KCSD
Kenton County School District | *It's about ALL kids.*

THE KENTON COUNTY BOARD OF EDUCATION
1055 EATON DRIVE, FORT WRIGHT, KENTUCKY 41017
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WEBSITE: www.kenton.kyschools.us
Dr. Henry Webb, Superintendent of Schools

KCSD ISSUE PAPER

DATE:
4/15/2020

AGENDA ITEM (ACTION ITEM):
Consider/Approve all Kenton County School District schools to flex the set district calendar dates designated for Professional Development in the 2020-2021 calendar according to individual school needs.

APPLICABLE BOARD POLICY:
8.3- School Calendar

HISTORY/BACKGROUND:
In accordance with KRS 158.0709, a local school board may approve a school's flexible professional development plan that permits teachers or other certified personnel within a school to participate in professional development activities outside the days scheduled in the school calendar. The enclosures for each school contain the Professional Learning Plans that were created in collaboration with each School Based Decision Making Council in accordance with KRS 156.095 and KRS 158.070. Please note the flexible dates that schools would use in order to provide high quality professional learning for staff as they work to meet their needs.

FISCAL/BUDGETARY IMPACT:
No additional funding is required.

RECOMMENDATION:
Approval of all Kenton County School District schools to flex the set district calendar dates designated for Professional Development in the 2020-2021 calendar according to individual school needs

CONTACT PERSON:
Malina Owens

_____   *Malina Owens*   _____
Principal/Administrator   *District Administrator*   *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.

Beechgrove Elementary School
2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:

- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

A. DATA COLLECTION/ NEEDS ASSESSMENT

Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

Further analysis of K-Prep data, MAP data, Common Assessments, DIBELS Data and other assessment data that was received throughout the school year led to continual adjustments in job-embedded professional learning and determination of needs. Through Faculty Meetings, Committee Meetings, PLCs MTSS meetings, and job-embedded PD, as well as, scheduled and flexible PD during the 2019-20 school year, next steps for 2020-21 were determined with input from administration, teachers, SBDM members, and consultants.   Team Leader Meetings, Professional Learning Committee Meetings, Administrators and Teachers discussions following PPR walks also contributed to the next steps that are needed to continue growth. Teachers and Instructional Assistants determined their personal learning needs through self-evaluation and formative and summative evaluations.

An area of strength that resulted in higher levels of proficient and distinguished scores in Grade Five is On-Demand Writing. We will continue to implement and closely monitor our writing plan in place to support instruction at all grade levels. Reading is an area of growth in Grades K-2 and Math continues to be an area of growth for our school in Grades 3-5. Another area of growth is the students identified in the Gap group, specifically students with disabilities. The school has been working closely with district consultants to ensure students with disabilities do meet the designated criteria set forth by the state. In order to increase effectiveness for instructional strategies with Tier II and Tier III intervention, including interventions for students in the gap group, our professional learning would be with RTI strategies, math interventions and co-teaching. We increased access to assessment data of student groups as well as individuals, scheduled structured RTI time in addition to core instruction to learn what the data was telling us as a need that we identified to increase student achievement. This data analysis effort also focused on how to identify needs of students in "Gap" populations.

Our focus for this year continues to be on improving core instruction in reading and math. We also will be meeting regularly within Special Education PLC's to better utilize co-teaching opportunities to better meet the needs of students. Core reading and math instruction and RTI will be differentiated and students will be flexibly grouped to meet their specific needs. RTI groups will be developed to address the students' specific skill deficits based on formative and summative assessment data. Research based computerized programs such as FasttMath, iKnowIt, and Mastery Connect will be utilized with students along with small group instruction and spiral reviews to remediate skill deficits based on analysis of formative and summative assessment data. Special education and general education teachers will work with district consultants to develop instructional strategies that address the needs of special education students.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020 6 hours	**June 11** 6 hours OR **June 12** 6 hours OR **June 11 June12 June 15** 6 hours OR	Proficiency Growth Gap Separate Academic Indicators	**June 11, 2020**-K-5 (one teacher per grade level) Social Studies Content PD Day OR **June 12, 2020**-K-5 (one teacher per grade level) ELA and Math Content PD Day OR **June 11, 2020**- 3rd grade (one teacher) - Science Content Day, **June 12, 2020** 4th grade (one teacher)-Science Content Day, **June 15, 2020**-5th grade (one teacher) -Science Content Day Teachers will collaborate in grade level/ department teams to align curriculum, develop rigorous tasks and assessments, and revise timelines. OR	Consultants	Common Core Standards, Best Practices
	August 4-6 6 Hours		PGA Certified: Aug. 4-6, 2020 (Differentiated Professional Learning based on area of need and professional growth plan. Professional Development session will support alignment to school's Comprehensive School Improvement Plan).	Consultants, Admin, Teacher Leaders	Common Core Standards, Best Practices
PD Day # 2- Nov. 25, 2020 6 hours	**June 18** 6 hours	Proficiency Growth Gap Separate Academic Indicators	**June 18, 2020** -Teachers will align curriculum with the Beechgrove Instructional Model through the review of the congruence of resources to allow vertical alignment and vocabulary strategies. Instructional practices will be reviewed to ensure all parts of the model are included so that instruction and assessments align with standards. Teachers will be trained to use the Assessment Tracking sheet.	Admin	Common Core Standards, Best Practices

