

FLEMING COUNTY SCHOOLS

PROFESSIONAL LEARNING PLAN

2018-2019



Where kids are first and learning never ends!

District Core Beliefs

We believe...

- ❖ Continuous improvement is essential to stakeholder empowerment.
- ❖ A world-class education is essential to college & career readiness.
- ❖ Connected and efficient systems are essential for 21st Century teaching and learning.
- ❖ Parent and community engagement are essential for student success.

District Mission Statement

The mission of Fleming County Schools is to unite with family and community to provide an equitable, high quality education that meets the needs of each student in a caring and safe learning environment, which will ensure that students become successful throughout life.

District Vision

The vision of Fleming County Schools is to become a “District of Distinction”.

Equity Statement

All Fleming County Schools’ students deserve the right to a free, safe, personalized, and equitable education without barriers and prejudice. All staff are responsible for creating the best learning environment, experiences, and opportunities that will lead to all students becoming college, career, and life ready.

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Strategic Framework Principles

As Fleming County Schools moves toward becoming a premier 21st Century organization of learning, the main area of focus will always be student achievement. We must strengthen our commitment to continuous improvement in order to sustain what we have already accomplished as we push the boundaries to provide a world-class education for ALL students.

Furthermore, through regular monitoring and evaluation, as a district we will address these framework principles:

- Engagement of all students to ensure success
- Development of a common curriculum with common assessments
- Analysis of data and student work through professional learning communities and collaboration
- Empowerment of all stakeholders through collaborative leadership structures
- Connecting all of the district's systems

These principles lay a foundation for schools, and more importantly, students. Additionally, all of the focus areas are critical to becoming a District of Distinction and an AdvancED accredited school district. For Fleming County Schools achieve this, the district must not only implement new student-focused programs and processes, but also monitor existing ones while building capacity to lead.

Goal of the Professional Learning Plan

The goal of the professional learning plan is to develop and implement a district-wide professional learning program that will enhance the quality of the district's educational programs and increase student achievement by supporting professional practice of our teachers, school leaders, and support staff. High quality, on-going, job-embedded professional learning opportunities will align with and impact the goals of the strategic plan.

Objectives of the Professional Learning Plan

- Support the district's mission/vision statements and strategic plan
- Align with the district/school improvement plans
- Increase student achievement, CCR rate, and graduation rate
- Increase understanding of the common curriculum and strategies for instruction and assessment
- Address professional learning needs throughout the district (school/groups/individuals)

Professional Development Budget 2018-19 & 2019-20

The budget for the biennium passed by the General Assembly included \$0 for professional development.

Kentucky Professional Learning Standards

The Kentucky Professional Learning Standards delineate the research-based attributes of effective professional learning that leads to increase in educator effectiveness and student success. Each standard works interactively with others to guide planning, implementation and evaluation of professional learning. The absence of any one standard has potentially negative consequences for professional learning's overall effectiveness and results.

Learning Community: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment. Within genuine learning communities educators experience a culture of continuous improvement, goal alignment, shared accountability and collective responsibility for student success.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning. Leaders who include teacher leaders and school and district administrators commit to developing the capacity of others for leading and learning, advocate for effective professional learning designed to improve educator practice and student learning and create the systems and structures within schools and districts to support continuous learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring and coordinating resources for educator learning. Effective professional learning requires an investment of sufficient resources to accomplish its goals. Leaders must monitor and coordinate all resources such as funding, staff, time, technology and materials allocated to professional learning to ensure optimal use and benefit.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning. Planning, implementing and evaluating professional learning requires student, educator and system data. Data analysis and interpretation identify areas of need and offer evidence of progress toward established goals and of changes that result from professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research and models of human learning to achieve its intended outcomes. Learning for educators occurs in multiple forms of in-person, blended and online learning. Effective learning experiences, whether formal or informal, integrate research, models and theories about learning in ways that are appropriate for the intended goals and respectful of educator learning preferences.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change. Implementing new learning requires support that is based on change research,

sustained over time and differentiated to align with educators' level of use. It includes constructive feedback designed to strengthen and refine educator practice.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards. The purpose of professional learning is to expand, strengthen and refine educator performance and student learning. The outcomes of effective professional learning align with student content standards, educator performance standards and goals of high-priority initiatives to build coherence between educator learning and student success.

