

**Marie Roberts-Caney Elementary
115 Redskin Run
Lost Creek, KY 41348**

**SDBM Regular Meeting
August 11, 2015
4:00 PM**

- I. Call to Order/Roll Call
- II. Reading and approval of last meeting minutes
- III. Budget Review
- IV. Technology
- V. MAP Testing
- VI. Other concerns
- VII. Public concerns

**MRC SBDM Meeting
Regular Session
August 11, 2015**

Darwin Noble made the motion to call the meeting to order at 4:01 PM. Jamie Mullins-Smith seconded the motion with all members voting in favor.

All members were present.

Mr. Noble read the previous minutes and Tammy Keene made the motion to accept them. Marlene Hamilton seconded the motion with all members present voting in favor.

Budget Review

See copy of budget attached.

\$2500 came out of SBDM monies for 1 to 1 devices for the students.

If a teacher needs teaching materials, they can ask but there will not a blanket \$100 for everyone.

Virginia Herald, Reading Recovery Teacher, asked for a SRA kit to go along with her program. The cost would be \$400. Chris Banks made the motion to purchase it, Tammy Keene seconded the motion, with all members voting in favor.

Tammy Keene mentioned a reading program she heard of named Secret Stories. The council is going to look further into the program and discuss purchasing. Marlene Hamilton made the motion to purchase if the program is beneficial to the students; Jamie Mullins-Smith seconded the motion, with all members voting in favor.

Technology

Mr. Noble asked about the Chromebooks that was purchased for the 5 and 6 grades to use as 1 to 1 devices, since these grades now have been given iMacs. The council discussed allowing the 3 and 4 grades to use the Chromebooks in their classrooms to benefit the students. Chris Banks made the motion to allow the 3 and 4 grades to use the Chromebooks, Tammy Keene seconded the motion, with all members voting in favor.

The council decided that with the age of the 3 and 4 grades, the Chromebooks would remain at school at all times. This will ensure that the students will be able to access them for classwork.

Mr. Noble discussed moving the projection screen from the lunchroom to the gym. This would enable the school to use it during the 6th grade Honors Day, open houses, and other important occasions to display MRC news and announcements. The council agreed that would be the best use of the screen. Jamie Mullins-Smith made the motion to move the projection screen from the lunchroom to the gym, Marlene Hamilton seconded the motion, with all members voting in favor.

Mr. Noble discussed that Stacy McKnight, BCS secretary, asked that any and all upcoming school events be sent to her so that she may place them on the district's Facebook page and other locations. This will help promote positive support for the district.

Mr. Noble informed the council that Phillip Watts, BCS technology coordinator, thanked everyone for being patient at the start of the school year. He stated that the technology personnel will be out to the schools to fix any technology problems as soon as they can.

MAP testing

Mr. Noble informed the council that MAP testing will begin this week (August 10-14) for the 4-6 grades and next week (August 17-21) for K-3.

Other concerns

The council discussed that if the school takes a school field trip, the teacher must attend with the class or the class would not be permitted to attend. This will lessen on the amount of problems and chaperones for any trips.

PLC meetings will continue the same way as last year.

Mr. Noble informed the council that the board and Mr. Gibson, BCS superintendent, had approved MRC to hire an instructional assistant for Barbara Gullett's preschool classroom. He stated that we would get with everyone to see when a good time to conduct interviews would be.

Public concerns:

No public concerns.

Marlene Hamilton made the motion to adjourn at 5:17 PM. Tammy Keene seconded the motion with all members voting in favor.

