

**FLEMING COUNTY SCHOOLS**  
**CERTIFIED PROFESSIONAL LEARNING PLAN**  
**2019-2020**



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

## **District Core Beliefs and Values**

Fleming County Schools is focused on a set of values and beliefs that all stakeholders of the school district (parents, students, teachers, and staff) will follow in order to create and sustain a learning environment that supports the positive academic and behavioral growth of all students.

## **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.

## **District 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.

## **Strategic Framework Principles**

As Fleming County Schools moves toward becoming a premier 21<sup>st</sup> 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 to 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**

Teaching and learning must intentionally focus on each student's needs, goals, and aspirations through personalized, rigorous, and real-world experiences and opportunities.

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, student growth, transition rate, graduation rate, and close achievement gaps
- Increase understanding of the common curriculum and strategies for instruction and assessment
- Address professional learning needs throughout the district (schools/groups/individuals)
- Increase personalized learning opportunities for students across the district

### **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 6-12) will complete at least 1 hour of professional learning which focuses on suicide prevention as part of their 24 hours. Training must be in-person, live streaming video, or recorded video – NOT self-study. Suggested materials emailed to principals on June 14, 2019. This training should be complete by September 15.
- All employees (certified and classified) must complete a minimum of one (1) hour of training on how to respond to an active shooter situation. This training may be included in the 24 hours of professional development. This 1 hour may NOT be substituted with other training. Video will be provided when available. (Complete by November 1, per board policy)
- All certified employees (grades PreK-12) will complete at least one (1) hour of professional learning which focuses on personalized learning, rigor, and real-world learning experiences/opportunities.
- 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 2, 5-6, 2019** – Some schools have scheduled professional learning events on these dates (tentative).

**E. P. Ward Elementary**

June 11-12 The Summit- A Teaching and Technology Conference-Murray, KY

Aug. 1 Achieve Webinar (3 hours)/Personalized Learning (1 Hour)/BPI Planning (1 Hour)/  
Emotional Poverty – Ruby Payne (1 Hour)

#### Hillsboro Elementary

August 2 (PM) – Active Shooter Training & Crisis Management

August 5 – RTI / Literacy Plan

August 6 – eleot Training/Continuous Classroom Improvement

#### November 5, 2019 (Election Day)

### **Documentation of Professional Learning**

\*\*All documents are located on the district webpage:

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

#### **District/School Professional Learning**

For sessions requiring registration, employees will register through an online platform. Certificates for district and school-provided professional learning will be made available by the professional learning coordinator at the request of the principal or his/her designee.

#### **Flexible Professional Learning**

Professional learning that is provided by organizations outside the school district or done on an individual basis (flexible) must be pre-approved by the principals/project manager **BEFORE** attending/completing using the flexible professional learning form and documented following the flexible professional learning procedures. Upon completion, the employee completes the rest of the flexible professional learning form.

Professional learning documentation may be uploaded by the employee to the employee's Google Drive folder for professional learning for safe-keeping (optional for 2020). All professional learning must be completed by **May 1** of the current school year. Employees will verify completion by submitting a verification form via Google Forms and uploading certificates to this form.

Administrators and guidance counselors may also upload EILA documentation to their Google folder labeled for this purpose (optional for 2020). All EILA credit for the current school year must be completed by **June 30**. Administrators will verify completion by submitting a verification form via Google Forms and uploading certificates to this form.

## **Evaluation of Professional Learning**

Certified employees will complete an evaluation of professional learning sponsored by the district via electronic survey or plus/delta, as appropriate. 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) will be provided by the individual to the professional learning coordinator by May 1, **by uploading the flexible professional learning form with session documentation.**

In order to make a connection between the strategic plan and professional learning, the District Instructional Leadership Team (DILT) 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 DILT 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 **means, as appropriate**

## **Fleming County Schools – Targets for Measurement/Accountability**

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

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	2018-19
<b>% Effective</b>	96	97	96.6	97.6	98.8

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-12), common assessments, student work, MAP, etc.

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Elementary	40.4	45.1	49.3	53.8	55.9	
Middle	37.9	54.4	58.5	63.9	61.7	
High	38.0	42.2	42.6	41.9	39.85	

\*\* Reported here as combined percent P/D

3. **Target:** Increase student growth in all courses using Measures of Growth Protocols (2019-20 Baseline Year)

**Measures:** Benchmark (K-12), common assessments, performance assessments, etc.

### Fleming County Schools Professional Learning Opportunities – Certified

Date	School/Description	Credit
June 4	Curriculum Work Day (district-wide)	6 Hours
June 5	K-5 Science Professional Learning	6 Hours
June 12/14	KDE New Standards Learning Labs (Grayson/Lexington) <i>*Complete Flexible PL Form before attending</i>	6 Hours Flexible
June 17	FCS Equity Plan/Training (PL credit or stipend for teachers)	6 Hours
June 18-19	TALK Conference (Elizabethtown, KY) <i>*Complete Flexible PL Form before attending</i>	Flexible
June	Farm Bureau Teacher Workshops <i>*Complete Flexible PL Form before attending</i>	Flexible
July 30	Curriculum Work Day (Make-Up)	6 Hours
July 29	Project Read (AM – Kindergarten; PM – Others)	2-3 Hours
July	FCS District Leadership Retreat-TBA (PL credit or stipend for teachers)	6 Hours
August 1	Teacher Induction (all certified staff NEW to Fleming Co.) <b>REQUIRED</b>	6-7 Hours



August 1	MSU TEACH Science Professional Learning *Requires RSVP <i>*Complete Flexible PL Form before attending</i>	6 Hours Flexible
July/August TBA	School Safety/Active Shooter Training – ALL STAFF – <b>REQUIRED</b> (Minimum 1 Hour, Prescribed)	1-4 Hours
September 15	<b>Grades 6-12</b> Suicide Prevention Training <b>REQUIRED</b>	1 Hour
<b>TBA</b>	Vertical Team Meeting/Grade Level Meetings	TBA
TBA	School-level professional learning throughout the school year (various topics based on school need) – <i>*Request certificate in advance from PL Coordinator</i>	TBA

**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
- Code of Ethics
- Confidentiality
- PBIS Online Modules\*
- Peer Observer\* (Digital Driver's License)
- Restraint/Seclusion Training \*See Supervisor (PL credit for initial training)
- Medication/First Aid/CPR
- Bloodborne Pathogens
- Fundraising
- Purchasing
- SBDM Training\*
- Infinite Campus Training
- Child Abuse/Neglect Reporting
- Seizure Training

