



Kinder County School District | It's about ALL kids.

## Issue Paper

**DATE:**

July 14, 2022

**AGENDA ITEM (ACTION ITEM):**

**Consider/Approve** Approve revision of Hinsdale's 2022-2023 PD Plan.

**APPLICABLE BOARD POLICY:**

01.1 Legal Status of the Board

**HISTORY/BACKGROUND:**

District Professional Development Day #1 was scheduled for August 16, 2022. Hinsdale's previously approved flexible Professional Development day was July 11, 2022. The Professional Development day scheduled for July 11, 2022 did not occur due to barriers obtaining the *Into Reading Series* materials on time. Hinsdale is requesting the board approve the following Professional Development date changes to replace the July 11, 2022 date that did not occur. The new Professional Development dates are: 8/29 (2 hours), 9/12 (2 hours), and 10/3 (2 hours). The dates were approved by SBDM council on July 12, 2022.

**FISCAL/BUDGETARY IMPACT:**

NA

**RECOMMENDATION:**

**Approval to** Approve revision of Hinsdale's 2022-2023 PD Plan.

**CONTACT PERSON:**

Josh Feldmann, Principal Hinsdale Elementary

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**Principal/Administrator**

Handwritten signature in blue ink, appearing to read 'Julie Smith', written over a horizontal line.

**District Administrator**

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**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.*

# RC Hinsdale

## 2022-23 Professional Development Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Our goals include:

- Transition Readiness Rate 100%
- Attendance Rate 96.25%

### CBAS Pillars

- Student Learning and Progress
  - Ensure academic success for all students so that every student reaches his/her maximum learning potential
- Student Readiness
  - Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready
- Engaged, Well-Rounded Students
  - Engage students in a way that contributes to their overall development and future wellbeing
- Community Engagement and Partnerships
  - Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD
- Professional Learning/Quality Staff
  - Ensure that every student has quality teachers and adults that promote the learning and well-being of students
- Fiscal and Operational Systems
  - Ensure the district is financially responsible/efficient and using its resources to further the district mission
- Safety and Well-Being
  - Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social/emotional needs of each student

## 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.):*

The needs assessment process for identifying professional development includes analyzing KSA data (2020-21), information from the Teacher Impact Survey, KCSD Common Assessments, Certified/Classified Professional Growth Plans, Fall/Spring MAP data, weekly formative assessments, and teacher walk data. Throughout the 2022-23 school year, we plan to continue utilizing this data in our Staff Professional Learning and Professional Learning Communities (PLC).

Through conversations with teachers in PLCs, SBDM approval, and through support from district consultants, we were able to propose a professional learning plan that meets the needs of all Hinsdale teachers. As a staff during the COVID era, writing instruction was effected. We will be taking time this summer to revamp and refine our writing continuum and instruction. According to our 2021 KSA Data, 0% of Hinsdale Special Education students scored Proficient or Distinguished in Writing. Likewise, our Performance Matters data indicates that 60% of our 5th grade students are proficient or distinguished in Writing on their 3/4/22 KSA scrimmage. In addition to writing, we are adopting a new reading series and will provide staff training and support for this implementation. In the 2020-21 KSA assessment analysis, 58% of all Hinsdale students were Proficient or Distinguished in Reading. As you can see in our 22-23 Professional Development Plan, we will continue to utilize district Science training for our 4th grade teacher(s), as well as whole-school Science integration throughout the school day. According to our Performance Matters Data, 56% of our 4th grade students were proficient or distinguished in the Unit 1 Common Assessment. The KCSD has provided all teachers, both certified and classified, Professional Offerings for the 22-23 school year. Staff members can choose from a variety of professional learning opportunities to meet their own individual needs. Training will continue to involve the KCSD Cycle of Quality Instruction model throughout the 22-23 school year. Our 2021-22 PPR Teacher Walk Data indicates that we are seeing a need for Element 4 - using responses from all students to adapt instruction - professional development.