Darwin Noble
Chairperson

Tammy Keene
Teacher

Marlene Hamilton
Teacher

Mary Kay Caudill
Teacher

Jamie M. Smith
Parent

Chris Bowler
Parent



08/11/2015 13:05
9996dmci

BREATHITT CO. SCHOOLS
BUDGET REPORT

1
glytbdud

FOR 2016 02

	ORIGINAL APPROP	REVISED BUDGET	YTD EXPENDED	MTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1 GENERAL FUND							
1851031 MRC GUIDANCE OFFICE.GF							
1851031_0610 MRCX SUPPLIES	300	.00	.00	.00	.00	.00	.0%
TOTAL MRC GUIDANCE OFFICE.GF	300	.00	.00	.00	.00	.00	.0%
1851059 MRC LIBRARY.GF							
1851059_0610 MRCX SUPPLIES	200	100.00	.00	.00	.00	100.00	.0%
1851059_0641 MRCX LIB BOOKS	1,500	750.00	.00	.00	.00	750.00	.0%
1851059_0642 MRCX MAG & NEWS	100	100.00	.00	.00	.00	100.00	.0%
1851059_0650 MRCX COMP SUPP	300	.00	.00	.00	.00	.00	.0%
TOTAL MRC LIBRARY.GF	2,100	950.00	.00	.00	.00	950.00	.0%
1851077 MRC PRINCIPAL'S OFFICE.GF							
1851077_0610 MRCX SUPPLIES	300	.00	.00	.00	.00	.00	.0%
TOTAL MRC PRINCIPAL'S OFFICE.G	300	.00	.00	.00	.00	.00	.0%
1851118 REGULAR INSTRUCTION							
1851118_0338 MRCX REG FEES	0	2,000.00	.00	.00	.00	2,000.00	.0%
1851118_0443 MRCX RNT CMP RE	2,500	.00	.00	.00	.00	.00	.0%
1851118_0444 MRCX COPR RENTL	12,000	12,000.00	1,927.54	963.77	9,637.70	434.76	96.4%*
1851118_0531 MRCX POSTAGE	200	200.00	.00	.00	.00	200.00	.0%
1851118_0610 MRCX SUPPLIES	7,500	6,757.00	.00	.00	1,034.80	5,722.20	15.3%
1851118_0650 MRCX COMP SUPP	0	3,000.00	.00	.00	.00	3,000.00	.0%
1851118_0822 MRCX OPEN HSE	300	.00	.00	.00	.00	.00	.0%
1851118_0894 MRCX FIELD TRIP	100	.00	.00	.00	.00	.00	.0%
TOTAL REGULAR INSTRUCTION	22,600	23,957.00	1,927.54	963.77	10,672.50	11,356.96	52.6%

08/11/2015 13:05
9996dmc1

BREATHITT CO. SCHOOLS
BUDGET REPORT

P 2
glytdbud

FOR 2016 02

	ORIGINAL APPROP	REVISED BUDGET	YTD EXPENDED	MTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
TOTAL GENERAL FUND	25,300	24,907.00	1,927.54	963.77	10,672.50	12,306.96	50.6%
TOTAL EXPENSES	25,300	24,907.00	1,927.54	963.77	10,672.50	12,306.96	
GRAND TOTAL	25,300	24,907.00	1,927.54	963.77	10,672.50	12,306.96	50.6%

** END OF REPORT - Generated by Darnell McIntosh **

MR-C SBDM Meeting
Regular Session
August 11, 2014
Sign-In Sheet

Darwin Noble
Chairperson

Mary Kay Caudill
Teacher

Sammy Keene
Teacher

Marlene Hamilton
Teacher

Jamie Mullins-Smith
Parent

Chris Banks
Parent

**MR-C SBDM Meeting
Regular Session
August 11, 2014
Visitor
Sign-In Sheet**

Christy Saulbee

Visitor

Visitor

Visitor

Visitor

Visitor

Visitor

**Marie Roberts-Caney Elementary
115 Redskin Run
Lost Creek, KY 41348**

**SBDM Special Meeting
August 19, 2015
3:30 PM**

- I. Call to Order/Roll Call
- II. Consider adjourning to executive/closed session pursuant to KRS 61.810(1)(f), for a specific personnel matter to screen instructional assistant applicants and interview applicants.
 - a. Screen Instruction Assistant Applicants.
 - b. Interview applicants
 - c. Resume Open Meeting.
- III. Action resulting from closed session.
- IV. Technology
- V. PLC meetings
- VI. Adjournment.