The Kentucky Professional Learning Standards are based on Learning Forward Standards. For detailed information visit <http://learningforward.org/standards>

Requirements

- All certified employees will complete and document a minimum of 24 hours professional learning (on specified PL days in the school calendar and/or outside the regular school day).
- Certified employees (grades 7-12) will complete 2 additional hours professional learning which focuses on suicide prevention.
- Counselors, principals, assistant principals, CIA specialist, and district administrators will complete 21 hours EILA in addition to the professional learning hours.

Scheduled Professional Learning Days – Dates on the Approved School Calendar

August 3, 6-7, 2018 – Some schools have scheduled professional learning events on these dates. There will be optional district-offered workshops for science, social studies and ELL (tentative).

November 6, 2018 (Election Day) – There will be no professional learning sessions at the district level on this date.

Documentation of Professional Learning

**All documents are located on the district webpage:

<http://www.fleming.kyschools.us/Content2/20296>

For sessions requiring registration, employees will register through a Survey Monkey survey or Google Form. Certificates for district and school-provided professional learning will be made available by the professional learning coordinator. Professional learning that is provided by organizations outside the school district or done on an individual basis (flexible) must be pre-approved by principals/project managers in advance and documented following the flexible

professional learning procedures and using the district professional learning form. All professional learning records are to be uploaded by the employee to the employee's OneDrive (or Google Drive) folder for professional learning. All professional learning must be completed by **May 1** of the current school year.

Administrators and guidance counselors should also upload EILA documentation to their OneDrive folder labeled for this purpose. All EILA credit for the current school year must be completed by **June 30**.

Evaluation of Professional Learning

Certified employees will complete an evaluation of professional learning sponsored by the district via electronic survey. Reports from this evaluation will be compiled by the professional learning coordinator. School-level sessions will be evaluated at the school.

Flexible professional learning evaluation (to include reflection of the benefits of the professional learning and with classroom/student data to support those benefits) will be provided by the individual to the professional learning coordinator by May 1.

In order to make a connection between the strategic plan and professional learning, the District Instructional Leadership Team as well as schools will conduct a review of professional learning goals and analyze student data. This data analysis should align with the targets established by the Team and measure the effectiveness of the professional learning.

The DILT and school should also engage in needs assessment (from multiple data sources) to facilitate the development of the following year's professional learning plan.

Measurement of the Impact of Professional Learning / Needs Assessment

Fleming County Schools will monitor implementation and measure impact of professional learning on student achievement as well as assess further needs for professional learning using the following methods.

- PLC Process and Documentation
- ELEOT Walkthroughs
- Certified Evaluation Data
- Analysis of student data (classroom, benchmark, formal assessment)
- Analysis of student work
- PDSAs
- Use of scoring guides/rubrics such as IC Map, certified evaluation framework, as appropriate

- Other

Fleming County Schools – Targets for Measurement/Accountability

Data will be reviewed regularly at the District Instructional Leadership Team.

Targets as listed in Comprehensive District Improvement Plan:

1. **Target:** Increase the percentage of effective teachers from 96% in 2015 to 98% in 2020.
(Systems, Engagement, Standards for Quality)

Measures: Student surveys, TELL, certified evaluations, eleot, PDSA, eProve surveys;
School Report Card

	2014-15	2015-16	2016-17	2017-18
% Effective	96	97	96.6	97.6

2. **Target:** Increase the average combined reading and math KPREP scores for elementary, middle, and high school students:

Elementary – from 45.1 in 2015 to 70.2 in 2019

Middle – from 54.4 in 2015 to 69.0 in 2019

High – from 42.2 in 2015 to 69.0 in 2019

Measures: Benchmark (K-8), common assessments, student work, MAP; High school assessments?

