

Gallatin County
Schools
Professional
Learning Plan
2023-2024

*“Maximizing
Student
Learning &
Achievement”*



2023-2024 GCS Professional Learning Plan

Gallatin County Schools Mission

Maximizing student learning and achievement.

Needs Assessment Priorities/Concerns

The following data is from the 2021-2022 School Report Card. Sixty-nine percent (69%) of the district's students assessed scored Novice or Apprentice on state Reading Assessments in 2021-2022. Seventy-seven percent (77%) of the district's students assessed scored Novice or Apprentice on state Math Assessments in 2021-2022. Eighty-four percent (84%) of the district's students assessed scored Novice or Apprentice on state Science Assessments in 2021-2022. Seventy-one percent (71%) of the district's students assessed scored Novice or Apprentice on state Social Studies Assessments in 2021-2022. Seventy-three percent (73%) of the district's students assessed scored Novice or Apprentice on state Writing Assessments in 2021-2022. Core Tier 1 instruction has become a priority concern and will be our focus. The district team has determined that the highest priorities are specifically MTSS, PBIS, Instructional Protocol and HQIR professional learning is needed to strengthen Tier 1 instruction across the district. Other priorities include use of technology, deeper learning, use of accommodations and assessment literacy.

Needs Assessment Trends

Increased levels of social and emotional support that our students need based on counselor referrals, student, staff, and parent survey data, therapeutic partnership data, school-based health center data, attendance data, and behavior data. A trend that is affecting academic, cultural, and behavioral measures is staff turnover, which, as explained in the Priorities and Concerns section, is an obstacle we have to overcome for a variety of reasons. We are also finding it difficult to fill vacant positions with qualified candidates. Conversations with local post-secondary institutions show a significant decline in students entering the teacher preparation programs, which will extend this problem well into the future. Additionally, the Kentucky Teacher Internship Program (KTIP) was not funded in the biennial budget. So, at a time when we are losing our most experienced and qualified staff members and faced with replacing them with newer, inexperienced staff we no longer have the support of the KTIP program.

Goal: The Professional Learning Coordinator, in collaboration with District Administration, School Administration and Teacher Leaders shall develop a District Professional Learning Plan for the 2023-2024 school year to meet the requirements of KRS 158.070 and 704 KAR 3:035 Section 2 and Section 4 (1-9) that includes; four (4) fixed dates for Professional Learning that correspond with the 2023-2024 GCS District Calendar.

The district plan shall be completed and distributed to School Administration by May 5th, 2023. School SBDM's shall develop school level Professional Learning Plans that meet the requirements of 704 KAR 3:035 Section 2 and Section 4 (1-9), the objectives and other criteria



2023-2024 GCS Professional Learning Plan

of the District Professional Learning Plan by May 31, 2022, and communicate with staff the dates, times, and agendas for professional learning activities in a timely manner.

Effectiveness of the District and School Professional Learning Plans will be measured through activity evaluation forms, survey results (IMPACT KY), assessment data, and classroom observation and walk-through data.

Objectives: Collaborate with school leadership and staff to provide professional learning experiences that meet the following objectives:

- Foster the individual growth of educators and the collective growth of the district and schools
- Are differentiated based on knowledge and skill level, content area, grade level, and/or specialty to maximize the impact for all
- Will lead to school and district continuous improvement in stated academic, behavioral, and social-emotional goals
- Include opportunities to improve teacher instruction for increased academic, behavioral, and social-emotional outcomes among students of achievement gap populations
- Reinforce the district's commitment to the safety of students and staff

Strategy: Intentional focus on professional learning activities for instructional staff that meet one or more of the stated objectives.

Activity 1: In collaboration with district administrators and principals and using the 2022-2023 GCS Needs Assessment develop the District Professional Learning Plan.

Activity 2: District Professional Learning Plan distribution to school leadership.

Activity 3: Facilitate School SBDM completion and submission of Professional Learning Plans and corresponding Professional Learning Day and Professional Learning Community (PLC) Day agendas to the Superintendent and District Professional Learning Coordinator for 2023-2024.

Activity 4: Implement and evaluate the District and School Professional Learning Plans during the 2023-2024 school year.



2023-2024 GCS Professional Learning Plan

GCPs Planned usage of SY24 Leader Prep days.