**MRC SBDM Meeting
Special Session
August 19, 2015**

Darwin Noble made the motion to call the meeting to order at 3:30 PM. Chris Banks seconded the motion with all members voting in favor.

All members were present, except Mary Kay Caudill and Jamie Mullins-Smith.

Executive Session:

Tammy Keene made the motion to go into executive/closed session at 3:35 PM. Marlene Hamilton seconded the motion, with all members voting in favor.

Chris Banks made the motion to come out of executive session at 4:15 PM. Tammy Keene seconded the motion, with all members voting in favor.

Action resulted from executive session:

Marlene Hamilton made the motion to recommend hiring Leslie Denise Miller as an instructional assistant; Chris Banks seconded the motion, with all members voting in favor.

Technology

In order to provide the students in grades 5th and 6th with an iMac laptop (1 to 1 devices), each school will need to contribute \$2500 each year for 3 years. Tammy Keene made the motion to contribute \$2500 each year; Chris Banks seconded the motion, with all members voting in favor.

PLC meetings (See attached PLC sheets)

Mr. Noble discussed with the council that PLC meetings will need to be updated. The new plan is PDSA (P=Plan; D=Do; S=Study; A=Act). This new plan would work on 4 week increments (week 1=plan; week 2=do; week 3=Study; week 4=Act). The focus will be on continuous improvement of student learning. Each PLC will have a discussion guide/checklist for the members to follow.

Adjournment

Tammy Keene made the motion to adjourn at 4:50 PM. Marlene Hamilton seconded the motion with all members voting in favor.

