

Professional Learning for Standards Implementation
30-60-90-180 Day Plan

Kentucky Academic Standards Implementation Professional Learning Plan

Response Question 1: What are your professional learning needs?

- Describe current professional learning efforts in new standards implementation for the district.
- Detail three professional learning needs for teachers and/or administrators around standards implementation.
- **Describe current professional learning efforts in new standards implementation for the district.**
 - The Simpson County Teaching and Learning Team values collaboration and continuous growth for all our teachers. It is of the utmost importance that educators within our organization embrace high levels of learning not only for our students but for themselves as educational professionals. Currently, our Curriculum, Assessment and Instruction Specialists are meeting with teachers in a Professional Learning Community to roll out the new standards, KAS modules, and website resources provided by KDE. Teachers are becoming familiar with the KDE standards website and utilizing many of its resources to help plan their instruction.
- **Detail three professional learning needs for teachers and/or administrators around standards implementation.**
 - The Simpson County Teaching and Learning Team would like to meet with K-8 teachers focusing on the content areas of Reading and Math. The district would like to identify a Teacher Leader Cohort group that will serve as a mentor group. This group of leaders will increase their capacity to lead others by facilitating the work of standards rollout, curriculum modification and assessment revisions. Teachers will be asked to modify current curriculum maps and assessments to better align with the new KAS Standards.
 - Learning Need A: Our goal is to create a Teacher Leader Cohort that would foster the implementation of the KAS new standards. The district would like to provide teachers a stipend for working beyond their contract day. Teachers from reading and math would participate in working after school on curriculum documents and assessments. To respect their time and attention we would like to provide them a monetary supplement as appreciation for their time. These cohort members would become KAS standards leaders as well as developing other teacher leaders.
 - Learning Need B: The most precious commodity that teachers have is time. Teachers need time to review the standards, analyze changes, make modifications to current curriculum maps and to create new rigorous standards based assessments to monitor student progression. Teachers could benefit greatly from being able to have release time to intensely work on their curriculum documentation. Paying for substitute teachers would allow teachers to work collaboratively.

- **Learning Need C:** The district would like to facilitate a cycle of professional development to increase teacher capacity. It is vital that teachers connect and collaborate with other teachers to enhance their knowledge of the KAS standards. Professional learning opportunities may include books studies, professional learning communities, and conference fees. Funding from this grant would help buy books and provide coaching opportunities for teachers to improve their professional practices.

Name the targeted participants for this professional learning plan (e.g., instructional coaches, first grade teachers across the district, principals, one particular school, those that teach social studies content) and why they were chosen.

Simpson County Leadership Team Members:

Tim Schlosser, Superintendent Simpson County Schools
Shelina Smith- Chief Academic Officer
LeAnn Fisher- DAC/Instructional Supervisor
Byron Darnall- Franklin Simpson High School Principal
Leah Wood- Curriculum, Instruction, Assessment Specialist- FSHS
Jaxon Grover- Franklin Simpson Middle School Principal
Derrick Perdue- Curriculum, Instruction, Assessment Specialist- FSMS
Joyce Pais- Lincoln Elementary, Principal
Kim Whitney- Curriculum, Instruction, Assessment Specialist- LES
Michael Barnum- Simpson Elementary, Principal
Stacy Vaughn- Curriculum, Instruction, Assessment Specialist- SES
Rachel Wright- Franklin Elementary, Principal
Lori Bean, Curriculum, Instruction, Assessment Specialist- FES

WHY CHOSEN?

It is important that administrators are active participants in curriculum work since they do serve as the instructional leader of their school. As the instructional leaders of the district, we must have a solid working foundation of the standards in order to lead this important initiative. We have chosen all of our Instructional Leadership Team members so that we are all communicating consistently and effectively across all grade levels. In Simpson County, all students will attend all five schools. Due to the high number of transitions for our students, it is vital that our administrative teams participate in open and transparent communication. Since we have chosen representatives from each school it is imperative that not only are the teachers working as a cohesive unit but our administrators are modeling and supporting those same efforts too.

Simpson County Teacher Leaders:

Jessica Link, Franklin Simpson High School (Reading)
Darren Parrish, Franklin Simpson High School (Math)

Joanna Lindsey, Franklin Simpson Middle School (Reading)
Jason Phillips, Franklin Simpson Middle School (Math)

Marschelle Sekora, Lincoln Elementary (Math)
Angie Vaughn, Lincoln Elementary (Reading)

Laura Halcomb, Simpson Elementary (Reading)
Caitlyn Perdue, Simpson Elementary (Math)

WHY CHOSEN?