PD Day #3- Feb 15, 2021 6 hours	July 16 OR July 17, 2020 6 hours		July 16, 2020- Teachers will learn how the five components of reading can be supported with literacy stations and recognize how literacy stations can be used to address grade-level specific standards provided by Smekens Education.	Kristina Smekens Admin	Common Core Standards, Best Practices
			July 17, 2020- Teachers will participate in Strategies for Teaching Small-Group Guided Reading to support and deepen mini-lesson skills first taught during the whole-class direct instruction provided by Smekens Education.	Kristina Smekens Admin	Common Core Standards, Best Practices
PD Day #4- March 19, 2021 6 hours	August 31, 2020 2 hours AND October 5, 2020 2 hours AND February 7, 2021 2 hours	Proficiency Growth	August 31, 2020, AND October 5, 2020, AND February 7, 2021- Teachers and Instructional Assistants will participate in Diversity and Inclusion Training two hours each day. **Training Curriculum** Equity, Diversity & Inclusion (EDI) Awareness • Emotional Intelligence & Diversity™ • Empathy and Conscious Inclusion • Inclusive Excellence: Mind, Hand & Heart	Tommie Lewis Admin	Best Practices

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
KPREP Proficiency/ Achievement/ Growth/Gap and Separate	Data Analysis &/or Analysis of Student Work - Utilizing Beechgrove and District Data Dashboard to analyze formative and summative assessment data MTSS	Consultants, Admin, Assessment results (MAP, K-Prep)	MAP, K-Prep, Scholastic, MDC/LDC

Academic Indicators			
KPREP Proficiency/ Achievement/ Growth/Gap and Separate Academic Indicators	PBIS/Behavior Intervention - Tier I, Tier II, Tier III Social Emotional Learning and Diversity MTSS	PBIS Committee, Behavior Consultant in District, Outside Consultant; Admin	Surveys, PBIS Data, and Best Practices
KPREP Proficiency/ Achievement/ Growth/Gap and Separate Academic Indicators	Core Expectations for Quality Instruction -- Meaningful Engagement, Formative Assessment, Accountable Talk, and Collaborative Learning (Tier I, Tier II, and Tier III) MTSS	Consultants, Admin and Teacher Leaders	Common Core Standards, Best Practices, MDC/LDC, R180, S44
KPREP Proficiency/ Achievement/ Growth/Gap and Separate Academic Indicators	Effective Instructional Practices to include training on what to do when students are not achieving and including those Gap students.	Consultants and admin	PPR, PPGP and Best Practices
KPREP Proficiency/ Achievement/ Growth/Gap and Separate Academic Indicators	Design and develop curriculum and align to standards	Consultants and Admin	Common Core Standards, Quality Instruction, Best Practices
KPREP Proficiency/ Achievement/ Growth/Gap and Separate Academic Indicators	Curriculum Analysis, Curriculum Design, Assessment Analysis, Assessment Design and Alignment.	Consultants, Admin, Team Leaders	Common Core Standards, Quality Instruction, Best Practices
KPREP Proficiency/ Achievement/	Safety Training – Utilizing Navigate Prepared and District Safety InitiativeSafety Training – Utilizing Navigate Prepared and District Safety Initiative	Consultants, Administrato rs and	Safe Schools, School Safety Team,

Growth/Gap and Separate Academic Indicators		Teacher Leaders	Best Practices

D.   IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: KPREP, MAP assessments, common assessments, grade distributions, student work, and RIs. Adjustments to the job-embedded needs will be made based off of this data as well as PPR walk findings and administrator/teacher discussions on instructional needs.