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Elementary	40.4	45.1	49.3	53.8		
Middle	37.9	54.4	58.5	63.9		
High	38.0	42.2	42.6	41.9		

Fleming County Schools Professional Learning Opportunities – Certified

Date	School/Description	Credit
June 1	Curriculum Work Day K-6 ELA, Math, Science, Social Studies - @ FES Library 8:00 SMS & FCHS may have similar meetings for curriculum review	1-6 Hours
Summer	Laying the Foundations & AP Workshops (FCHS/SMS) <i>*Complete Flexible PL Form before attending</i>	Flexible
June	Smekins Conference (French Lick, IN) – elementary <i>*Complete Flexible PL Form before attending</i>	Flexible
June 18-19	TALK Conference (Elizabethtown, KY) <i>*Complete Flexible PL Form before attending</i>	Flexible
June 19	Farm Bureau Teacher Workshops – Morehead <i>*Complete Flexible PL Form before attending</i>	Flexible
July 23	Google Training (KDE) <i>*Complete Flexible PL Form before attending</i>	Flexible
July 23	District Leadership Retreat (Morehead, KY) <i>**Can count as PL, if not paid a stipend for the day</i>	6 Hours
August 1	Teacher Induction (all certified staff NEW to Fleming Co.) REQUIRED	6-7 Hours
August 1-3	FCHS Writing Project	TBD
August 2-3	FCS Special Education Professional Learning (District-wide)	TBD
August 3	MSU Training (Morehead, KY) – Hillsboro Elem.	TBD
August 6	FCHS Math Workshop (Vonda Stamm)	TBD
August 6	EES Active Shooter Training (Morning)	TBD
August 6	Science/Social Studies Workshops (Elementary Focus)	2-3 Hours
August 7	FCHS Growth Mindset Workshop	TBD
August 7	ELL Workshop (Morning)	2-3 Hours
September	SMS and FCHS certified complete suicide prevention training REQUIRED	2 Hours
September 8	Learning From Kentucky Classrooms Conference (Instructional Transformation), Lexington, KY --- FREE	Flexible
September 27	Vertical Team Meeting/Grade Level Meeting (4:00-5:30) @ Fleming County High School	1.5 Hours
Fall	NEW – ASSET Micro Credentials – through Radford University – FREE - school leaders, teachers, or district administrators to sign up for more information on the ASSET website (www.radford.edu/asset) – Elementary Math (fall 2018)	TBD
March 7	Vertical Team Meeting/Grade Level Meeting (4:00-5:30) @ Fleming County High School	1.5 Hours
TBA	School-level professional learning throughout the school year (various topics based on school need) – request certificate in advance from PL Coordinator	TBD

Other Professional Learning Opportunities

Some of the following opportunities may not satisfy the definition of professional learning and will not be awarded certificates, especially if held during the school day.

- Professional Learning Communities (PLC)
- Department/Grade Level Meetings (school level)
- Peer Observation/Conferencing
- Peer Coaching/Collaboration
- Eleot Cohort
- NBCT Cohort 1, 2, 3, 4
- Teacher Induction Program (new and new to FCS) – 1 day + 6 follow-up meetings (Required)
- Workshops or conferences, upon approval by principal/project manager/superintendent (contingent upon funding availability)
- Committee meetings
- Principals' Meetings (monthly)
- NISL
- Diagnostic/Engagement Reviews
- Other

Assessment (Lesia Eldridge, District Assessment Coordinator)

***Not for Professional Learning Credit*

- Fall Assessment Training Update
- Spring Assessment Training Update
- DAC Monthly Webinars/DAC-BAC Meetings
- ACCESS Training
- ALT KPREP Trainings
- Administration Code & Inclusion Training

Other Required Trainings

*Check with your supervisor for your required trainings

**Several of these trainings may take place in the summer, online, or on opening day

***Denotes Professional Learning

- FERPA (Opening Day)
- Code of Ethics (Opening Day)
- Confidentiality (Opening Day)
- PBIS Online Modules***
- Peer Observer*** (Digital Driver's License)
- Restraint/Seclusion Training *See Supervisor
- Medication/First Aid/CPR (July 12 & July 30)
- Bloodborne Pathogens (Opening Day or Before)
- Fundraising
- Purchasing
- SBDM Training***
- Infinite Campus Training
- Child Abuse/Neglect Reporting (Opening Day)