KCSD

THE KENTON COUNTY BOARD OF EDUCATION

1055 EATON DRIVE, FORT WRIGHT, KENTUCKY 41017

It's about ALL kids. TELEPHONE: (859) 344-8888 / FAX: (859) 344-1531

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Dr. Henry Webb, Superintendent of Schools

KCSD ISSUE PAPER

DATE:
June 24, 2020

AGENDA ITEM (ACTION ITEM):
Consider/Approve Date change to Scott High School 20-21 PD Plan as follows: English Dept from 5/27/20 to 8/12/20; Social Studies Department from 6/3/20 to 6/22/20; Science Dept from 5/26/20 to 6/4/20; World Language department from 5/27/20 to 6/8/20. The Math dept has asked to change their PD date from 8/13/20 to 8/11/20.

APPLICABLE BOARD POLICY:
General Powers and Duties

HISTORY/BACKGROUND:
The original dates for English Dept 5/27/20; Social Studies Department 6/3/20; Science Dept 5/26/20; World Language department from 5/27/20 were prior to the end of school year (COVID Emergency Days) so PD could not be completed on those dates for the 2020-2021 school year. Math Dept has requested a change from their 8/13/20 PD date to 8/11/20 better accommodate their schedules. Scott SBDM has approved these changes at the school level.
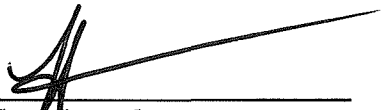
FISCAL/BUDGETARY IMPACT:
None

RECOMMENDATION:
Approval of Date change to Scott High School 20-21 PD Plan as follows: English Dept from 5/27/20 to 8/12/20; Social Studies Department from 6/3/20 to 6/22/20; Science Dept from 5/26/20 to 6/4/20; World Language department from 5/27/20 to 6/8/20; Math dept from 8/13/20 to 8/11/20.

CONTACT PERSON:
Brennon Sapp/Carolyn Stewart

_____   _____   _____
Principal/Administrator   *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.

Scott 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.)

Further analysis of EPAS data, AP data, CERT data, PBIS data, MTSS data, and social emotional data that was received throughout the school year and led to continual adjustments in job-embedded needs. Through job-embedded PD, as well as, scheduled and flexible PD during the 2019-2020 school year, next steps for 2020-21 were determined with input from administration, teachers, SBDM members, and consultants. Teacher input was specifically received in a PLC's conducted during planning periods at Scott High School, faculty meetings, and Curriculum Committee Meetings. This past year teachers have been conducting teacher-led PLC's focusing on quality instruction, targeted interventions for special populations (GAP, SPED, students with social emotional needs), quality lesson plans, interventions targeted at low performing students, and the development of Career Ready Programs. For Tier II and Tier III interventions, R180, Reading Apprenticeship strategies, CERT, MTSS supports, and FLY/Advisory Period teachers will continue their professional development to increase effectiveness with these students (including those identified in "Gap" and "Special Education" groups). With our increased access to assessment data of student groups as well as individuals, and the increased utilization of an MTSS process/databoard/resources, data analysis efforts will also focus on how to quickly identify and target the needs of students in "Gap" and "Special Education" populations as well as students who need Tier II and Tier III supports.

The Overall Accountability System continues to transition, but the focus on learning, supporting students in areas of need and providing additional paths to success and transition readiness continues. Our most significant challenges seem to be in the areas of improving the performance of special populations of students (specifically those with special needs), Reading Comprehension, Numeracy, and Career Ready Options.

Proficiency (Reading/Math)
- School Data Strengths
  - Reading Proficiency 49.6% (46% in 2017-2018; 44.5% in Kentucky)
  - Math Proficiency 40.4% (this group started lower than previous years; 35.3% in KY)
- School Data Growth Areas
  - Reading Proficiency - 29.9% Novice
  - Math Proficiency - 23.8% Novice

Separate Academic Indicator (Science/Writing)
- School Data Strengths
  - Writing 57.5 % Proficiency (50.3% in KY)
- School Data Growth Areas
  - Writing 42.6% Novice/Apprentice
  - Science 28.5% Proficiency (29.9% in KY)

GAP (Reading/Math)
- School Data Strengths
    - Reading Proficiency/Students with disabilities - 17.2% (16.6% in KY)
    - Math Proficiency/Students with disabilities - 10.7% (8.4% in KY)
- School Data Growth Areas
    - Reading/Students with disabilities - 55.2% Novice
    - Math/Students with disabilities - 60.7% Novice

Transition Ready
- School Data Strengths
    - Academic Ready 51% (46.1% in Kentucky)
    - 80 students completed curriculum requirements to become Emergency Medical 1st Responders
- School Data Growth Areas
    - Transition Ready 53.1% (64.8% in Kentucky)
    - Academic Ready 51% (46.1% in Kentucky)
    - Career Ready - 19 students (8.4%) (38.4% in Kentucky)