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off – site Professional Learning)	0120 D	*60%*
Certified Extra Service	0113	
Educational Consultant	0322	
Registrations	0338	*20%*
General Supplies/Professional Books	0610	*10%*
Food	0616	
Travel In District	0581	
Travel Out of District	0580	*10%*
Total of your budget		**100%**

Please use the following coding structure for PL funds:
Org - SCH1118
Object – use code from above

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN:

Faculty and staff provided input on March 4 and 11, 2020. SBDM Council provided input on April 9, 2020.

Caywood Elementary   School
2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:
- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

A. DATA COLLECTION/ NEEDS ASSESSMENT

Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

Caywood Elementary utilizes the following types of data for analysis: KPREP, MAP, DIBELS, Reading Inventory, Phonics Inventory; Weekly Assessments; Common Assessments; iReads Data, Do the Math Data; System 44 and Read 180 Weekly Data for the majority of our data collection. Our CSIP needs assessment from this year indicates our priority needs are in the area of Reading with 58.56% of students scoring proficient and only 34% of our students with disabilities scoring Proficient in Reading. Caywood Elementary uses this data throughout the school year to plan for required Professional Learning and job-embedded PD. Professional Learning was also identified for the 2020-2021 school year through a google survey completed by all certified teachers and reviewed by the Mott Squad Team (Grade Level Leaders) It has been determined through the survey as well as this year's data collection and CSIP that further learning and continued development is needed in Trauma Sensitive Classroom and restorative practices (Mental Health) and behavior strategies as well as school safety; a continued focus on the quality instructional cycle in Core Reading instruction as well as reading RTI; and developing appropriate goals for students in Tier II and Tier III interventions while also utilizing progress monitoring tools that are aligned with areas of concern. In addition, emphasis will also be placed on Co-Teaching and planning with Special Education and Regular Ed teachers as well as continued job-embedded work with the MTSS Framework and supporting teachers with Tier II and Tier III interventions. Through job-embedded professional learning, we will continue to work on data collection for students in Tier II and Tier III interventions as well as refining Weekly Assessments for ALL students in Reading and Math. The plan developed is aligned to the Caywood Elementary CSIP and has been approved by the SBDM Council.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020 6 hours	6/11/20 6 hours OR 6/12/20 6 hours OR 6/11/20 6/12/20 6/15/20 6 hours	Proficiency Growth Gap Separate Academic Indicators	June 11, 2020-K-5 Social Studies Content PD Day(Minimum of one teacher per grade level) OR ELA & Math: Limit One teacher per grade level June 12, 2020-K-5 ELA and Math Content PD Day OR Science: Minimum of One Teacher per Grade Level June 11, 2020- 3rd grade- Science Content Day, June 12, 2020 4th grade-Science Content Day, June 15, 2020-5th grade-Science Content Day Teachers will collaborate in grade level/ department teams to align curriculum, develop rigorous tasks and assessments, and revise timelines, OR	District Consultants	Common Core Standards, Best Practices
	8/3/20 or 8/10/20 6 hours	Proficiency, GAP	8/3/20 or 8/10/20 Required District Special Ed training for SPED Teachers, Related Service and Psychologists. Training will be focused on Behavior interventions, SDI implementation, Assistive Technology		Best Practices
PD Day # 2- Nov. 25, 2020 6 hours	July 14, 2020 6 hours	ProficiencyS Growth and GAP	July 14, 2020-Grade Level Writing Teachers-Grades K-5 (minimum of one teacher per team) will participate in Launching the Writer's Workshop to develop a personalized blueprint for the first six weeks of school provided by Smekens Education. OR	DKristina Smekens	Common Core Standards, Best Practices
	July 16, 2020 6 hours	Proficiency, Growth and GAP	July 16, 2020-K-2 Teachers(minimum of one teacher per team) will participate in learning strategies for developing early literacy stations to help with RTI instruction by Smekens Education.	Kristi McCullough Admin	Common Core Standards, Best Practices