Darwin Noble
Chairperson

Tammy Keene
Teacher

Marlene Hamilton
Teacher

Mary Kay Caudill
Teacher

Jamie Mullins-Snell
Parent

Cheri Barba
Parent

**MR-C SBDM Meeting
Special Session
August 19, 2015
Sign-In Sheet**

Darwin Noble
Chairperson

Marlene Hamilton
Teacher

Jammy Keene
Teacher

Teacher

Chris Bauer
Parent

Parent

**MR-C SBDM Meeting
Special Session
August 19, 2015
Visitor
Sign-In Sheet**

Visitor

Visitor

Visitor

Visitor

Visitor

Visitor

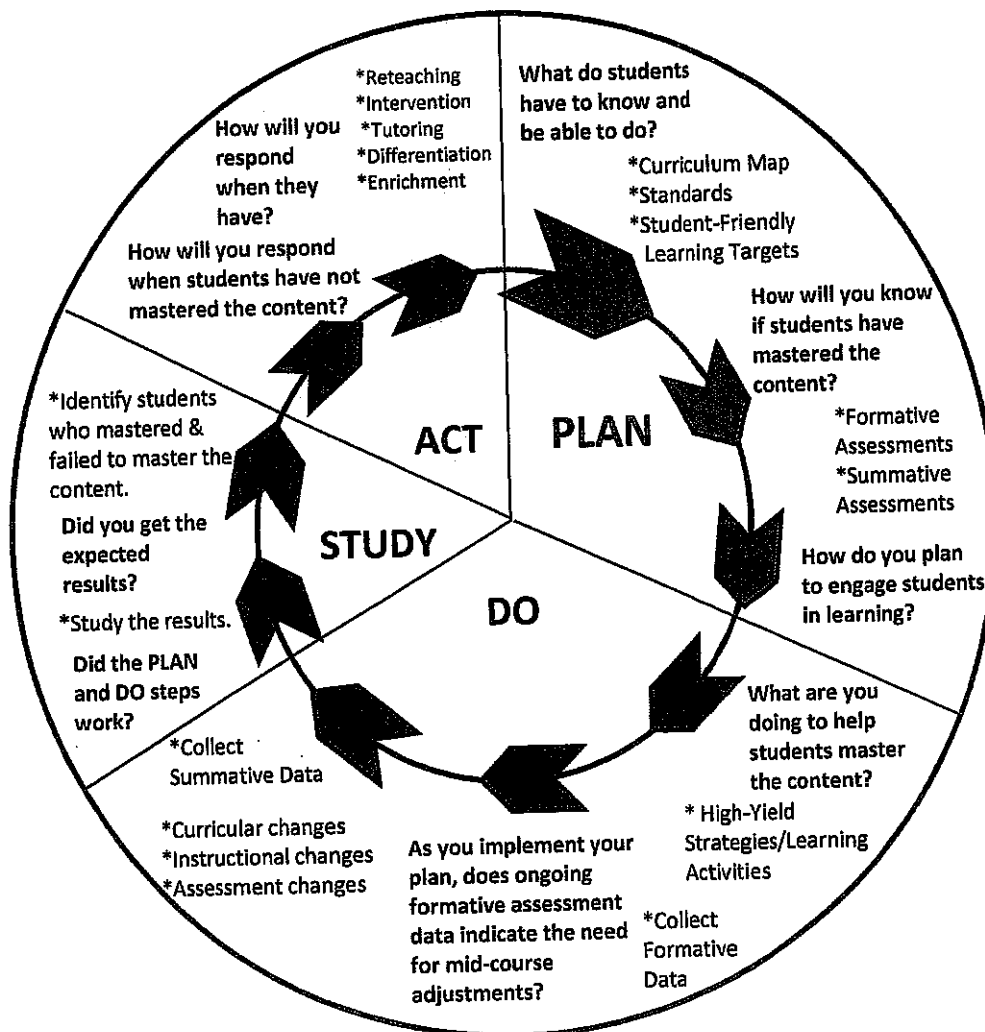
ALL students will be college and/or career ready when they graduate from Breathitt County