Graduation Rate
- School Data Strengths
    - 92.8% Graduation Rate in 2019 (up from 90.9% in 2018; 89.2% in 2017)(KY - 90.8% in 2019)
- School Data Growth Areas
    - 92.8% Graduation Rate in 2019 - we are not happy with this, we will continue to improve

	2016-2017	2017-2018	2018-2019
Dropout Rate	1.6%	1.6%	0.7%
Attendance Rate	94.3%	94.2%	94.9%
Achievement Score (Proficiency/SAI)	60.2 (Math & Reading) 70.4 (Writing Only)	62.9 (Math & Reading) 80.0 (Writing Only)	62.2 (Math & Reading) 65.3 (Science & Writing)
% F/R	41.1%	40.9%	42.5%
# Transfer (OE/Tuition)	Open Enrollment: 31 Tuition: 8	Open Enrollment: 51 Tuition: 34	Open Enrollment: 44 Tuition: 33

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020 6 hours	6/4/20 (Science); 6/8/20 (WL); 6/18/20 (JROTC); 6/22/20 (SS); 7/10/20 (Art); 8/4/20-8/6/20 (PGA); 8/10/20 (Math); 8/12/20 (ELA), 8/13/20 (Music); 7/13/20 or 7/14/20 or 7/21/20 or 7/28/20 (SCM Training) 6 hours	Proficiency, GAP, Graduation Rate, Transition Readiness	*English* – Curriculum Mapping/ Alignment (especially focused on standards), Unit planning, Resource planning and development - Curriculum development and mapping (especially focused on new standards), Unit planning, Resource planning and development - Reading and Writing Strategies - Best Practice Instructional Strategies and Cycle of Instruction - Collaborate to identify priority skills/ standards for course/ units - Work toward the develop of at least 2 Common Assessments per trimester each core course - At least 20 items per common assessment - Annotations for alignment to specific KY/ACT standards and/or graduation assessment - Include 2-5 ACT like/aligned questions	Consultants, Dept Heads, Administrators	Common Core Standards, CERT, Cycle of Quality Instruction and Resources, Best practices, Best technology instructional practices, Individual/Personalized Learning, Multi-Tiered Support System, Social/Emotional Supports, PBIS/ABRI, Career Readiness/Student Advising

Math -
Curriculum Mapping/ Alignment (especially focused on standards), Unit planning, Resource planning and development new courses
- Building Resources and lessons on pathway class
- Best Practice Instructional Strategies and Cycle of Instruction
- Reading/Thinking strategies
- SDI Best Practices; collaborative teaching; cycle of instruction
- Collaborate to identify priority skills/ standards for course/ units
- Work toward the develop of at least 2 Common Assessments per trimester each core course
- At least 20 items per common assessment
- Annotations for alignment to specific KY/ACT standards and/or graduation assessment
- Include 2-5 ACT like/aligned questions

Social Studies Curriculum Mapping/ Alignment (especially focused on standards)
- Best Practice Instructional Strategies and Cycle of Instruction
- Reading strategies
- SDI Best Practices
- Collaborate to identify priority skills/ standards for course/ units
- Work toward the develop of at least 2 Common Assessments per trimester each core course
  - At least 20 items per common assessment
  - Annotations for alignment to specific KY/ACT standards and/or graduation assessment
  - Include 2-5 ACT like/aligned questions

	Science -		
	Collaborative planning to align course pacing and assessments.		

Science -
Collaborative planning to align course pacing and assessments.
- Unit planning
- Resource planning and development
- Common assessments
- Technology tools – improve/increase use of Google Classroom and other tools (e.g., ShowMe, GoFormative)
- Coordinated plan for ACT science and ACT Reading (Natural Science)
- Use of ACT tools (e.g., ACT practice questions, CERT quizzes)
- Develop a structured plan for specific strategies, resources and implementation dates throughout the academic year
- Collaborate to identify priority skills/ standards for course/ units
- Work toward the develop of at least 2 Common Assessments per trimester each core course
  - At least 20 items per common assessment
  - Annotations for alignment to specific KY/ACT standards and/or graduation assessment
  - Include 2-5 ACT like/aligned questions

World Language --
- Curriculum development and mapping, new course review
- KWLA Conference – Sept.
- Best Practice Instructional Strategies and Cycle of Instruction
- Reading strategies
- Writing, speaking, & listening strategies

Health/PE --
- SCM Update
- PGA
- Curriculum Mapping/ Alignment (especially focused on new standards)
- Best Practice Instructional Strategies and Cycle of Instruction
- Reading strategies
- SDI Best Practices

