



## 2020-21 Phase Three: Professional Development Plan for Districts\_12092020\_12:17

2020-21 Phase Three: Professional Development Plan for Districts

**Allen County**  
**Travis Hamby**  
570 Oliver St  
Scottsville, Kentucky, 42164  
United States of America

## Table of Contents

2020-21 Phase Three: Professional Development Plan for Districts	3
Attachment Summary	11

## 2020-21 Phase Three: Professional Development Plan for Districts

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

### 1. What is the district's mission?

The mission of Allen County Schools is to equip our learners to be creative problem solvers and future innovators through authentic and deeper learning experiences.

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the district's **top two priorities** for professional development that support continuous improvement?

1. To teach grade-level content through evidence-based instructional strategies that create student-centered, authentic, deeper learning experiences that increase

---

engagement and student learning in all content areas. 2. To train our entire staff in Social Justice/Restorative Practices to promote social-emotional growth, healthy relationships, positive school climates, students' sense of belonging, and inclusive school cultures.

## **ATTACHMENTS**

### **Attachment Name**

---

3. How do the identified **top two priorities** for professional development relate to district goals?

The top two priorities are aligned to district improvement goals related to strengthening core instruction in mathematics, reading, writing, science, and social studies since data show our Tier I instruction is not leading to 80% proficiency with any group of students. This includes helping teachers have a deeper understanding of standards, rigor, and evidence-based instructional practices that promote student agency, performance assessments, and personalized learning. We believe that we must change our instructional practices to reach and engage more students in deeper learning practices through student-centered learning environments. Foundational to being able to move teaching and learning forward in Allen County Schools is understanding the needs of our students from a social-emotional, behavioral, and relationship level, not just academic. We need to shift the paradigm away from punitive discipline to promoting social-emotional growth, healthy relationships, positive school climates and cultures, and creating an inclusive school community. Based on academic data, behavior data, and dropout data, there is much work to be done to engage students and prepare them to be ready to learn academically.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Evidence-based instructional strategies to build capacity and expand teacher knowledge and understanding of implementing high-impact strategies in tiered instruction, specifically Tier I, that are aligned to standards and assessments is our first priority. To model personalized learning, we will create personalized professional learning for teachers in core areas that takes a deeper dive into the standards and provides evidence-based strategies for teaching standards in Tier I, II, and III. The district, along with all schools, will work together to identify priorities for personalized professional learning. All teachers will have input on professional

learning that aligns with their specific needs and growth areas. Teachers will learn about and use student voice, student agency, and deeper learning experiences to provide students with multiple opportunities to engage in deeper learning and more meaningful work. We anticipate it taking multiple years to train staff in these areas. We will structure these opportunities (both synchronous and asynchronous) and establish district-wide and school-level participation. Short-term changes will include creating an online platform for teachers to access professional learning throughout the year. Long-term changes will include moving from seat-time requirements to competency-based requirements for all certified staff. We anticipate it taking multiple years to train staff in these areas. Long-term changes include student agency and student choice in their learning and the demonstration of learning in multiple ways, beyond paper and pencil assessments (i.e. performance assessments).

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Teachers will be able to utilize various evidence-based strategies to meet student needs. Tier I instruction will be strengthened and student learning will increase to at least 80% proficiency. Gaps will be reduced for EL and special education students. PLC/Data Team conversations will move away from planning conversations to data-driven decisions around high-impact instructional strategies that align with student needs. All instruction and assessments will be aligned to standards as evidenced in observation data and lesson studies. A writing plan will be developed for K-12. Writing will be taught intentionally at every grade level and across the curriculum, and students will be given opportunities to write every day.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

PLC/Data Team conversations will change from grade-level planning to data-driven decision making that utilizes the strategies believed to have the greatest impact based on the needs of students. Teachers will be able to utilize various high-impact strategies to meet the needs of all students. School and district implementation and impact checks will show evidence of successful implementation and student learning will increase. For writing specifically, we will work with a trained consultant to ensure we have a writing plan for K-12 students. The plan will include specific types of writing to be completed at each grade level and across content for various purposes. Writing instruction will be completed as a part of reading instruction and not viewed as something separate. We will see teachers utilizing and instructing reading/writing as cohesive, going hand-in-hand with the other.

#### 4d. Who is the targeted audience for the professional development?

All teachers will be the targeted audience for professional development related to content and evidence-based instructional strategies focused on creating authentic, personalized learning experiences for our students. For teachers who do not teach core subjects, the focus will be teaching reading, writing, and mathematics across all domains.

#### 4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All teachers, instructional coaches, and school administrators will be impacted directly.

#### 4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Funding is needed to contract with experts in the fields of reading, math, writing, science, social studies and authentic, student-centered, deeper learning experiences. We will also utilize in-district staff to create professional learning in some areas. Materials to support professional learning will need to be purchased (books, instructional technology tools, etc.). The district plans to utilize PD days required by the state, and the district leadership team will work with principals to identify school-specific needs to ensure all professional learning is aligned to district and school needs. Personalized professional learning will be new to Allen County Schools, so we will identify district and school-mandated PD, and teachers can also participate in professional learning at any time throughout the year based on their own individual needs. Time will be needed to develop personalized professional learning with the first rollout beginning in summer 2021 and continued through summer 2024. There will be a short-term goal of meeting seat-time requirements in 2021 and a long-term goal of moving to a competency-based approach for all professional learning where teachers can earn badges and credit toward a rank change by 2024.

