness and consistency.

The district continues to utilize a Plan-Do-Study-Act (PDSA) process to monitor improvement priorities identified in the Diagnostic Review and Management Audit in the areas of:

1. Instructional Management;
2. Governance and Operations; and,
3. Special Education.

PDSA's have been revised collaboratively with district staff and school administration in order to address the improvement priorities. Additionally, 30/60/90 Day Action Plans are being utilized to ensure successful implementation and completion of school and district processes. And, data analysis and deliberate planning based on student needs are the driving force for decision making. This approach has been very productive and is improving the quality and substance of these documents.

## 2. Action Strategies - Completion

**i** The Management Audit identified improvement priorities within the district, including:

- **Finance:**

The 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 Finance Officer has developed district salary schedules that will remain consistent with the current salary schedule based upon the projected SEEK allotment for the 2020-2021 school year.

- **Governance:**

District administration reviews School-Based Decision Making (SBDM) Observation/Review documents to assist in monitoring the SBDM councils at each school on a monthly basis. SBDM meetings have continued throughout the COVID-19 pandemic using virtual formats, including Facebook Live. Schools and Parent Teacher Organizations are currently working on plans for SBDM teacher and parent elections and, optimistically, will complete those by May 15, 2020.

- **Curriculum/Assessment/Instruction:**

NTI materials have been provided in both electronic and paper options for all students in grades 3-12. A district NTI website was developed and organized into daily folders for all grade levels, with K-2 providing links to instructional videos and access to instructional materials.

Teachers have utilized multiple online platforms for online instruction, including but not limited to: Google Classroom, Google Meets, NearPod, and Flipgrid. Students who do not have access to devices at home are able to “check-out” Chromebooks for the duration of at-home instruction.

District administrators have reviewed instructional materials and provided feedback to teachers. To address Kentucky Academic Standards, K-11 teachers utilized a district-developed, vertical Google sheet to identify remaining standards not covered before in-person classes ceased. This information, along with data from early administration of 2020-2021 CASE 21 and iReady data, will be utilized to finalize revised Curriculum Pacing Timelines. The instructional team is utilizing the KDE Preparing for Re-Entry webinars and [kystandards.org](http://kystandards.org) to assist with this planning.

Draft schedules for the 2020-2021 school year at Menifee Elementary School (MES), which is a K-8 school, include vertical courses that introduce and help students prepare for Career Technical Education (CTE) opportunities at the high school and local ATCs. For the first time, this schedule also will provide an opportunity for 8th grade students to have access to Algebra I and English I without leaving the MES campus. With preliminary ACT data in, Menifee County High School (MCHS) has a record number of high school students who are now qualified to enroll in dual credit courses. MCHS has also launched a new CTE website, which includes information for Advanced Placement and dual credit options to assist students and parents with planning and pathway completion. Both MES and MCHS have also added courses to assist students with basic study skills as well as career and academic planning.

The Superintendent has conducted end-of-year site reviews at all three schools as part of the *Principal Professional Growth and Effectiveness System* and provided feedback on established Professional Growth Goals. Principals have established Working Conditions along with State and Local Growth Goals.

The Department of Personalized Learning has provided support to students with disabilities in a variety of measures, which are in addition to the districtwide NTI supports. Special Education teachers have created individualized work specific to Individual Education Program (IEP) goals, modified grade-level work to meet the needs for students, and provided parents with a support checklist, which includes ideas for specially designed instruction and supplementary aids and services. Teachers also created progress monitoring tools with specific directions for parents to collect data on goals and objectives. If parents were unable to get these items on the

pick-up days, they were been mailed to the families. Related service providers have provided practice kits to focus on speech sound production, fine motor skills, and gross motor skills. The district's Teacher of the Deaf/Hearing Impairment has participated in many online resources. The district's Teacher for the Visually Impaired has worked with the Orientation and Mobility Specialist to ensure students have materials at home. In addition to the materials, all teachers and related service providers have reached out to families on at least a weekly basis to offer support in the areas of academics, behavior and social skills.

In addition to providing support and working with staff across many levels during NTI, the Department of Personalized Learning received confirmation of the closure of the Corrective Action Plan (CAP) on Thursday, April 9, 2020. Within the conversation with Kentucky Department of Education staff, all special education documents were compliant and improved since the CAP began. These improvements across multiple IEPs and Admission and Release Committee (ARC) documents are due to the training and support from the Kentucky Educational Developmental Cooperative (KEDC) staff but, most importantly, the hard work, attention to detail and focus on student progress from the district's teachers.

Gifted and Talented (GT) services have also continued to be provided for students throughout the NTI process. GT teachers have continued to provide support services via Google Classrooms and other resources to engage students and keep them motivated to continue learning. Surveys to collect data from students, parents, and teachers have been made available to all in order to determine the next steps for program improvement for the 2020-2021 school year.

Coaching for new teachers has continued throughout the end of the school year. Virtual meetings have ensured that first-year teachers continue to receive valuable feedback. Virtual meetings have also ensured access to a platform for discussions with peers about end-of-year reflections and planning for next year based on current learning.

### 3. Action Strategies - Deficiencies



In order to address the anticipated achievement gap as students re-enter classrooms for the 2020-2021 school year, the approved assessment calendar will be revised. This will allow diagnostic and standards performance assessments to be administered as soon as students return to school and possibly allow summer assessment teams to work with primary

students, if restrictions allow. This early testing data will be used to meet identified student needs and determine curriculum pacing timelines.

The district has been working with Beth Comer, a foundational literacy specialist, to develop a systematic approach to phonics instruction in all K-3 classrooms. The instructional team has used her feedback to develop structured class schedules that will serve the two-fold purpose of (1) providing consistent phonics instruction in all classrooms and (2) most effectively utilize human capital during literacy blocks. All three schools in the district have built in additional scheduled time to provide intensive instruction to all students to help lessen the impact of the prolonged absence from the classroom.

District and school administrators continue to seek guidance from KDE and research other resources for professional learning on addressing unique student learning needs for next year. Professional learning will continue to be provided to teachers throughout the end of the 2019-2020 school year, and 2020-2021 professional learning will be provided to address students' diverse learning needs due to the early dismissal of school. Professional Learning Needs Assessments for the upcoming school year will give the district valuable data and feedback from teachers on future learning needs.

Prior to the official end of the current school year, teachers will meet in virtual Professional Learning Communities to complete documentation for standards that were not addressed adequately this year in their pacing timeline due to the shortened time frame.

#### 4. Action Strategies – Additions

- i** While all components of the 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.