Art --
- Curriculum development
- Educator Workshops
- SDI Best Practices

Special Education - Teachers
- SDI Best Practices; collaborative teaching; cycle of instruction
- District-wide special education compliance and updates
- Special Education Unit positions will attend Medical Administration training and Safety Crisis Management Training

JROTC - Teachers
- Updates to JROTC Leadership curriculum and teaching strategies
- Updates to Homeland Security curriculum and teaching strategies
- Best Practice Instructional Strategies and Cycle of Instruction
- Reading and Writing Strategies
- SDI Best Practices

Curriculum Development
Medical Training
SCM Trainings
PGA
AP Training
New Teacher Orientation

PD Day # 2- Nov. 25, 2020 6 hours	6/19/20 (JROTC); 7/11/20 (Art); 7/13/20 or 7/14/20 or 7/21/20 or 7/28/20 (SCM Training); 8/4/20-8/6/20; 8/1/20 (Math); (PGA,Health/PE); 8/13/20 (ELA, Science, SPED, SS); 9/18-9/20 (Music, WL) 6 hours	Proficiency, GAP, Graduation Rate, Transition Readiness	*English* – Curriculum Mapping/ Alignment (especially focused on standards), Unit planning, Resource planning and development	Consultants, Dept Heads, Administrators	Common Core Standards; CERT, Cycle of Quality Instruction and Resources, Best practices, Best technology instructional practices, Individual/Personalized Learning, Multi-Tiered Support System, Social/Emotional Supports, PBIS/ABRI, Career Readiness/Student Advising

English –
Curriculum Mapping/ Alignment (especially focused on standards), Unit planning, Resource planning and development

- Curriculum development and mapping (especially focused on new standards), Unit planning, Resource planning and development
- Reading and Writing Strategies
- Best Practice Instructional Strategies and Cycle of Instruction
- Collaborate to identify priority skills/ standards for course/ units
- Work toward the develop of at least 2 Common Assessments per trimester each core course
  - At least 20 items per common assessment
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  - Include 2-5 ACT like/aligned questions

Math -
Curriculum Mapping/ Alignment (especially focused on standards), Unit planning, Resource planning and development new courses
- Building Resources and lessons on pathway class
- Best Practice Instructional Strategies and Cycle of Instruction
- Reading/Thinking strategies
- SDI Best Practices; collaborative teaching; cycle of instruction
- Collaborate to identify priority skills/ standards for course/ units
- Work toward the develop of at least 2 Common Assessments per trimester each core course
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- Annotations for alignment to specific KY/ACT standards and/or graduation assessment
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Social Studies Curriculum Mapping/ Alignment (especially focused on standards)
- Best Practice Instructional Strategies and Cycle of Instruction
- Reading strategies
- SDI Best Practices
- Collaborate to identify priority skills/ standards for course/ units
- Work toward the develop of at least 2 Common Assessments per trimester each core course
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  - Annotations for alignment to specific KY/ACT standards and/or graduation assessment
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Science -
Collaborative planning to align course pacing and assessments.
- Unit planning
- Resource planning and development
- Common assessments
- Technology tools – improve/increase use of Google Classroom and other tools (e.g., ShowMe, GoFormative)

- Coordinated plan for ACT science and ACT Reading (Natural Science)
- Use of ACT tools (e.g., ACT practice questions, CERT quizzes)
- Develop a structured plan for specific strategies, resources and implementation dates throughout the academic year
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World Language --
- Curriculum development and mapping, new course review
- KWLA Conference – Sept.
- Best Practice Instructional Strategies and Cycle of Instruction
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Health/PE --
- SCM Update
- PGA
- Curriculum Mapping/ Alignment (especially focused on new standards)
- Best Practice Instructional Strategies and Cycle of Instruction
- Reading strategies
- SDI Best Practices

Art --
- Curriculum development
- Educator Workshops
- SDI Best Practices

Special Education - Teachers
- SDI Best Practices; collaborative teaching; cycle of instruction
- District-wide special education compliance and updates
- Special Education Unit positions will attend Medical Administration training and Safety Crisis Management Training

JROTC - Teachers
- Updates to JROTC Leadership curriculum and teaching strategies
- Updates to Homeland Security curriculum and teaching strategies
- Best Practice Instructional Strategies and Cycle of Instruction
- Reading and Writing Strategies
- SDI Best Practices

  KMEA (Kentucky Music Education Association)
  Medical Training
  SCM Trainings
  PGA
  AP Training
  New Teacher Orientation

| PD Day #3- Feb 15, 2021 6 hours | 8/14/20 6 hours | GAP, Graduation Rate, Transition Readiness | Trauma Informed/ Social Emotional Tier I & Tier II supports and strategies within MTSS (4 hrs) | Consultants, Dept Heads, Social/Emotional Leaders Diversity Champions | Cycle of Quality Instruction and Resources, Best practices, Individual/Personalized Learning, |