**B. PROFESSIONAL DEVELOPMENT SCHEDULE**

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

<b>District Calendar Date</b>	<b>Flexible Date Request, as applicable</b>	<b>CSIP Goal</b>	<b>Description of Content of Professional Development</b>	<b>Specific Supporting Resources, as needed</b>
PD Day # 1 - August 16, 2022 6 hours	<p><b>K-4</b>                      (6 Hours)                      8/29/22                      9/12/22                      10/3/22</p> <p>OR</p> <p><b>Preschool</b>                      5/31/22                      (6 hours)</p> <p>OR</p> <p><b>Grade 5</b>                      Reading and Math                      (6 hours)                      10/27/22                      1/26/23                      3/30/23</p>	Proficiency Separate Academic Indicator Growth	<p>New ELA Reading Series training led by company trainer.</p> <ul style="list-style-type: none"> <li>● Training #1 - <i>Into Reading training - alignment with standards, curriculum timelines, formative/common assessments, and Waggle implementation..</i></li> <li>● Training #2 - <i>Into Reading training - alignment with standards, curriculum timelines, formative/common assessments and Waggle implementation..</i></li> <li>● Training #3 - <i>Into Reading training - alignment with standards, curriculum timelines, formative/common assessments and Waggle Implementation.</i></li> </ul> <p>Curriculum Mapping</p> <p>Collaborate with district wide colleagues around standards,</p>	District and School ITS, Early Childhood Director, KAS, District Consultants and District Special Education Staff

			instructional resources, and assessment data.	
PD Day # 2 - November 23, 2022 6 hours	<b>Preschool</b> 7/25 (6 Hours)	Proficiency Separate Academic Indicator Growth	Preschool Environment and Instruction (PT and IAs)	
	OR			
	<b>K-5</b> 6/1 or 6/2 (3 Hours)		Schoology/Performance Matters (Ts)	
	OR			
	<b>2nd Grade</b> 6/7 /22 OR 7/25/55  12/6/22 (3 Hours)		1:1 (2nd Grade Ts)	
	<b>SPED</b> 8/9/22 or 8/10/22  10/18/22 or 10/20/22 (6 Hours)		ALL SPED Training	
	1/31/23 or 2/2/23  (6 Hours)			
	OR			
	<b>K/1</b> 7/26/22 (6 Hours)		Science and SS- New Curriculum map, Best Practices, Using SEP to guide instruction (K/1st Ts)	
	<b>OR</b>  <b>2nd/3rd</b> 7/27/22 (6 Hours)		Science and SS- New Curriculum map, Best Practices, Using SEP to guide instruction (K/1st Ts)	

	<b>OR</b>  <b>4th/5th</b> 7/28/22 (6 Hours)		Science and SS- New Curriculum map, Best Practices, Using SEP to guide instruction (K/1st Ts)	
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PD Day #3 - February 20, 2023 6 hours	<b>SPED</b> 6/7,6/8, 6/13, or 6/15 (6 Hours)  <b>SPED</b> 7/11, 7/13, 7/18, or 7/20 (6 Hours)  <b>SPED</b> 7/25/22 and 7/27/22 (12 Hours)  <b>ALL Ts and IAs</b> 8/2/22 (6 Hours)  <b>OR</b>  <b>PLTW Ts</b> 8/3/22 (6 Hours)  <b>OR</b>  <b>ALL T's</b> 8/3/23  <b>OR</b>  <b>Preschool</b> August /8 (2hrs)  <b>OR</b>	Proficiency Separate Academic Indicator Growth	SCM Refresher (Core Trained Team)  SCM Refresher (Core Trained Team)  SCM Initial (New Core Team Members)  Dr. Webb Keynote and EdCamp  PLTW-SD Printer Training and Curriculum Training  Schoology/ Performance Matters (last date offered)  <b>OR</b>  Battelle 3 (Preschool assessment)  <b>OR</b>	Early Childhood Director, KAS, Grade Level Colleagues, District Consultants and District Special Education Staff

	<p><b>Preschool</b> AEPS- August 8 (2hrs)</p>		AEPS (Preschool Ts & IAs)	
<p>PD Day #4 - March 10, 2023 6 hours</p>	<p><b>K-5 T's</b> Hinsdale Writing committee 7/18/22 (6 Hours)</p> <p><b>OR</b></p> <p><b>K Ts</b> 8/8/22 (1 hour)</p> <p><b>OR</b></p> <p><b>K</b> 10/18/22, 1/17/23, &amp; 3/21/23 (6 hours)</p> <p><b>1st</b> 10/19/22, 1/18/23, &amp; 3/22/23 (6 Hours)</p> <p><b>2nd</b> 10/20/22, 1/19/23, &amp; 3/28/23 (6 Hours)</p> <p><b>3rd</b> 10/25/22, 1/24/23, &amp; 3/28/22 (6 Hours)</p> <p><b>4th</b> 10/26/22, 1/25/23, &amp; 3/30/23 (6 Hours)</p> <p><b>OR</b></p> <p><b>ALL Ts and IAs</b></p>		<p>Alignment and revisions of school writing plan for 2022-2023</p> <p>Brigance Refresher (K Ts and IAs)</p> <p>Kindergarten–4th: Reading and Math Collaboration with District Wide Colleagues around standards, resources, and assessment data</p>	<p>Grade level leaders and administration</p>

