KCSD
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THE KENTON COUNTY BOARD OF EDUCATION
1055 EATON DRIVE, FORT WRIGHT, KENTUCKY 41017
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Dr. Henry Webb, Superintendent of Schools

KCSD ISSUE PAPER

DATE:
3/22/18

AGENDA ITEM (ACTION ITEM):
Consider/Approve Consider/Approve Summit View Academy's request to change their original Professional Development date that is listed in the approved Professional Development plan from March 29 to April 25 because of a scheduling conflict.

APPLICABLE BOARD POLICY:
03.19 AP.1 Professional Development

HISTORY/BACKGROUND:
Summit View Academy would like to change the date of a one hour professional learning session scheduled. The original date is March 29 and SVA would like to change the date to April 25. There was a school level conflict that reduced the amount of people that could participate on March 29.

FISCAL/BUDGETARY IMPACT:
$0

RECOMMENDATION:
Approval for Summit View Academy's Professional Development plan to be approved with a date change from March 29 to April 25.

CONTACT PERSON:
Lesley Smith

_____   _____   _____
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.

Summit View Academy
2017-18 Professional Learning Summary

Our mission in the Kenton County School District is to ensure that every student is prepared for the global work market.

The Kenton County Board of Education has established three main goals that serve as areas of concentration and focus for the entire school district. The goals are:

Goal 1 – All students will perform at or above grade level in numeracy and literacy at each transition point.

Goal 2 - All 'professional practices' will be based on a common understanding of quality instruction and best practice for every student, in every classroom, every day.

Goal 3 – Beginning in the fourth grade, all students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom each year.

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.)

Summit View Academy analyzes data continuously to make informed decisions regarding professional learning for all staff. Further analysis of K-PREP, DIBELS, and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs. Currently, SVA is identified as a Proficient school in grades K-5 and a Needs Improvement school in grades 6-8. Grades K-5 and 6-8 show small gains in academic achievement and growth. There was limited to no growth in the area of GAP for both grades K-5 and 6-8. To ensure all students continue to show growth, as a school, we will analyze individual assessment data on MAP and KPREP, identify the students not making growth, and implement instructional strategies to meet the needs of the students. Next steps for 2017-18 professional learning opportunities were determined with input from administration, teachers, STEAM consultant, SBDM members, and district consultants. Discussions following PPR walks also contributed to the next steps that are needed to continue growth. Content specific best practices in the areas of Science, SS, Reading, Math, PLCS, and A/H will improve instruction and learning. For Tier II and Tier III interventions, iRead, ST Math, Read 180 and System 44 teachers will continue their professional development to increase effectiveness with these students (including those identified in "Gap" groups). RTI data is monitored weekly to ensure students are making progress and to identify areas of need. With our increased access to assessment data of student groups as well as individuals, structured time to learn what the data is telling us is an additional need that we have identified to increase student achievement. This data analysis effort will also focus on how to identify needs of students in "Gap" populations as well as students who are not making adequate growth.

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Program Reviews
PD Day # 1 6 hours 8/22/17	May 31 ... 6 hours	KPREP Combined Proficiency Goal, Program Review, Achievement Gap	Staff will receive training on how to utilize technology to enhance instruction in the classroom. The tools will be used to improve student engagement. Staff will also develop STEAM related lessons – lessons will focus on 5E; will utilize technology resources to plan formative assessments and differentiated lessons that are engaging.	Admin. Consultants Teachers STEAM leads	Common Core Standards, Best Practices	X
PD Day # 2 6 hours 10/9/17	June 1 June 2 June 5 June 6 June 14	KPREP Combined Proficiency Goal, Program Review, Achievement	Content specific training for all teachers. All dates to include training on what to do when students	Admin. Consultants	Common Core Standards, Best Practices, Springboard, Eureka Math,	X

