KCSD

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:
May 9, 2018

AGENDA ITEM (ACTION ITEM):
Consider/Approve Simon Kenton is seeking approval for revisions to their 2018 – 2019 professional development plan consisting only of date changes.

APPLICABLE BOARD POLICY:
Professional Development 03.19

HISTORY/BACKGROUND:
Date changes for department meetings were made when the last day for teachers was established.
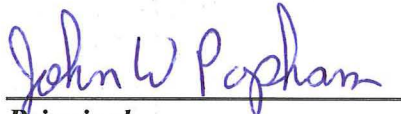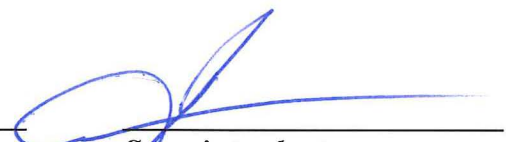
FISCAL/BUDGETARY IMPACT:
None

RECOMMENDATION:
Approve Simon Kenton's updated professional development plan.

CONTACT PERSON:
John Popham Principal Simon Kenton High School

_____   _____   _____
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.

Simon Kenton High School
2018-19 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 EOC data, EPAS data, AP data, ACT data and CERT data that was received throughout the school year led to continual adjustments in job-embedded needs. Through job-embedded PD, as well as, scheduled and flexible PD during the 2017-18 school year, next steps for 2018-19 were determined with input from administration, teachers, SBDM members, and consultants. Administrator and teacher discussions following PPR walks also contributed to the next steps that are needed to continue growth.

Curriculum revision is needed in all content areas, but especially in math and English as we go away from Springboard. Likewise, content specific best practices in the all content areas will improve instruction and learning. For Tier II and Tier III interventions, R180 and S44 teachers will continue their professional development to increase effectiveness with these students including reading with Special Education students. 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 a further need that we have seen to address the needs of our students. This data analysis effort will also focus on how to identify needs of students in Special Education Reading populations.

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 Assurances
PD Day # 1- Aug. 14, 2018 6 hours	6 hours flexible by instructional need	Transition Readiness Achievement Gaps Quality instruction	School and District Improvement goals and improvement plan/Teacher Instructional Assignment/Individual professional Growth Plan Aug 1-3: PGA –Ind. PD sessions based on teacher need/admin approved. This includes R180 and S44 utilized as Tier II and Tier III interventions for students included in gap groups for F/R and students with disabilities. Curriculum Development Quality Instruction Other as approved	Various presenters Administrators Assessment Data	Common Core Standards, Best practices, R180, S44, MDC/LDC, EPAS, EOC, AP, CIA work	X
PD Day # 2- Nov. 5, 2018 6 hours	6 hours flexible by instructional need	Transition Readiness Achievement Gaps Quality instruction	School and District Improvement goals and improvement plan/Teacher Instructional Assignment/Individual professional Growth Plan Aug 1-3: PGA –Ind. PD sessions based on teacher need/admin approved. This includes R180 and S44 utilized as Tier II and Tier III interventions for students included in gap groups for F/R and students with disabilities. Curriculum Development Quality Instruction Other as approved	Various presenters Administrators Assessment Data	Common Core Standards, Best practices, R180, S44, MDC/LDC, EPAS, EOC, AP, CIA work	X
PD Day # 3- Nov. 21, 2018 6 hours	June 7 June 8 or June 11 (6 hours)	Transition Readiness Curriculum Review Achievement Gaps Accountability	All dates to include training on what to do when students are not achieving (including "Gap" students). IEP training English – June 5 Math – June 7 PLCS – June 5 Science – June 5 Social Studies – June 5 Special Education – August 9 VPA – June 5 World Language – June 5	Consultants Administrators Department Chairs	Curriculum Standards, KCAS, Common Core, State Accountability	X
PD Day #4- March 15, 2019 6 hours	September 11, 2018 (2 Hours) November 14, 2018 (2 Hours) January 31, 2019 (2 Hours)	Tier 1 Tier 2 Tier 3 Instruction	Best practices and current trends in education. Quality instruction (meaningful engagement, formative assessment, accountable talk, effective collaborative learning. New requirements in education.	Consultants Administrators CO Staff	Common Core, Best Practices, CIA work	

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 Assurances
Transition Readiness / Achievement Gaps	Data Analysis (Data reviews to include analysis of students in "Gap").	Consultants, Administrators, Assessment results (CERT, EOC, EPAS, AP)	Best practices, CERT, EPAS, EOC, AP	X
Tell Survey	PBIS/Adult Advocate	KYCID committee, Behavior Consultant	KYCID	
Transition Readiness / Achievement Gaps	Effective Instructional Practices (To include training on what to do when students are not achieving and including those "Gap" students).	Consultants, Administrators	Common Core Standards, Best practices, MDC/LDC, R180, S44	X
Transition Readiness / Achievement Gaps	RTI and Differentiation	Consultants, Administrators	R180, S44, Best practices	
Transition Readiness / Achievement Gaps	Curriculum Analysis and Alignment EL/Transition Ready	Consultants, Administrators	Common Core Standards, NGSS, Gates Study	X

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: ACT, EOC, CERT assessments, common assessments, grade distributions, student work, and SRIs. 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	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 - SCH2053
Object – use code from above
Project – 140X, where the X signifies the fiscal year we are in. FY18=D, FY19=E

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

The staff was surveyed the week of March 26 – March 30. On 3/29/2018, a professional learning input meeting was held. All staff were invited. Professional Learning Plan was discussed and approved at the SBDM meeting on 4/26/2018.