#### 4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Instructional coaches and principals in each building will provide ongoing supports for implementation, follow-up, and coaching. Classroom visits and walk-throughs will provide opportunities for monitoring and coaching for successful implementation. PLCs/Data Teams will meet weekly to discuss implementation and

impact from classroom-level formative assessment data and student work samples. Teachers within the PLCs/Data Teams will provide support for implementation if/when the data shows a discrepancy in the implementation of strategies. Instructional coaches and/or principals will also provide feedback for data-driven decision making and implementation.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Teachers will meet weekly in PLCs/Data Teams to review student work samples and data. Instructional coaches and principals will monitor the implementation of new strategies and alignment of instruction and assessment to standards. PLCs will monitor the impact of new strategies on student learning/student data. District-wide implementation and impact checks will be done throughout the year with district- and school-level teams monitoring the fidelity of implementation and impact on student learning of each strategy. We will identify look-fors and indicators of successful implementation for all strategies, including the Workshop Model and Thinking Strategies that have been previously implemented district-wide.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Allen County Schools is identifying root causes for the lack of student growth and achievement. We believe that the system itself is exacerbating the problems seen in our school district. We know that understanding the needs of our students from a social-emotional, behavioral, and relational level, not just academic, is a priority for true, lasting improvement to occur. We need to shift the paradigm away from punitive discipline and grading practices to promote social-emotional growth, healthy relationships, positive school climates and cultures, and creating inclusive school communities. Based on academic and behavior data, student voice surveys, and dropout data, there is much work to be done to engage students and prepare them to be ready to learn academically. Long-term changes will reveal a system that is committed to meeting the most basic human relational needs of caring and belongingness.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

We know that all humans are hardwired to crave positive relationships, belonging, and community. We all want to be loved, heard, known, and understood by those around us. We need to know that there are people there to support us when we take risks and fail. We need to be intentional in creating a system that does that for our students in Allen County Schools. Training of all teachers and staff will lead to a paradigm shift in multiple areas: building healthy relationships with all students and staff, creating positive school cultures and climates, and creating inclusive school communities that create a sense of belonging for ALL students. By understanding our students, their backgrounds, and those things carried in their "invisible backpacks," we can make connections to them and support them in new and different ways. Students will view school as a support system that is working to meet their needs, with discipline and dropout rates decreasing or becoming non-existent. Students will also show an increase in engagement, taking responsibility and ownership of their learning, and social-emotional growth.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Short-term: Behavior plans will be revised to include restorative practices and policies and procedures will reflect those changes. Schools will begin to create inclusive school communities where all students feel a sense of belonging and purpose. Long-term: Healthy relationships will exist between all students and teachers, conflict resolution will occur within groups of students, lower discipline and suspension rates, increased feelings of connection by all students, and growth in social-emotional learning. Ultimately, we will have a system that doesn't allow students to fail or dropout. Multiple layers of support will be in place for all students and dropout rates will decrease.

5d. Who is the targeted audience for the professional development?

All staff - certified and classified will participate in Social Justice Restorative Practices professional development.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All students, district leaders, school leaders, and teachers will be impacted by this component of professional learning.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)



Funding for professional learning is needed. Additional training for district and school-level administrators, school psychologists, and counselors will also be needed for sustainability and continuous support.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing coaching and feedback will be provided by school-level leaders, counselors, and school psychologists as a part of ongoing follow up and support.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

This will be a district-wide initiative, so everyone in the district will be focused on successful implementation. District and school-level leaders will review policies, procedures, and observation data to identify successful implementation. Grade-level PLCs will also review data to determine if additional adjustments or changes need to be made. An intentional look at cause data, in addition to effect data, will be reviewed and monitored in order to better address the root causes of the behavior we see.

## **ATTACHMENTS**

### **Attachment Name**



---

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

We also consider trauma-informed care and effective grading practices a priority for Allen County Schools district-wide. We believe, based on data, that the lack of motivation, engagement, and student learning could be rooted in trauma-causing stress and current grading practices. The Covid-19 global pandemic has surfaced many issues that have existed but were able to be overlooked in previous years. The number of students failing, at-risk of dropping out, and unengaged are alarming. In addition to building capacity in teachers to utilize more effective teaching strategies and to create student-centered environments, we believe it is critical that we also

address some of the foundational issues that could be exacerbating the problems and lack of student growth and learning.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Allen County Schools CDIP Data and Planning 2020-2021</u>	The attachment includes district data and planning that was done during the improvement planning process.	• 2
 <u>Allen County Schools PD Plan Additional Priorities 2020-2021</u>	ACS added two additional extension priorities to our PD Plan that we consider foundational for increasing student engagement, motivation, and success. The attachment includes the description of those two priorities.	• 5h