	8/3/20 6 hours		OR *K-5 Grade Level Teachers(minimum of one teacher per grade level)* MTSS Training encompassing the following topics: Identification of the skill deficit, writing appropriate goals for the area of concern; choosing programs and progress monitoring tools and creating graphs to document student progress and how to analyze intervention data. OR	Admin Team, School Psych and Counselor	Best Practices
	8/12/20 6 hours	Proficiency Growth. GAP	August 12, 2020 *Identified Special Education Teachers (BD), Admin, Counselor, Social Worker, School Psychologist, FRC* WHY TRY training- - Level 1-essential training to begin implementation of program immediately-general overview of the WHY Try program and introduction to the Three R's-Relationship, Relevance, and Resilience.	Why Try Trainers	PBIS/ Behavior Data
PD Day #3- Feb 15, 2021 6 hours	July 17, 2020 6 hours	Proficiency Growth and GAP	July 17, 2020- *K-2 teachers* will participate in Strategies for Teaching Small-Group Guided Reading to support and deepen mini-lesson skills first taught during the whole-class direct instruction by Smekens Education.	Kristi McCullough Admin	Common Core Standards, Best Practices
	8/4-8/6/20 6 hours	Proficiency, GAP, Growth	OR August 4, August 5, August 6 All Staff Kenton County Professional Growth Academy (PGA) Attend Independent Professional Development sessions based upon teacher need with administration approval. This includes, but is not limited to, Best Practices in Tier I, II and III instruction, special education instruction,curriculum design,	District Consultants and KCSD Teachers	Common Core Standards, Best Practices

	6/8/20, or 6/10/20 or 6/22/20 or 6/24/20 or 7/15/20 or 7/20/20 or 7/22/20 or 7/27/20or 7/29/20or 8/5/20 6 hours	Proficiency, GAP, Growth	behavior interventions Read 180 or System 44. **OR** **Spec Ed Teachers,Admin, Instructional Assistants and/or Regular Ed Teachers Safe Crisis Management Training** <u>Refresher Training is</u> 6/8/20, 6/10/20, 6/22/20, 6/24/20,7/15/20,7/20/20, 7/22/20, 7/27/20. 7/29/20, 8/5/20- 6 hours	KCSD Trainers	PBIS/Behavior Data

PD Day #4- March 19, 2021 6 hours	**August 14, 2020** 2 hours **AND October 21, 2020** 2 hours **AND March 24, 2020** 2 hours	Proficiency Growth	**August 14, 2020, AND October 21, 2020, AND March 24, 2020-** <u>ALL Teachers and Instructional Assistants</u> will participate in Diversity and Inclusion Training two hours each day.
			
			Training Curriculum Equity, Diversity & Inclusion (EDI) Awareness
			
			  • Emotional Intelligence & Diversity™
			  • Empathy and Conscious Inclusion
			  • Inclusive Excellence: Mind, Hand & Heart
				Tommy Lewis from <u>Make it Plain</u>	Best Practices

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
Proficiency, GAP. Growth and SAI	**Data Analysis &/or Analysis of Student Work -** Utilizing Weekly assessments and District Data	Principals, Teachers,	KREP, MAP, RI, PI, Intervention

	Dashboard to analyze formative and summative assessment data MTSS	Assessment Results	Data Common Assessments, Weekly Assessments
Proficiency, GAP. Growth and SAI	**Special Education Training** Instructional Strategies and IEP Development; Analysis of Student Data towards IEP Goals and towards Proficiency. Co-Teaching, SDI	Principals, Teachers, Spec Ed Consultant	Best Practices, EZ Med Data, Weekly Assessment Data, MAP
Proficiency, GAP. Growth and SAI	**Writing Calibration and Student Work Analysis** Working with student writing samples to review,share, and analyze for mid-year and end of year reviews. Next Steps discussed to move writing instruction forward and to help increase student writing achievement. Continue with on-demand monthly scrimmages and recognizing student successes.	Writing Cluster Leader, Principals, Teachers	KPREP, Common Core Standards, Best Practices, Smekens Training tools
Proficiency, GAP. Growth and SAI	**Core Expectations for Quality Instruction --** Meaningful Engagement, Formative Assessment, Accountable Talk, and Collaborative Learning (Tier I, Tier II, and Tier III) Focus on Reading and Reading RTI	Principals, Consultants, Teachers	PPR, PPGP
Proficiency, GAP. Growth and SAI	**PBIS/Behavior Intervention-Tier I, Tier II, Tier II** **Social Emotional Learning** **Trauma-Informed care and Resiliency** **MTSS** Refining Progress Monitoring and supporting the writing of student goals in Tier II and Tier III and strengthening Core (Tier I) instruction in Social Emotional Learning	Behavior Consultant,Principals,MTSS Team, Safety Team	PBIS Data MTSS Data SEL Why Try Curriclum/Research and Training
Proficiency, GAP. Growth and SAI	**Technology** Instruction & Integration/Using Google Classroom	Lead Teachers, Consultants,	Common Core Standards, Best Practice
Proficiency, GAP, Growth and SAI	**Safety** **Risk assessment and emergency operation design-work to improve both hard and soft components of our school's framework for safety.**	Safety Team; SRO. FRC, Counselor Admin	Best Practices, SEL, Ky Risk Assessment tools; Framework for Safe &