PLC Planning Protocol 2015-2016

PLAN-Week 1			
✓	DuFour Question 1: What do we want our students to learn and be able to do? + Bring curriculum and deconstructed standard. + Identify the specific standard(s) in this chunk of instruction. + Highlight the verb in the lesson design to indicate level of rigor and target type <ul style="list-style-type: none"> • Identify Skill Types for each target. • Create formative assessments that addresses each target of learning (Formative Assessment must be specific). • Using Daily Learning Target (DLT) construct a benchmark assessment that are congruent to the level of rigor of the standard and reflect the same type in the Daily Learning Targets (DLT). • Ensure that assessments are K-Prep-like (3-6 Grades): Timed, text dependent, and DOK levels congruent to DLT. 		
DO-Week 2			
✓	DuFour Question 2: How will they learn it? <ul style="list-style-type: none"> • Identify and embed high yield strategy/strategies used by the teacher and students to support student engagement in their learning into the planning document. • Ensure high level of engagement and scaffolds for before and during learning. • Review and ensure instruction aligns with KCAS 		
STUDY and ACT- Week 3 and 4			
✓	DuFour Question 3: How will we know they know it? <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> • Share Item Analysis • Share student voice results or +/-Delta </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> • Share mastery of each standard. • Develop and share teacher/grade next steps. </td> </tr> </table> <ul style="list-style-type: none"> • PLC addresses the <u>data questions</u> together. (TOOL) 	<ul style="list-style-type: none"> • Share Item Analysis • Share student voice results or +/-Delta 	<ul style="list-style-type: none"> • Share mastery of each standard. • Develop and share teacher/grade next steps.
<ul style="list-style-type: none"> • Share Item Analysis • Share student voice results or +/-Delta 	<ul style="list-style-type: none"> • Share mastery of each standard. • Develop and share teacher/grade next steps. 		
✓	DuFour Question 4: What will we do if they do not learn it? Tier I Intervention <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> • Plan how you will reteach the students who did not master the standard. Was it a skill or conceptual issue? </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> • How and when will you reteach, map, and reassess these standards if they are less than 80% proficiency? </td> </tr> </table>	<ul style="list-style-type: none"> • Plan how you will reteach the students who did not master the standard. Was it a skill or conceptual issue? 	<ul style="list-style-type: none"> • How and when will you reteach, map, and reassess these standards if they are less than 80% proficiency?
<ul style="list-style-type: none"> • Plan how you will reteach the students who did not master the standard. Was it a skill or conceptual issue? 	<ul style="list-style-type: none"> • How and when will you reteach, map, and reassess these standards if they are less than 80% proficiency? 		
✓	What will we do if they know it? Acceleration <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> • Plan how you will provide accelerated learning for students who have mastered the standard to ensure continuous growth. </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> • How can compacting the curriculum empower the learner and move ahead with instruction? </td> </tr> </table>	<ul style="list-style-type: none"> • Plan how you will provide accelerated learning for students who have mastered the standard to ensure continuous growth. 	<ul style="list-style-type: none"> • How can compacting the curriculum empower the learner and move ahead with instruction?
<ul style="list-style-type: none"> • Plan how you will provide accelerated learning for students who have mastered the standard to ensure continuous growth. 	<ul style="list-style-type: none"> • How can compacting the curriculum empower the learner and move ahead with instruction? 		
✓	FAILURE LIST <ul style="list-style-type: none"> + List students with a failing grade: Goal is to be less than 12 % of all students -Examine potential cause scenarios for failing (attendance, behavior, etc...) -Discuss with PLC and Administrative Partners -Notice of concern letters -Parent phone calls -Student meetings -Teacher +/-Delta -Specific Personalized Intervention Plan <p style="margin-left: 40px;">+Action done prior to PLC Meeting</p> <ul style="list-style-type: none"> • Action done in collaboration with PLC 		

How will we shift from a focus on teaching to a focus on student learning?

Professional Learning Communities Using PDSA to Focus on Continuous Improvement of Student Learning



The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications for schools.

- Richard DuFour

What is a Professional Learning Community?
Educational Leadership
May 2004 | Volume 61 | Number 8

How can we ensure PLCs focus on continuous improvement of student learning?

PLC Meeting Discussion Guide/Checklist

Teacher: Classes/Periods:	PLC Date:	Lesson/Unit: Implementation Dates:
PLAN: Clear Purpose/Direction	PLAN: Assessments	PLAN: Student Engagement
Guiding Question: What do students have to know and be able to do? <input type="checkbox"/> Review Curriculum Maps/ Pacing Guides <input type="checkbox"/> Lesson/Unit Plans <input type="checkbox"/> Student-Friendly Learning Targets Congruent to Standards	Guiding Question: How will you know if students have mastered the content? <input type="checkbox"/> Create/Revise Assessments Formative and Summative	Guiding Question: How will you engage students in learning?
DO: Instruction	DO: Adjustments	DO: Summative Assessment
Guiding Question: What are you doing to help students master the content? <input type="checkbox"/> High-Yield Strategies <input type="checkbox"/> Supporting Activities <input type="checkbox"/> Higher Level Questioning and Discussion	Guiding Questions: Are the strategies/supporting activities working? <input type="checkbox"/> Formative Assessments As you implement your plan, does ongoing formative assessment data indicate the need for instructional adjustments?	Guiding Question: Does formative assessment data indicate that students are prepared for the summative assessment?
STUDY: Data Disaggregation	STUDY: Data Analysis	STUDY: Celebrations/ Improvement
Summative Data: <input type="checkbox"/> % Met benchmark <input type="checkbox"/> % Did not meet benchmark <input type="checkbox"/> % Mastery for each standard <input type="checkbox"/> Gaps	Guiding Questions: What does the data tell us? What does the data not tell us?	Guiding Questions: What are causes for celebration? What are opportunities for improvement? What are our instructional next steps?
ACT: Intervention	ACT: Core/Enrichment	ACT: Needed Changes
Discuss how will you respond when students have not mastered the content?	Discuss how will you respond when students have mastered the content?	Are you providing a means for students to monitor their own success and provide input into their own learning (i.e., student data notebooks, student plus deltas)? Did data analysis indicate other needed changes to increase student learning?
Teacher Reflections		
+ What went well?	⚠ What did not go well?	What would you do differently?