			Diversity and Inclusion Training in conjunction with Make-It-Plain (2 hours)	Make-It-Plain Administrators	Multi-Tiered Support System, Social/Emotional Supports, PBIS/ABRI, Career Readiness/Student Advising
PD Day #4- March 19, 2021 6 hours	6/4/20-8/13/20 Flex time per teacher (2 hours) 11/17/20 3:00-5:00 (2 hours) 2/9/21 3:00-5:00 (2 hours) (6 hours- total)	Proficiency,GAP, Graduation Rate, Transition Readiness	Diversity and Inclusion Training in conjunction with Make-It-Plain (2 seperate 2 hour sessions) 11/17/20 3:00-5:00 (2 hr) 2/9/21 3:00-5:00 (2 hr) Flex time per teacher (2 hr)	Dept Heads, Social/Emotional Leaders Diversity Champions Make-It-Plain Administrators	Cycle of Quality Instruction and Resources, Best practices, Individual/Personalized Learning, Multi-Tiered Support System, Social/Emotional Supports, PBIS/ABRI, Career Readiness/Student Advising

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)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
Proficiency, Separate Academic Indicator, GAP, Graduation Rate, Transition Readiness	Integrating Reading Apprenticeship Activities (All content areas)	Reading Apprenticeship resources	Reading Apprenticeship resources
	Curriculum Development (English & Math)	Google Docs, Core Content Standards	Curriculum/ Technology Resources
	Multi-Tiered Support System,	MTSS google docs and best practices	MTSS
	Curriculum Mapping (especially focused on standards and common assessments)	Kentucky Standards	KDE-State Website/ Documents
	Cycle of Quality Instruction	PPR and Quality Cycle of Instruction	Danielson
	Data Analysis	Consultants, Counselors, Administrators	Data from formative and summative assessments
	RTI and Differentiation	R180, Reading Apprenticeship resources, Best practices, Cycle of	R180, best practices & Reading App, Career Readiness

		Instruction, Career Readiness	
Proficiency, Separate Academic Indicator, Transition Readiness	Collaborate to identify priority skills/standards for course/units; work toward the develop of at least 2 Common Assessments per trimester each core course • At least 20 items per common assessment • Annotations for alignment to specific KY/ACT standards and/or graduation assessment • Include 2-5 ACT like/aligned questions	ACT Standards/ released items; Consultants	ACT/Common assessment resource material; Data from formative and summative assessments
Graduation Rate, Transition Readiness	Career Readiness/Student Advising	Xello/Career Programs	Individual Learning Plan/Xello
GAP, Graduation Rate	SDI Best Practices (Special Ed)	Special Education consultants and State SE Resources	SDI Best Practices and Strategies
	PBIS/ABRI, School Safety Best Practices, Tier II, and Tier behavioral interventions	Consultants, Counselors, Administrators	PBIS/MTSS/KDE-Safe Schools/School Resiliency Act
GAP, Transition Readiness	Utilizing technology in a one – to – one learning environment (Google classroom, flipped classroom, online supports, etc.)	Building Tech, Google Classroom, Internet	Best Practice Strategies
GAP	Understanding, Intervening & working with low performing GAP students in the general education setting	Social Emotional Support Systems and PBIS consultants	Best Practice Strategies
GAP, Graduation Rate, Transition Readiness	MTSS, School Safety Best Practices	Social Emotional Support Systems and PBIS consultants	Mental Health First Aid Program/KDE-Safe Schools/School Resiliency Act
	Mentorship/Career Advising	Social Emotional Support Systems and PBIS consultants	Best Practice Strategies
Proficiency, Separate Academic Indicator, Transition Readiness	Curriculum Mapping (especially focused on standards and common assessments)	Kentucky Standards	KDE-State Website/ Documents

D.   IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: CERT, ACT, MTSS, grade distributions, student work, PBIS, social/emotional, and SRIs. Adjustments to the job-embedded needs

will be made based off of this data as well as PPR walk findings, administrator/teacher discussions, and curriculum committee minutes 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	60%
Certified Extra Service	0113	
Educational Consultant	0322	
Registrations	0338	15%
General Supplies/ Professional Books	0610	15%
Food	0616	
Travel In District	0581	
Travel Out of District	0580	10%
Total of your budget		100%

Please use the following coding structure for PL funds:
Org - SCH1118
Object – use code from above
Project – 7000

F.   DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN:

- Curriculum Committee Members – 2/25/20
- Department PLC's/Faculty Meeting - 3/12/20
- SBDM March - 3/17/19