			Successful Schools
Proficiency GAP, Growth. SAI	**Diversity Training** Equity, Diversity and Inclusion Awareness Focus on Empathy and Conscience Inclusion	Admin, Tommie Louis	Best Practice
Proficiency, GAP, Growth and SAI	**Design and Alignment of Curriculum and Assessments to Standards** Develop rigorous tasks and assessments to align with curriculum standards and timelines.	Lead Teachers, Admin, District Consultants	Common Core Standards, Best Practice

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: K-PREP, three MAP assessments, common assessments, grade distributions, software data, student work, and SRIs/SPIs. Adjustments to the job-embedded needs will be made based off of this data as well as PPR walk findings and administrator/teacher discussions on instructional needs.

E. BUDGET PROJECTIONS FOR SCHOOL Professional Learning

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	**0120 D**	*50%*
Certified Extra Service	**0113**	
Educational Consultant	**0322**	
Registrations	**0338**	*20%*

General Supplies/Professional Books	0610	*10%*
Food	0616	*10%*
Travel In District	0581	
Travel Out of District	0580	*10%*
Total of your budget		100%

Please use the following coding structure for PL funds:
Org - SCH1118
Object – use code from above
Project – 7000

F. **DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: April 15th, 2020-Special SBDM meeting**

Fort Wright Elementary School
2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:

- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

A. DATA COLLECTION/ NEEDS ASSESSMENT

Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

The needs assessment process for identifying professional learning involved analyzing K-PREP data, MAP data, teacher surveys, Professional Practices Growth Plans, and PPR walks. Teachers analyzed MAP data multiple times throughout the year and led to continual adjustments in learning experiences and job-embedded needs. 56% of students scored proficient on K-PREP Reading and 47% of students scored proficient on K-PREP Math.

Through PLCs and job-embedded PD, as well as, scheduled and flexible PD during the 2020 school year, next steps for the 2021 school year were determined with input from administration, teachers, SBDM members, and consultants. Administrators and teacher discussions following weekly Professional Learning Communities also contributed to the next steps that are needed to continue growth. Likewise, content specific best practices in the areas of Math, Reading, Writing, Science, Social Studies, PLCS, and A/H will improve instruction and learning. For Tier II and Tier III interventions teachers will continue their professional development to increase effectiveness with these students. With our increased access to assessment data of student groups as well as individuals, structured time to learn what the data is telling us is an additional need that we have identified to increase student achievement. This data analysis effort will continue to focus on how to identify needs of students to ensure growth for ALL students. Teachers will continue working on the four indicators (Meaningful Engagement, Formative Assessment, Accountable Talk, and Effective Collaborative Learning) of Quality Instruction within the Cycle of Instruction (engaging tasks, eliciting responses from all students, collaborative learning, and formatively assessing to adjust instruction), Project Based Learning, and personalized learning to ensure all students reach proficiency.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020 6 hours	**June 11** 6 hours **OR** **June 12** 6 hours **OR** **June 11** or **June12** or **June 15**	Proficiency Growth Gap Separate Academic Indicators	**June 11, 2020**-K-5 Social Studies Content PD Day (minimum 1 T per grade level) **OR** **June 12, 2020**-K-5 ELA and Math Content PD Day (1 T per grade level) **OR** **June 11, 2020**- 3rd grade- Science Content Day, **June 12, 2020** 4th grade-Science Content Day, **June 15, 2020**-5th grade-Science Content Day Teachers will collaborate in grade level/ department teams to align curriculum,	District Consultants	Common Core Standards, Best Practices