The teacher leaders above were chosen based on their years of experience, communication skills, and the observed effort they put forth each day for our students. These teachers demonstrate a growth mindset daily in all areas of their professional careers. Leading by example is second nature to these educators. Therefore, we want to multiply their abilities and influence on other Simpson County teachers.

Horizon Goal (State the three (3) year goal for this plan for KAS implementation): By September 2022, Simpson County teachers will demonstrate knowledge of the Kentucky Academic Standards in all content areas. This will be observed by assessments and instructional plans being aligned to the level or rigor intended by the KAS standards. The goal will be measured by the Teacher Leader Cohort conducting walkthroughs three times a year to observe that the new KAS standards are being implemented 100% of the time.

180 Day Goal: By August 2020, all teachers will be implementing the new KAS standards in all content areas. The Teacher Leader Cohort members will be identified to help facilitate the rollout of KAS standards. This goal will be measured through conducting walkthroughs and teacher observations.

In the first 30 days, we will know we are successful when:

- Teachers will have opportunities to participate in curriculum alignment and assessment activities to deepen their understanding of content standards. They will focus on revising and understanding the structure of the new standards.

The measures/evidence we will use are:

- We will know this goal has been met when all teachers (K-12) have watched 1A and 1B of the KAS Reading standards and 1A and 1B of the Math KAS Standards modules of their specific content area and observations have been conducted.

First 30 days action strategies:	Who is on point?	By When?	How Communicated?
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<ul style="list-style-type: none"> Meet with our District Teaching and Learning Team to plan module rollout schedule. 	Shelina Smith LeAnn Fisher	May 2019	Email/In Person
<ul style="list-style-type: none"> Curriculum, Instruction and Assessment Specialist will meet with teachers to facilitate module work using the kentuckystandards.org website resources. 	Leah Wood Derrick Perdue Kim Whitney Stacy Vaughn Lori Bean	Jan. 2020	Email/In Person/Agenda
<ul style="list-style-type: none"> Instructional Rounds to create a baseline of data for KAS implementation. 	Laura Halcomb Caitlyn Perdue Marschelle Sekora Angie Vaughn Jessica Link Darren Parrish Joanna Lindsey Jason Phillips Tim Schlosser Shelina Smith LeAnn Fisher Byron Darnall Stacy Vaughn	Jan. 2020	Email/In Person/Schedule of Observations
If we are not successful, we will:			
Meet with our District Teacher Leader Cohort on March 6 (Learning Community Day) to discuss the obstacles and possible revisions to the observation schedule so that classrooms visits are conducted.			

In the first 60 days, we will know we are successful when:			
<ul style="list-style-type: none"> Teachers have opportunities to participate in curriculum alignment and assessment activities to deepen their understanding of content standards. Teachers of reading will focus on diving deep into the literacy practices of the KAS new standards while teachers of math will focus on the mathematical practices. 			
The measures/evidence we will use are:			
<ul style="list-style-type: none"> We will know this goal has been met when all teachers (K-12) have watched 1C of the KAS standards modules of their specific content area and observations have been discussed. 			
First 60 days action strategies:	Who is on point?	By When?	How Communicated?

<ul style="list-style-type: none"> Curriculum, Instruction and Assessment Specialist will meet with teachers to facilitate module work. 	Leah Wood Derrick Perdue Kim Whitney Stacy Vaughn Lori Bean	Feb. 2020	Email/In Person/Agenda
<ul style="list-style-type: none"> District Teacher Leader Cohort will meet to discuss walkthrough data. Information will be shared at the March Instructional Leadership Team Meeting. 	Laura Halcomb Caityln Perdue Marschelle Sekora Angie Vaughn Jessica Link Darren Parrish Joanna Lindsey Jason Phillips Tim Schlosser Shelina Smith LeAnn Fisher Byron Darnall Stacy Vaughn	Feb. 2020	Email/In Person/Schedule of Observations
If we are not successful, we will:			
Look at scheduling our meeting through other forms of communication (G. Hangout, Skype, etc.)			

