

Kenton County School District | It's about ALL kids.

**THE KENTON COUNTY BOARD OF  
EDUCATION**

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Dr. Henry Webb, Superintendent of Schools

**KCSD ISSUE PAPER**

**DATE:**

7/15/2020

**AGENDA ITEM (ACTION ITEM):**

**Consider/Approve Consider/Approve:**

1. date change to Dixie Heights 20/21 PD Plan from May 27<sup>th</sup>, 2020 to August 10<sup>th</sup>, 2020 for World Language, Science and CTE departments.
2. Changing the topic of August 12<sup>th</sup> and 13<sup>th</sup> PD from KAGAN Training to support/training of teachers on tools to use in Google Classroom for instruction.

**APPLICABLE BOARD POLICY:**

General Powers and Duies

**HISTORY/BACKGROUND:**

1. The original date of May 27<sup>th</sup> was prior to the end of the school year (COVID Emergency Days) so PD could not be completed on those dates for the 2020-21 school year.
2. The KAGAN training is used for student engagement in classroom. With the synchronous model being utilized this upcoming school year, we wanted change this topic in order to support teachers in implementation of Google Classroom in anticipation of non-traditional instruction.

**FISCAL/BUDGETARY IMPACT:**


None

**RECOMMENDATION:**


Approval of 1. The date change to Dixie Heights 20/21 PD Plan from May 27<sup>th</sup>, 2020 to August 10<sup>th</sup>, 2020 for World Language, Science and CTE departments. 2. Changing the topic of August 12<sup>th</sup> and 13<sup>th</sup> PD from KAGAN Training to support/training of teachers on tools to use in Google Classroom for instruction.

**CONTACT PERSON:**

Nate Niemi

  
Principal

  
District Administrator

  
Superintendent

Use this form to submit your request to the Superintendent for items to be added to the Board Meeting Agenda.  
Principal –complete, print, sign and send to your Director. Director –if approved, sign and put in the Superintendent's mailbox.

**Kenton County Board of Education**

Board Members: Carl Wicklund, Chairperson Karen L. Collins, Vice Chairperson Carla Egan Shannon Herold Jessica Jehn  
"The Kenton County Board of Education provides Equal Education & Employment Opportunities."

## Dixie Heights High School

### 2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:

- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

#### A. DATA COLLECTION/ NEEDS ASSESSMENT

*Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)*

#### 2018-2019 FAILURE SUMMARY & RETENTION TRENDS

	# of Students	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	% of Failures	% of Enrollment
<b>Failures</b>	<b>357</b>	<b>110</b>	<b>85</b>	<b>76</b>	<b>86</b>	<b>n/a</b>	<b>24%</b>
<b>Multiples</b>	<b>214</b>	<b>72</b>	<b>55</b>	<b>44</b>	<b>43</b>	<b>60%</b>	<b>15%</b>
<b>Retained</b>	<b>91</b>	<b>30</b>	<b>39</b>	<b>21</b>	<b>1</b>	<b>25%</b>	<b>6%</b>
<b>SPED</b>	<b>60</b>	<b>20</b>	<b>17</b>	<b>12</b>	<b>11</b>	<b>17%</b>	<b>41%</b>
<b>FRAM</b>	<b>227</b>	<b>73</b>	<b>55</b>	<b>48</b>	<b>51</b>	<b>64%</b>	<b>39%</b>

	Totals
<b>Enrollment</b>	<b>1472*</b>
<b>SPED</b>	<b>146**</b>
<b>FRAM</b>	<b>578***</b>

**\*Based on the monthly enrollment average for the 2018-2019 school year.**

**\*\* SPED enrollment figured by the district allocation report in February 2019.**

**\*\*\*Enrollment number based of the eligibility report run for May 2019.**

Retained	18-19	17-18	16-17	15-16
<b>9<sup>th</sup> Grade</b>	<b>30</b>	<b>38</b>	<b>21</b>	<b>53</b>
<b>10<sup>th</sup> Grade</b>	<b>39</b>	<b>40</b>	<b>45</b>	<b>31</b>
<b>11<sup>th</sup> Grade</b>	<b>21</b>	<b>46</b>	<b>30</b>	<b>19</b>
<b>12<sup>th</sup> Grade</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>
<b>TOTALS</b>	<b>91</b>	<b>125</b>	<b>98</b>	<b>104</b>

Successful gap closing

We are doing well with our economically disadvantaged population. The scores in all areas of the proficient/distinguished improved from 2017-18 to 2018-19

	2017-18	2018-19
Reading	37.4	40.3
Math	31.9	32.2
Science	16.9	28.0
Writing	38.6	51.7

