DATE:
July 20, 2021

AGENDA ITEM (ACTION ITEM):
Consider/Approve White's Tower Elementary to flex the set district calendar dates designated for Professional Development in the 21-22 calendar according to the individual needs.

APPLICABLE BOARD POLICY:
8.3 School Calendar

HISTORY/BACKGROUND:
In accordance with KRS 158.0709, a local school board may approve a school's flexible professional development plan that allows teachers and or other certified personnel within a school to participate in professional development activities outside the days scheduled in the school calendar. Due to a date conflict, White's Tower Elementary needed to adjust their professional development plans for the 21-22 school year. The enclosure contains the Professional Learning Plan that was created in collaboration with the School Based Decision Making Council in accordance with KRS 156.095 and KRS 158.070. Please note the flexible dates that the school would use in order to provide a high quality professional learning for staff as they work to meet differentiated needs.

FISCAL/BUDGETARY IMPACT:
0.00

RECOMMENDATION:
Approval to White's Tower Elementary to flex the set district calendar dates designated for Professional Development in the 21-22 calendar according to the individual needs

CONTACT PERSON:
Lesley Smith, Assistant Superintendent

_____   _____   _____
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.

White's Tower Elementary School
2021-22 Professional Development 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 development (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.):

Further analysis of DIBELS data, Reading Inventory, Friday Assessments, MTSS data and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs. Through PLCs and job-embedded PD, as well as, scheduled and flexible PD during the 2020-2021 school year, next steps for 2021-22 were determined with input from administration, teachers, SBDM members, and consultants. Administrators and teachers discussions following PPR walks also contributed to the next steps that are needed to continue growth. Likewise, content specific best practices in the areas of Science, SS, PLCS, and A/H will improve instruction and learning. For Tier II and Tier III interventions, teachers will continue their professional development to increase effectiveness with these students (including those identified in "Gap" groups). 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. We will also involve teachers in the cycle of quality instruction training and exposure through PLC's and staff meetings. This will help identify through PPR Walks, which will notify lapses or deficiencies that can be improved on. This data analysis effort will also focus on how to identify needs of students in "Gap" populations. Specific data to this is also identified in our CSIP:Reading MAP Data for students with IEP's: 35.80% at or above 50th percentile & 66.28% of students showing growth & Math MAP Data for students with IEP's: 38.27% at or above 50th percentile & 66.28% of students showing growth.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 17, 2021 6 hours	June 3, 4, 5, 7, 8, 9, 10, & 11, 2021 (6 hours)	Proficiency Gap & Transition Goals	Deconstructing Standards, 1:1 Planning, Curriculum Map Design Or	District Personnel

	June 15, 17,22,& 23,2021 July 6, 8, 13, 15, 20, 22, 27, 29, 2021. August 2, 3, 6, 2021. (6 or 12 hours)		SCM Restraint Training	
PD Day # 2 - November 24, 2021 6 hours	August 4, 2021 (6 hours)	Proficiency, Gap & Transition Goals	Dr.Webb Keynote (1 hour)@ Scott	District Personnel
			Element 1: Tasks of Varying Complexity (2 hours)	Teacher Leaders & Administration
			John Gordon: One Word Challenge (3 hours)	Administration
PD Day #3 - February 21, 2022 6 hours	Aug. 5, 2021	Proficiency, Gap & Transition Goals	Teachers Do Differently (3 hours)@ Dixie	Todd Whitaker
	Sept. 8, 2021		Element 2: Products from ALL Students (1.5 hours)	Teacher Leaders & Administration
	Sept. 15, 2021		Element 4: Adjusting Instruction in Real-Time (1.5 hours)	District Consultant & Administration
PD Day #4 - March 18, 2022 6 hours	Aug. 25th (2 hours)	Proficiency, Gap & Transition Goals	MTSS: Progression Charts & Data Collection & Progress Monitoring (2 hours)	Teacher Leaders and Administration
	Oct.13, 2021		Trauma Informed Care: Part 1 & Part 2 (2 hours)	District Consultant & Administration
	Feb.16, 2022		Writing Strategies	Writing Cluster Leaders

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed

Proficiency, Gap, & Transition Goals	Data Analysis, MTSS, Student Progress Monitoring (MAP, Friday Assessments, Data Dashboard)	• Administration • District Instructional Consultants • Teachers
Gap Goals	Building Relationships One Word Challenge	• Gerry Brooks
Proficiency, Gap, & Transition Goals	Response to Interventions: Instructional strategies, student progress monitoring, differentiated/flexible groupings	• Administration • RtI Teachers • Teachers
Proficiency, Gap, & Transition Goals	Technology Tips & Resources. Training in Google meet, forms, slides, and docs. As well as, creating assignments, postings, grading and PearDeck.	• Tech Teacher • Administration
Proficiency, Gap, & Transition Goals	Common Assessment Protocol for all classrooms- before/ during/ after the assessment. Teachers focus on common practices for before, during and after giving an assessment.	• Teacher Leaders • Administration
Proficiency, Gap, & Transition Goals	PPR Walk Evidence & Observations. Use evidence observed in the PPR Walks to drive next steps or areas of emphasis within the cycle of quality instruction. KCSD Landing Page	• Administration

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year with monthly updates to the SBDM committee. Data will be analyzed by student progress monitoring data such as: MAP, SRI & SPI data, Friday Assessments, DIBELS and individual student products. Adjustments to the job-embedded needs, will be based off of this data as well as PPR walk findings and administrator/teacher discussion on instructional needs. Weekly assessments will be monitored in order to make adjustments to instruction and deconstruction standards to ensure student success. Using PPR walks and a cycle of quality instruction, we will connect teacher individual professional development plans to their professional growth plans.

E.   BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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**	*73%*
Certified Extra Service	**0113**	
Educational Consultant	**0322**	*25%*
Registrations	**0338**	
General Supplies/Professional Books	**0610**	*2%*
Food	**0616**	
Travel In District	**0581**	
Travel Out of District	**0580**	
Total of your budget		**100%**

Please use the following coding structure for PD 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: __3/31/21_____