In the first 90 days, we will know we are successful when:			
<ul style="list-style-type: none"> Teachers have opportunities to participate in curriculum alignment and assessment activities to deepen their understanding of content standards. Teachers of reading will focus on unpacking multidimensionality of the KAS new standards while teachers of math will take a deep look at the mathematical content. 			
The measures/evidence we will use are:			
<ul style="list-style-type: none"> We will know this goal has been met when all teachers (K-12) have watched 1D of the KAS standards modules of their specific content area. Walkthrough Data 			
First 90 days action strategies:	Who is on point?	By When?	How Communicated?
<ul style="list-style-type: none"> Curriculum, Instruction and Assessment Specialists will meet with teachers to facilitate module work. 	Leah Wood Derrick Perdue Kim Whitney	March 2020	Email/In Person/Agenda

	Stacy Vaughn Lori Bean		
<ul style="list-style-type: none"> Instructional Rounds to create a baseline of data. 	Laura Halcomb Caitlyn Perdue Marschelle Sekora Angie Vaughn Jessica Link Darren Parrish Joanna Lindsey Jason Phillips Tim Schlosser Shelina Smith LeAnn Fisher Byron Darnall Stacy Vaughn	March 2020	Email/In Person/Schedule of Observations
<ul style="list-style-type: none"> District Teacher Leader Cohort will review the current Simpson County Writing Plans for each school and discuss alignment of instruction to the KAS Standards. 	Stacy Vaughn LeAnn Fisher Shelina Smith Angie Vaughn Joanna Lindsey Jessica Link	March 2020	Email
If we are not successful, we will:			
contact other districts that are participants in the Professional Learning for Standards Implementation mini grant to collaborate on their rollout of the standards. The KDE Writing Policy rubric will be referenced to ensure that our plans match the state's expectations. There is also a Professional Learning Activity located on KDE's website that will be used if members of the cohort feel that our plan is not rigorous enough or doesn't align with the standards.			

In the first 120 days, we will know we are successful when:
<ul style="list-style-type: none"> Teachers will have opportunities to participate in curriculum alignment and assessment activities to deepen their understanding of content standards. Teachers of reading will focus on early literacy of the KAS new standards while teachers of math will take a deep focus on coherence and clarifications of the mathematical content.
The measures/evidence we will use are:

<ul style="list-style-type: none"> We will know this goal has been met when all teachers (K-12) have watched 1E of the KAS standards modules of their specific content area. Teachers will be provided a resource list of texts are vertically aligned and created by teachers. 			
First 120 days action strategies:	Who is on point?	By When?	How Communicated?
<ul style="list-style-type: none"> Curriculum, Instruction and Assessment Specialists will meet with teachers to facilitate module work. 	Leah Wood Derrick Perdue Kim Whitney Stacy Vaughn Lori Bean	April 2020	Email/In Person/Agenda
<ul style="list-style-type: none"> Teacher Leader Cohort Members will meet to discuss the vertical alignment of text resources. 	Stacy Vaughn LeAnn Fisher Shelina Smith Angie Vaughn Joanna Lindsey Jessica Link	April 2020	Email/In Person/Agenda
If we are not successful, we will:			
reach out and communicate with other ELA teachers to discuss vertical alignment ideas and discuss possible meeting ideas.			

In the first 150 days, we will know we are successful when:			
<ul style="list-style-type: none"> Teachers have opportunities to participate in curriculum alignment and assessment activities to deepen their understanding of content standards. Teachers of reading will focus on instructional implications of the KAS new standards while teachers of math will explore the appendices of the mathematical content. 			
The measures/evidence we will use are:			
<ul style="list-style-type: none"> We will know this goal has been met when all teachers (K-12) have watched 1F of the KAS standards modules of their specific content area. Evidence of Book Study Participation 			
First 150 days action strategies:	Who is on point?	By When?	How Communicated?
<ul style="list-style-type: none"> Curriculum, Instruction and Assessment Specialists will meet with teachers to facilitate module work. 	Leah Wood Derrick Perdue Kim Whitney Stacy Vaughn Lori Bean	May 2020	Email/In Person/Agenda

<ul style="list-style-type: none"> Teacher Leader Cohort will participate in a book study using the text Clarity for Learning. 	Laura Halcomb Caitlyn Perdue Marschelle Sekora Angie Vaughn Jessica Link Darren Parrish Joanna Lindsey Jason Phillips Tim Schlosser Shelina Smith LeAnn Fisher Byron Darnall Stacy Vaughn	May 2020- August 2020	Email/Google Classroom
If we are not successful, we will: discuss possible ideas and next steps for completing the book study. Since summer is approaching, this will provide teachers time to review and catch up on the modules that have been analyzed. This will provide a period of time for all teachers to be on the same page.			