#### Improved areas of Identified Gap Groups

1. Hispanic students who scored proficient/distinguished in math (30.8% in 2016-2017 to 43.8% in 2018-19)
2. Hispanic students who scored proficient/distinguished in reading (2016/2017- 45.5% to 47.1% in 2018-19)
3. Economically Disadvantage students who scored proficient/distinguished in math (2017-18- 31.9 to 32.2% in 2018-19)
4. Economically Disadvantage students who scored proficient/distinguished in reading (2017-18- 37.8 to 40.3% in 2018-19)
5. Students with IEPs who scored proficient/distinguished in reading (2017-18- 23.1 to 26.7% in 2018-19)

#### Areas of growth for Identified Gap Groups

1. Special Education students who scored proficient/distinguished in math (2017-18- 5.6 to 6.7% in 2018-19)
2. Special Education students who scored proficient/distinguished in writing (2017-18- 28.6 to 10.0% in 2018-19)
3. English Language Learners plus monitored who scored proficient/distinguished in writing (2017-18- 30.8 to 21.4% in 2018-19)
4. English Language Learners plus monitored who scored proficient/distinguished in math (2017-18- 21.4 to 7.1% in 2018-19)

In reviewing our data and PD plan from our 2019-20 school year, we want to continue to provide professional development for our teachers in alignment with the four essential questions of a professional learning community (PLC's).

1. What is it we expect students to learn?
2. How will we know when they have learned it?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?

Our work begins with working together in teams, which includes our special education teachers working in specific content areas, to determine the essential standards that students will be expected to learn in each of our courses. With this foundation, we will be able to begin to work on how we commonly assess this information and gather data to show growth. Our intervention time within in our school day has shown positive trends. Within examination of student data to drive instruction, we want to improve our Tier 1 instruction to improve student engagement according to our quality instruction learning cycle.

**B. PROFESSIONAL LEARNING SCHEDULE**

*Identify the activities for the four professional development dates in approved district calendar.*

<b>District Calendar Date</b>	<b>Flexible Date Request, as applicable</b>	<b>CSIP Goal</b>	<b>Description of Content of Professional Learning</b>	<b>Specific Supporting Resources, as needed</b>	<b>Research Base for the Content</b>
PD Day # 1- Aug. 18, 2020 6 hours	August 4-6, August 10 <sup>th</sup> , August 14 <sup>th</sup> , June 3 <sup>rd</sup> , Feb. 3 <sup>rd</sup> , (6 hours)	Transition Readiness and Achievement Gap	ILT's will work on revising essential standards and developing common formative assessments to utilize during instruction to determine student misconceptions/understandings as well as teacher instructional effectiveness.	Consultants and Administrators	Standards based/master y learning, collaboration , common formative assessment
PD Day # 2- Nov. 25, 2020 6 hours	August 12 <sup>th</sup> (6 hours)	Achievement Gap, Transition readiness, proficiency	Supporting teachers on the quality instruction cycle and google classroom tools to effectively engage students in their learning and assess students through google classroom and distance learning.	Consultants and Administrative team.	Google Classroom utilization is a proven platform for teaching, assessments, and learning.
PD Day #3- Feb 15, 2021 6 hours	August 13 <sup>th</sup> (6 hours)	Achievement Gap, Transition readiness, proficiency	Supporting teachers on the quality instruction cycle and google classroom tools to effectively engage students in their learning and assess students through google classroom and distance learning.	Consultants and Administrative team.	Google Classroom utilization is a proven platform for teaching, assessments, and learning.
PD Day #4- March 19, 2021 6 hours	6 Monthly 1 hours sessions. Sept. 3rd Oct. 1 <sup>st</sup> . Nov. 5th, Jan. 7 <sup>th</sup> , Feb. 4 <sup>th</sup> , March 4 <sup>th</sup> , (6 hours)	Achievement gap	Utilizing the services of Make It Plain, a company that provides diversity and inclusion training for our staff and students. We will be having 6 one hour sessions throughout the school year for ongoing support and training	Make it Plain consulting firm	Make it Plain is an established organization contracted by KCSD to offer support and training