August 10 & 11 - Thursday & Friday - **Contract Day/Professional Development 8 am - 3 pm.**

- School specific professional learning that aligns with the School Improvement Plan.



August 14 - Monday - Conference style event. - **Contract Day/Professional Development 8 am -3 pm.**

- Six 50 minute sessions of personalized professional learning.
- Possible combination of choice.
 - A principal may select up to three sessions for staff that are school specific,
 - and teachers may self select the additional 3 sessions.
- Possible areas include - MTSS (academic, behavioral, social/emotional supports), PBIS, and Accommodations.



October 23, Monday - Data Day & CSIP - **Contract Day/Professional Development 8 am - 3 pm.**

- 3 hours determined by district: Analyze data, complete needs assessment, update CSIP
- 3 hours determined by school/principal- Based on school needs and included in PD Plan.



January 2, Tuesday - **Contract Day**

- Time will be completed in the following manner:
 - Open House & Ready Fest on August 10 (3 hours)
 - School/Teacher planning time on January 2, 2023 (3 hours)
 - Principal may use up to 1 hour of this time for whole staff meeting
 - Principal may determine start time for this ½ day
 - A minimum of 2 hours for teacher work time.



February 12, Monday - **Contract Day**

- Time will be completed in the following manner:
 - Fall Parent/Teacher Conferences or Family Engagement (3 hours)
 - Spring Parent/Teacher Conferences or Family Engagement (3 hours)
 - Dates to be set by the school and approved by the district.



2023-2024 GCS Professional Learning Plan

August 10 - Open House & Ready Fest

(Three hours of professional learning time that will be applied on 4-7pm, Jan. 2)

August 15- Opening Day - Contract Day.

- Principals may use up to three hours to address managerial items or offer PL.
- Three hours of teacher work time provided.

Required Professional Learning for Continued Certification

12 hours - August 11 & 14 - Plan

12 hours - PD Activities that align to the CSIP

Summer PL Options

All summer professional learning between July 1 and August 9 is optional. Principal approval is required for PL during this time. Principals have the option to use school PL funds to pay registration fees, travel expenses and a daily \$100 stipend. Any hours completed during this time are in addition to the 24 hours of required professional learning.

Encouraged Summer Opportunities

[OVEC Professional Learning Opportunities Link](#)

General clarifying information.

- Kentucky teachers are required to complete 24 hours of approved professional credit each year to maintain teacher certification. These hours are built into the 185 day contract and completed outside of student attendance days. There are 173 student attendance days in the SY24 school calendar.
- Principals and teachers are responsible for documenting professional development activities. Sign in sheets with dates and times are necessary or this may be documented in Vector.
- Attendance documentation must be maintained for Open House and for the two parent engagement events.
- District and school administrators approve school and individual professional development plans.



2023-2024 GCS Professional Learning Plan

- Schools will designate one regularly scheduled faculty meeting each month for district purposes. Schools must coordinate and designate different days to avoid conflicting schedules..
- It is the responsibility of the school principal to submit a detailed agenda to the District Professional Learning Coordinator and Superintendent one (1) week prior to the scheduled activity in the district approved platform
- It is the responsibility of the school principal to document attendance in the district approved platform within one (1) week of the scheduled activity
- Certified staff not in attendance for the scheduled activity will be required to use sick, personal, or unpaid time and document that time in accordance with district procedures
- Professional Learning Days shall be six (6) hours in duration
 - ***This does not include time devoted to lunch***
- Principals may assign additional professional learning requirements for staff when needed. The need for additional professional learning may be determined by observations, professional growth goals, corrective action plans, district/school wide professional learning needs. In the event of additional teacher attendance days at the end of a school year, principals will determine the schedule for staff and that may include professional learning activities. These are in addition to the 24 hours required for continued teaching certification. Any additional professional learning during contracted day/hours is a part of the job as determined by the building principal.

Principals shall design rigorous individual training opportunities for when certified staff members miss required training. Part of the program shall include some form of presentation and reflection of what was learned. Examples may include book studies, visits to other school districts, shadowing in the industry, etc...

**** For more information about professional development requirements in Kentucky refer to the [KDE PD Guidance Booklet](#).**