			develop rigorous tasks and assessments, and revise timelines (minimum 1 T per grade level)		
PD Day # 2- Nov. 25, 2020 6 hours	**July 14, 2020** 6 hours	ProficiencyS Separate Academic Indicators	**July 14, 2020**-Teachers will participate in Launching the Writer's Workshop to develop a personalized blueprint for the first six weeks of school provided by Smekens Education.	Kristina Smekens Admin	Common Core Standards, Best Practices
PD Day #3- Feb 15, 2021 6 hours	**July 17, 2020** 6 hours	Proficiency Growth Gap Separate Academic	**July 17, 2020**- Teachers will participate in Strategies for Teaching Small-Group Guided Reading to support and deepen mini-lesson skills first taught during the whole-class direct instruction by Smekens Education..	Kristi McCullough Admin	Common Core Standards, Best Practices, Personalized Learning
PD Day #4- March 19, 2021 6 hours	**August 12, 2020** 2 hours **AND September 9, 2020** 2 hours **AND October 14, 2020** 2 hours	Proficiency Growth	**August 12, 2020, AND September 9, 2020, AND October 14, 2020**- Teachers and Instructional Assistants will participate in Diversity and Inclusion Training two hours each day. **Training Curriculum** Equity, Diversity & Inclusion (EDI) Awareness • Emotional Intelligence & Diversity™ • Empathy and Conscious Inclusion • Inclusive Excellence: Mind, Hand & Heart	Tommie Lewis Admin	Best Practices

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
Proficiency, Gap, Growth, SAI	Data Analysis &/or Analysis of Student Work	Consultants, Admins, Assessment results (MAP, K-Prep, classroom)	MAP, K-Prep, R180/S44 data, iRead, ST Math
Proficiency, Gap, Growth, SAI	PBIS- Reducing barriers to student learning and implementing program with fidelity, Mental Health trainings, Trauma Informed Care trainings, and School Safety trainings.	PBIS committee, Behavior	TELL Survey, Staff Surveys, PBIS Data

		Consultants, MTSS Team, Safety Team	
Proficiency, Gap, Growth, SAI	Effective Instructional Practices including Project Based Learning (PBL) and Personalized Learning (To include training on what to do when students are not achieving and including those students with disabilities).	Consultants, Admins, Lead Teachers	MAP, K-Prep, R180/S44 data, iRead, ST Math
Proficiency, Gap, Growth, SAI	Curriculum Analysis, Curriculum Design, Assessment Analysis, Assessment Design, and Alignment of all to Standards	Consultants, Admins, Lead Teachers	Common Core Standards
Proficiency, Gap, Growth, SAI	Professional Practices	Admin, Consultants	PPR, PPGP
Proficiency, Gap, Growth, SAI	Diversity and Inclusion	Admin Teachers Consultants	MAP, K-Prep, R180/S44 data, iRead, ST Math

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: K-PREP, three MAP assessments, common assessments, grade distributions, software data, student work, and SRIs/SPIs. Adjustments to the job-embedded needs will be made based off of this data as well as PPR walk findings and administrator/teacher discussions on instructional needs.

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	0120 D	*70%*
Certified Extra Service	0113	
Educational Consultant	0322	
Registrations	0338	*15%*

General Supplies/Professional Books	0610	
Food	0616	
Travel In District	0581	
Travel Out of District	0580	*15%*
Total of your budget		100%

Please use the following coding structure for PL funds:
Org - SCH1118
Object – use code from above
Project – 7000

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Staff Survey (Google Form- March 17, 2020) and SBDM Council- April 16, 2020

R. C. Hinsdale Elementary School
2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:
- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

A. DATA COLLECTION/ NEEDS ASSESSMENT
Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

A collaborative analysis of K-Prep data, Brigance data, MTSS Data and MAP data throughout the school year led to continual adjustments and provided job-embedded PD through faculty meetings and PLCs. Our focus this year has been on growth for all students in reading and math and this will continue to be a significant focal point of our work. The data has shown positive results around this work. Last year, 73% of students grades K-5 scored at the 50th percentile or higher in reading on Winter MAP. This year, that number increased to 78%. For math, 73% of students K-5 scored at least at the 50th percentile or higher in math and this year, that number increased to 79%.

Next steps for 2020-2021 were determined with input from administration, teachers, and SBDM members. By engaging in a cycle of continuous review of formative assessment data and RTI progress monitoring data, the opportunity to identify areas of needs in emerged. Feedback from our PPR walks also contributed to the next steps that are needed to maintain and accelerate this growth. A positive component of our PD plan in the past has included content specific best practices in the areas of Science, SS, PLCS, and Arts and Humanities which will continue to be implemented with the goal of improving instruction and learning for all students. We will continue to analyze individual and grade level data, align curriculum standards within CORE instruction and assessment and focus on best practices through the Cycle of Quality Instruction to increase achievement for all students.