**C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING**

*Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)*

<i>CSIP Goal (Name)</i>	<i>Description of Content of PD</i>	<i>Specific Supporting Resources, as needed</i>	<i>Research Base for the Content of PD</i>
Academic Proficiency, Gap Transition readiness	Weekly Instruction learning team meetings to work together to analyze data, align standards, create common assessments	Administration, ILT handbook	PLC
GAP, Proficiency	Monthly planning period meetings to follow up on KAGAN, common formative assessments, intervention strategies	Administration	PLC
Transition Readiness & Achievement Gaps	MTSS & Differentiation	Consultants & Administrators	R180, RTI, Best practices
Transition Readiness/Achievement Gaps	Effective Instructional Practices, learning walks, quality instructional strategy, KAGAN strategy	Consultants and Administrators	Common Core Standards, Best practices, MDC/LDC, R180
Transition Readiness/Achievement Gaps	Data Analysis (Data reviews to include analysis of students in the Gap)	Consultants, Administrators, Assessment results (Common formative assessments, ACT, CERT, AP, dual credit)	Best Practices
Proficiency, Gap, Transition readiness	1x per trimester for half day PD for ILT's to	Substitutes, Administration	PLC, Best Practice
Graduation Rate	PBIS structures in place to assure a safe and supportive environment. 1x a week SEL lessons through PRIDE mentor teacher	PBIS Team, teachers, Administrators	Best Practice, PBIS
Graduation Rate	Regular SEL lessons and goal setting strategies through weekly PRIDE class with mentor teacher	Teachers, Administrators, student planners	Best Practice

## D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: ACT, 3 CERT assessments, common assessments, grade distributions, student work, and failure rates. Adjustments to the job-embedded needs will be made based off of this data as well as PPR walk findings and administrator/teacher discussions on instructional needs.

## E. BUDGET PROJECTIONS FOR SCHOOL Professional Learning

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	0120 D	40%
Certified Extra Service	0113	
Educational Consultant	0322	15%
Registrations	0338	20%
General Supplies/Professional Books	0610	
Food	0616	5%
Travel In District	0581	
Travel Out of District	0580	20%
<b>Total of your budget</b>		<b>100%</b>

Please use the following coding structure for PL funds:

Org - SCH1118

Object – use code from above

Project – 7000

**E. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: 3/25/20**

Department Plans for the PD Day #1

**Social Studies:** Monday, August 10th, 8-11AM, 12-3 PM

Improving upon Common Assessments, continuing to adapt instruction based on previous years' Common and Formative Assessment data. Intervention discussion and implementation of MTSS concepts for next year.

**Foreign Language:** August 10<sup>th</sup>: Identify/revisit priority skills/standards for course/units, develop common assessments (both formative and summative), develop vertical alignment from Spanish 1-AP and German 1-AP

**Special Education:** All Special Education Teachers will be required to attend the following:

District Special Ed. Meeting (6 Hours) (8-3-20 or 8-10-20)

Indicator 13 Training (1 Hour) (9-15-20, 9-16-20 or 9-21-20)

Inclusion Level Training (6 Hours)- (Sept. 3rd Oct. 1<sup>st</sup>, Nov. 5th, Jan. 7<sup>th</sup>, Feb. 4<sup>th</sup>, March 4<sup>th</sup>)

Department and Curriculum Mappings (6 Hours) (Dates determined by their collaborative ILT team)

There will be 5 Hours of PD that Special Education Teachers can use for Medication Training, SCM, or PD offered at PGA.

**English:** August 14<sup>th</sup> Work together in ILTs to create/revise curriculum based on 8-12 focus standards at each grade level; consult with Gary McCormick. Develop common Assessments (both formative and summative)

**Science:** August 10th Develop Standards Based Formative/Summative assessment for each Science class (electives and requirements). Review and determine changes of Curriculum Map coverage for NGSS standards. Development of Interventions for students with IEP's 504.

**Math:** August 14<sup>th</sup> at Dixie 8am – 3pm all ILT's  
Curriculum realignment with KY Standards and ACT Standards, continue to develop common assessments, Aligning curriculum with the middle school, keep moving assessments towards Standards Based Grading, Co-teaching with collaborative teachers, implement Kagan strategies into the lessons.

**CTE** – August 10th - Essential Standards, Curriculum Map, Unit Plans, Common assessments and intervention plans.

**Health/PE** - June 3 - Essential Standards, Curriculum Map, Unit Plans, Common assessments and intervention plans.

**VPA** -2/3/21-2/5/21- The Dixie VPA department has chosen to use the 6 hours of PD by improving/developing/strengthening skill and knowledge in content areas we are teaching this year.

**Instrumental Music** – KMEA Conference –

**ART** – *Tiger Lily Press*: They offer workspace, presses, and equipment for etching, relief, letterpress, and silkscreen printmaking.

*Queen City Clay*: Workshops in hand-building and wheel throwing techniques as well as glazing and firing techniques are offered.

**Choir** – OMEA or KMEA Conference