	August 2 August 3 August 8 August 9 August 10 August 17	Gap	are not achieving (including "Gap" students), student engagement/accountable talk, formative assessment, collaborative learning, and writing in the content. June 1 – Elementary Content Specific Trainings (Eureka Math, Social Studies, ELA, Science) June 1, 2;August 17 – Middle School Science June 1, 2, 6; August 2, 8, 9, 10, 17 – Middle ELA June 1, 5, 6; August 2, 3, 17 – Middle Math June 1, 2; August 17 – Middle Social Studies June 1, 2, 8 – Middle Science August 7, 16 – Special Education June 1, 8 – VPA, PE		MDC/LDC	
	6 hours		June 7, 8 – Media Specialists			
PD Day # 3 6 hours 11/22/17	**August 17** **3 hours**	TELL Survey Program Review K-3 Proficiency Goal, KPREP Proficiency Goal, GAP	The Summit View STARS (KYCID) team will provide specific training for procedures and practices for school-wide behavior.	Admin. KYCID Committee	Best Practices PBIS/KYCID	X
	August 17 **3 hours**	TELL Survey Program Review K-3 Proficiency Goal, KPREP Proficiency Goal, GAP	Staff will receive training on mental health and behavior disorders and strategies to work with students and their families.	Admin, Consultants	Best Practices PBIS/KYCID	X
PD Day #4 6 hours 3/16/18	**Oct. 26** **3 hours**	KPREP Proficiency, GAP	Data Analysis with KPREP data and other data sources; will analyze gap data	Admin Teachers Consultants Assessment Data	Common Core Standards, Best Practices, KPREP, MAP	X
	Sept. 28 **Jan. 25** <mark>**April 25**</mark>	K-3 Proficiency Goal, KPREP Proficiency Goal, GAP, Program Review	Staff will receive training on how to utilize technology to enhance instruction in the classroom. The tools will be used to improve student engagement. Staff will also develop STEAM related lessons – lessons will focus on	Admin Teachers Consultants	Common Core Standards, Best Practices	X

			5E; will utilize technology resources to plan formative assessments and differentiated lessons that are engaging.			
	3 hours					

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*	*Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Program Reviews*
KPREP Combined Proficiency/ Program Reviews/ Achievement Gaps	Next Generation Science Standards – Working with Through Course Tasks (TCT) and analysis of student work	Consultants, Administrators, Teachers, Lesson plan models, engaging video exemplars	MAP, K-PREP, Common Core Standards, Best practices	X
KPREP Combined Proficiency/ Program Reviews/ Achievement Gaps	Writing Calibration and Student Work Analysis	Consultants, Administrators, Teachers, Lesson plan models, engaging video exemplars	MAP, K-PREP, Common Core Standards, Best practices	X
KPREP Combined Proficiency/ Program Reviews/ Achievement Gaps	Data Analysis &/or Analysis of Student Work	Consultants, Administrators, Assessment results (MAP, K-Prep), CIITS	MAP, K-Prep, Scholastic, MDC/LDC	X
KPREP Combined Proficiency/ Achievement Gaps	Technology/Google Classrooms	Consultants, Administrators, Teachers	Common Core Standards, Best practices	X
KPREP Combined Proficiency/ Achievement Gaps	Problem Based Learning/Inquiry	Consultants, Administrators, Teachers	MAP, K-PREP, Common Core Standards, Best practices	X
Tell Survey Program Review	PBIS	KYCID, Behavior Consultant	KYCID Safe Schools	X
KPREP Combined Proficiency/ Program Reviews/ Achievement	Team Building/ROYAL Habits	KYCID, Behavior Consultant	KYCID Safe Schools	X

Gaps				
KPREP Combined Proficiency/ Program Reviews/ Achievement Gaps	Effective Instructional Practices (To include training on what to do when students are not achieving and including those "Gap" students).	Consultants, Administrators, CIITS	Common Core Standards, Best practices, MDC/LDC, R180, S44	X
KPREP Combined Proficiency/ Achievement GAPS	Response to Instruction: planning for instruction and monitoring student data; Differentiation	Consultants, Administrators, Teachers, MAP, DIBELS, KPREP data	Best Practices	X
KPREP Combined Proficiency/ Achievement GAPS	Special Education training on instructional strategies and IEP development	Consultants, Administrators, Teachers	Best Practices	X
Program Review	Emergency Medical Training	District Nurse All Staff	Safe Schools	X

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: KPREP, MAP assessments, common assessments, grade distributions, student work, and RIs/PIs/MIs. 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 PL ALLOCATION

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**	*10%*
Educational Consultant	**0322**	*5%*
Registrations	**0338**	*15%*

General Supplies/Professional Books	0610	
Food	0616	*15%*
Travel In District	0580	
Travel Out of District	0582	*15%*
Total of your budget		**100%**

Please use the following coding structure for PL funds:

Org - SCH2053

Object – use code from above

Project – 140X, where the X signifies the fiscal year we are in. FY17 = C, FY18=D

F.   DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: 2/25/17, 3/22/17