Student Assessment Data Analysis Tool for PLC STUDY/ACT Cycle

Teacher: _____ Name of Assessment(s): _____ Date: _____

What does the data tell you? *(If you have an electronic copy of the data showing the information below, you do not have to complete the table. Please bring the data to the PLC meeting during the Study cycle and include it with your data question responses.)*

Class	Course/ Test	Total # Students	Number & Percentage of Students Who Achieved Benchmark	Number & Percentage of Students Who Did Not Achieve Benchmark	How Does This Compare to Previous Assessments?	In Which Standard Did Students Score the Highest?	In Which Standard Did Students Score the Lowest?	Identify Subgroup Gaps	Most Missed Question Numbers
A									
B									
C									
D									
E									
F									

What does the data not tell you?

What are causes for celebration?

What are opportunities for improvement?

- Identify the students who did not benchmark and group them according to their area(s) of weakness and identify next steps for instruction. *(Use highlighters to identify groups.)*

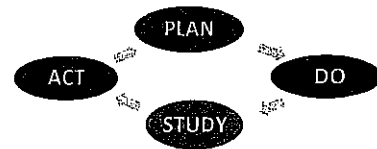
Class A	Class B	Class C	Class D	Class E	Class F
Next Steps:	Next Steps:	Next Steps:	Next Steps:	Next Steps:	Next Steps:

- Identify students who are failing or dangerously below benchmarks *(If you have students who are failing, provide a copy of this completed form to the administrator who attends your PLC meetings.)*

Failing Student(s)	Course/Period/Class	Current Grade	Specific Next Steps for Instructional Intervention

Breathitt County PLC MEETING AGENDA

Goal: *To participate in a team effort to increase student learning by implementing the PLAN, DO, STUDY, ACT (PDSA) process to create a culture of continuous improvement as measured by student achievement data.*



Date:
Content Area/Department:
PLC LEAD:

Members Sign-In

PDSA and Systems Activities

Items below are to be completed during the PLC meeting.

PLAN: What do students have to know and be able to do?

- Curriculum Pacing
- Lesson/Unit Plans
- Student-Friendly Learning Targets Congruent to Standards
- Create Assessments (before instruction begins)
- Student engagement
- Other _____

DO: What are you doing to help students master the content?

- High-yield Strategies
- Supporting Activities
- Needed Mid-Course Adjustments Based on Formative Data
- Other _____

STUDY: Did the PLAN and DO steps work? Did you get the expected results?

- Summative Assessment Data Disaggregation
- Summative Assessment Data Analysis
- Causes for Celebration
- Opportunities for Improvement
- Other _____

ACT: Did the data analysis indicate needed changes? How will you respond when students have not mastered the content? How will you respond when they have?

- Reteaching/Intervention
- Tutoring
- Differentiation
- Enrichment
- Other _____

Systems Activities

- Plus/Delta for PLC Group (monthly)
- 30-60-90 Day Plan Monitoring/Plan Development
- Student Data Notebooks/Teacher Data Notebooks
- Other _____

Meeting Minutes:

Curriculum Pacing Status Check:

Department Chairperson Follow-Up? (i.e., resources, assistance, respond to plus/deltas)

Planning Notes for Next Week's PLC

Additional Activities Focused on Continuous Improvement