In the first 180 days, we will know we are successful when:			
<ul style="list-style-type: none"> Teachers will have opportunities to participate in curriculum alignment and assessment activities to deepen their understanding of content standards. Both reading and math teachers of reading will focus on wrapping up and discussing next steps the mathematical content. 			
The measures/evidence we will use are:			
<ul style="list-style-type: none"> We will know this goal has been met when all teachers (K-12) have watched 1G of the KAS standards modules of their specific content area. Discussion of completed activities from the book study using Clarity for Learning and discuss the rollout of ideas for having district teachers participate for continued professional learning. Walkthrough Data 			
First 180 days action strategies:	Who is on point?	By When?	How Communicated?
<ul style="list-style-type: none"> Curriculum, Instruction and Assessment Specialists will meet with teachers to facilitate module work. 	Leah Wood Derrick Perdue Kim Whitney Stacy Vaughn Lori Bean	August 2020	Email/In Person/Agenda

<ul style="list-style-type: none"> Instructional Rounds to monitor the implementation of the KAS Standards. 	Laura Halcomb Caityln Perdue Marschelle Sekora Angie Vaughn Jessica Link Darren Parrish Joanna Lindsey Jason Phillips Tim Schlosser Shelina Smith LeAnn Fisher Byron Darnall Stacy Vaughn	September 2020	Email/In Person/Schedule of Observations
<ul style="list-style-type: none"> Teacher Leader Cohort will meet to discuss align of writing exit criteria and vertical alignment using KAS Standards. 	Stacy Vaughn LeAnn Fisher Shelina Smith Angie Vaughn Joanna Lindsey Jessica Link	September 2020	Email/In Person/Agenda/ Meeting
If we are not successful, we will:			
meet with District Leader Cohort members to discuss and plan walkthrough forms that are strategically aligned to KAS standards. It is important input from other ELA teachers on the current writing plan and how to enhance our writing instruction.			

Projected Next Steps for Year 2 & Year 3:
Response Question 3: Describe how the work will grow or scale within the district from year 1 to year 2 and year 3? <ul style="list-style-type: none"> Detail the plan for scaling the work from year 1. Explain how the district will know the impact on the initial group included in year 1 and how capacity will be built to a larger number of staff in year 2 and year 3. <ul style="list-style-type: none"> Our district will ensure that new hires each year are made well aware of the KAS standards, modules and resources provided by KDE. A selected Teacher Leader Cohort member will meet with new hires throughout the year to further support their professional growth. In addition, any teacher that needs extra assistance in implementing the new KAS standards will also be provided a Cohort member as a mentor lead for them. The strategic plan for broadening the scope of this initial grant is to activate our District Teacher Leader Cohort members. They each represent all of our school sites and that was intentional so that the work would begin to spread district wide. Our

leaders will begin the process of leading the book study with their educational peers at each school site. As a district, we have a focus on self selected professional learning for our teachers. This opportunity would allow of Leader Cohort to step into a leadership role within their schools. Focused work will still continue to occur with the standards in our Planning Period Meetings which are facilitated by our Curriculum, Instruction and Assessment Specialists.

- o The focus of 2019-2020 year will be to explore systems and structures of the new KAS Standards and deepen our teachers knowledge not only the content but the intent of each standard. The focus of 2020-2021, will be to analyze current formative and summative assessments in place and ensure that the rigor of the standards aligns with the rigor of the test. It is important that ALL students have access to grade level content and we need to ensure through monitoring procedures that teachers are setting high expectations. In year 2021-2022, our focus will be to provide teachers with instructional resources to further enhance their instruction. We have dedicated teachers who serve our students daily. We want to continue to professionally develop them and improve their skill set so that ultimately our students are benefited by their efforts.

- **Include discussion of how professional learning communities will be included in this work beyond year 1.**

- o Each of our schools have a process for Professional Learning Communities. Due to the number of school transitions, it is important that our teachers are collaborating vertically too. This is an area where as a district we can improve our efforts to facilitate this process. We do have four Learning Community Days that are built into our school calendar. These days are valued by our teachers because it provides them much needed time to work together. Time could be allotted on these days to provide teachers time to work together in vertical grades bands.
- o Teachers participate in Planning Period Meetings at their schools. These meetings are lead by our Curriculum, Instruction and Assessment Specialists. Instructional topics including assessment, student data, standards reviews, instructional strategies and curriculum management are discussed. There is an agenda provided and when teachers meet to discuss data there is a PLC protocol that is used to organize their information. Student data is shared with team teachers and discussed to determine next steps. These meetings will continue to occur so that administration is consistent with teacher expectations.
- o The purpose of a Professional Learning Community is ultimately to improve student achievement and foster a collaborative learning environment. The district's desire is that the PLC is focused on an inquiry process in which teachers are learning from each other and continually striving to improve their professional practice.