	9/15/22, 11/10/22, & 2/9/23 (3 Hours)  <b>OR</b> <b>SPED</b> 9/17/22 9/24/22 (12 Hours)		SEB for Elementary Teachers - De-escalation, Power Struggles, Impact of Mental Health, School Level Resources   SCM Initial (New Core Team Members)	District Consultants (SEB) and District Special Education Staff
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**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):

<i>CSIP Goal (Name)</i>	<i>Description of Job-Embedded PD</i>	<i>Specific Supporting Resources, as needed</i>
Proficiency, Achievement Gap, Growth, SAI, Impact	<u>KCSD Professional Learning Landing Page:</u> Cycle of Quality Instruction: Element 1- Process for Deconstructing Standards/Using Deconstructed Standards Documents, Assignment Review Protocol; Standard Based Tasks of Varying Complexity (Standard Deconstruction); Element 2: Products from ALL Students; Element 2/4: Using Technology to More Efficiently Get Products/Adjust Instruction; Element 3: After an Individual Product, Meaningful Collaboration; Element 4: Adjusting Instruction in Real-Time (Data Analysis). Walk data will be used in PLCs and faculty meetings to review and guide staff progress.	KAS; KCSD Instructional Videos; District Consultants; Content Specific Tools and Assignments to Calibrate; Various Technology Tools; KCSD Cycle of Instruction Lesson Plan Template and other Graphic Organizers
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> HMH Reading Series Training will be conducted in the summer. PLC time will be used to gauge continued strengths and areas of growth as we work through the new reading series. Staff meeting time will be used for breakout mini sessions where teacher leaders share specific aspects of the series that can strengthen instruction.	KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools; Teachers will attend school based reading series training. This training will be online with corporate coaching and then time allotted for grade level implementation and planning
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> Technology: Schoology and Performance Matters Training. Beginner and Experienced will be offered to enhance knowledge. Newly adopted departmentalization will require different skill sets for intermediate teachers as opposed to primary teachers. SAMR 1:1 training	KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> MTSS: Review Purpose, Understand the implications, Data Collection, Data Analysis, and Progress Monitoring.	KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools

Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> The Writing Curriculum workshop will align grade level writing expectations and a streamlined timetable for teachers and staff. Time will be devoted in PLCs each month to present exemplar pieces that teams can discuss and dissect with students. Staff meetings will be used to share progress and exemplar pieces at each grade level.	KAS; KCSD Instructional Videos; District Consultants
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> Behavior/ Mental Health Support: Terrace Metrics Screener and Data Analysis; PBIS; Trauma Informed Care	KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools

**D. IMPLEMENTATION AND IMPACT**

Impact will be assessed multiple ways. First, on a school level, impact will be assessed through weekly PLCs and monthly faculty meetings. Through these forms we will be tracking student data and working through the new reading series in PLCs. Additionally we will be using faculty meetings to analyze student data and walk results. Faculty meeting time will also be invested where mini PDs are created where teacher leaders can present to the staff. In PLCs and faculty meetings we will also discuss and provide training updates on topics such as trauma informed care. Secondly during monthly SBDM Council meetings. Each month the SBDM council will review and analyze data which includes: common assessments, weekly assessments, grade distributions, software data, CBAS Pillar Data, attendance, behavior data, and student work samples. The analysis of this triangulated data as well as instructional feedback from classroom walks will result in adjustments to the job-embedded professional learning.

**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
<b>Certified Substitutes (for both on and off-site Professional Learning)</b> <ul style="list-style-type: none"> <li>Next year we are creating days where teachers will be observing primary or</li> </ul>	<b>0120 D</b>	30%



<b>intermediate teachers to improve instruction related to our walk data</b>		
<b>Certified Extra Service</b>	<b>0113</b>	
<b>Educational Consultant</b>	<b>0322</b>	25%
<b>Registrations</b>	<b>0338</b>	25%
<b>General Supplies/Professional Books</b>	<b>0610</b>	
<b>Food</b>	<b>0616</b>	
<b>Travel In District</b>	<b>0581</b>	10%
<b>Travel Out of District</b>	<b>0580</b>	10%
<b>Total of your budget</b>		<b>100%</b>

Please use the following coding structure for PD funds:

Org - SCH1118

Object – use code from above

Project – 7000, ESSER II, ARP (Use codes from finance)

**F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: 3/8/22 (Staff Meeting), 3/29/22 (Grade Level PLCs), 4/19/22 (SBDM)**