Finally, our school has made great strides with our school-wide SEL processes this year and our overall behavior data has shown a decrease in the number of referrals in all grade levels. We continue to seek opportunities to sharpen our tools and resources to support our students socially and emotionally in order to reach them academically.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020 6 hours	July 23, 2020	Proficiency, Achievement Gap, Growth	Math Curriculum Series Training: Aligning current practices through the Cycle of Quality Instruction and KY Math Standards with new curriculum materials.	KY Core Academic Standards	Cycle of Quality Instruction Best Math Practices
PD Day # 2- Nov. 25, 2020 6 hours	July 16, 2020 6 hours	Proficiency, Separate Academic Indicator, Achievement Gap, Growth	An Introduction to Literacy Stations - Teachers will receive training to support literacy instruction. Teachers will learn how to launch efficient and effective literacy stations that build independent readers with targeted and engaging learning.	Smekens Summer Workshop	Best Practices for Reading Instruction
PD Day #3- Feb 15, 2021 6 hours	August 13, 2020 (6 Hrs)	Proficiency, Achievement Gap, Growth	Special Education – Best Practices, SEL (Restorative Practices) Cycle of Quality Instruction, & Team Building (Non-Flex for RCH Cert)	School Administrators District Curriculum Consultant, SEL Team	Best Practices
PD Day #4- March 19, 2021 6 hours	PGA – August 4-6 6 Hours June 16-17, 2020 6 Hours		Teachers will participate in a variety of sessions pertaining to all 5 Domains of the PPR. OR Let's Talk Conference	District Consultants and Trainers KDE Personnel	Best Practices Best Practices

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
Proficiency, Achievement Gap, Growth	PLCs – Analyzing student work, sharing strategies, collaborative work aligning curriculum and assessment with continued focus on growth, data analysis	School Administrators District Curriculum Consultant	Best Practices KCAS
Proficiency, Achievement Gap, Growth	PBIS, Social Emotional Learning, Restorative Practices, Mental Health PBIS & School Safety	District SEL Staff School Safety Team	Best Practices Safety Audit Results
Proficiency, Achievement Gap, Growth	Co-Teaching models and strategies for collaboration between special and general education teachers	SPED Consultant SPED Lead	Best Practice
Proficiency, Achievement Gap, Growth	Data Analysis	School Admin, District Consultants	Best Practice
Proficiency, Separate Academic Indicator	Curriculum Alignment	District Consultants	Best Practice
Proficiency, Achievement Gap, Growth	Quality Instruction Practices	District Consultants	Cycle of Quality Instruction
Proficiency/ Achievement Gap	Inclusion & Diversity	Make It Plain Resources	Best Practices

D. IMPLEMENTATION AND IMPACT

This PD plan will be monitored through a systemic process of documentation including the PGP, PPR, lesson plan feedback, walk-through feedback, monthly faculty meetings and weekly PLCs. Evaluation and feedback tools will be used to gauge the success of implementation and impact and to determine next steps. All staff will complete an individual PD plan by May 23, 2020 which will be reviewed with a school administrator.

E.   **BUDGET PROJECTIONS FOR SCHOOL Professional Learning**

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off – site Professional Learning)	**0120 D**	*20%*
Certified Extra Service	**0113**	*5%*
Educational Consultant	**0322**	*0%*
Registrations	**0338**	*50%*
General Supplies/Professional Books	**0610**	*15%*
Food	**0616**	*10%*
Travel In District	**0581**	*0%*
Travel Out of District	**0580**	*0%*
Total of your budget		**100%**

Please use the following coding structure for PL funds:
Org - SCH1118
Object – use code from above
Project – 7000

F. **DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: 3/10/20 & 3/30/20, 4/16/20_____**

Kenton Elementary School
2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:

1.   5 Star School District Demonstrating Student Success

2.   Every School 5 Star

3.   Transition Readiness Rate (CCR) 95%

4.   ACT 22

5.   Graduation Rate 95%

6.   Attendance 96.25%

7.   Students Reading on Grade Level Exiting 3rd-95%

8.   Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom

9.   Remain fiscally solvent/efficient

1.   DATA COLLECTION/ NEEDS ASSESSMENT

Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

Kenton Elementary utilizes the following types of data for analysis: KPREP, DIBELS, AIMSweb, MAP, Reading Inventory, Phonics Inventory, iRead, Read Naturally, Reading Intervention, Common Assessments, Weekly Assessments, Compass Learning, and STMath, for the majority of our data collection. Kenton Elementary uses this data throughout the school year to plan for required Professional Development (PD) hours and job-embedded PD. Professional Learning (PD) was also identified for the 2020-2021 school year through feedback obtained from stake-holders. This took place at PLC meetings, Lead Teacher meetings, and SBDM Council meetings. It has been determined further development is needed and should be centered around PBIS, mental health issues, working with our special education population, enhancing our instructional practices around new standards, data analysis, vertical alignment amongst grade level teams, and school safety. Emphasis will be placed on the MTSS model and continued training will be offered for those implementing Read 180, System 44, Do the Math and other support models that are in place to help those in tier II and tier III interventions within the MTSS framework. Special area teachers will have opportunities to enhance instructional practices related to improving the Quality Cycle of Instruction. Data from the PBIS profile indicates this is an area of need. We will continue to work on tier I, tier II, and tier III interventions and refining individual student plans to help students be successful within the PBIS model. The plan developed is aligned to the Kenton Elementary CSIP and has been approved by the SBDM Council.

2.   PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020 6 hours	July 28th, 2020 or July 29th, 2020 or July 30th, 2020 3 Hours and August 4th, 5th and 6th 2020 3 Hours	Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4	**Professional Instructional Practices** Design and alignment of curriculum to standards and assessments. Data analysis to create RTI groups that meet the individual needs of students in the areas of academics and behavior. (Tier I, Tier II, Tier III). **3 Hours** and **Kenton County Professional Growth Academy (PGA)** Attend independent Professional Development Sessions based upon teacher need with administration approval. This includes, but is not limited to, Best Practices in Tier I, II, and III, instruction, special education instruction, curriculum design, data analysis, Read 180, System 44, and Gap analysis. **3 Hours** **Total: 6 Hours**	Kenton Principals Map Data, Read180, Do The Math, System 44 data District Consultants and KCSD Teachers	Common Core, Best Practices, and Writing Continuum Common Core Standards, Best Practices, Technology Standards, SEL
PD Day # 2-	**August 3rd,**	Proficiency Goal 1, Separate Academic	**Behavior/Mental Health** Teachers will learn strategies to implement in the classroom with students that have a mental health	Dr. Brent	

Nov. 25, 2020 6 hours	**2020** **6 Hours**	Indicator Goal 2, Gap Goal 3, Growth Goal 4	diagnosis. Teachers will review the Kenton County Code of Expected behavior for proper consequences and interventions for students. Staff will discuss the use of Class Dojo. **Total: 6 Hours**	Richardson/Kenton Staff	PBIS/SEL /Behavior Referrals
PD Day #3- Feb 15, 2021 6 hours	**August 10th,** **2020** **6 Hours**	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4	**Kagan** Teachers will learn strategies to implement in the classroom to increase the amount of cognitive engagement. **Total: 6 Hours**	Kagan Institute, PPR Walks, Behavior Referrals	Common Core Standards, and Best Practices
PD Day #4- March 19, 2021 6 hours **and**	**August 27th,** **2020** **2 Hours**	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4	**Cycle Of Instruction Session I** Teachers will learn strategies for the four areas of the cycle of instruction model: Meaningful engagement, formative assessment, accountable talk and collaborative learning (August 27th 2 hrs.) **2 Hours** **and**	Kenton Principals/ District Consultants	PPR feedback, Common Core Standards, Best Practice, MTSS, Tier I, Tier II and Tier III interventions PPR feedback, Common Core Standards, Best Practice, MTSS, Tier I, Tier II and Tier III interventions
		Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4	**Cycle Of Instruction** **Session II** Teachers will attend a session to follow up on the four areas of the cycle of instruction. This session is a follow up learn successful strategies in each area of the Cycle of Quality	Kenton Principals/	PPR feedback, Common Core Standards, Best

	Sept. 24th, 2020 2 Hours and Nov. 19th, 2020 2 Hours	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4	Instruction: Meaningful engagement, formative assessment, accountable talk and collaborative learning (September 24th 2 hrs.) **2 Hours** and **Cycle Of Instruction** **Session III** This session will conclude strategies for the four areas of the cycle of instruction. Meaningful engagement, formative assessment, accountable talk and collaborative learning (November 19th 2 hrs.) **2 Hours** **Total: 6 Hours**	District Consultants Kenton Principals/ District Consultants	Practice, MTSS, Tier I, Tier II and Tier III interventions

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD

Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4	Data analysis and analysis of student work samples (Data review to include analysis of students in the GAP category)	District Consultants, Administrative Team, Assessment measures	Best Practices
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4	PBIS strategies focusing on implementation of Tier I, Tier II and Tier III strategies. Refining progress monitoring and supporting student goals that lead to success.	PBIS Committee, Administrative Team, District Consultants	Best Practices
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4	Support with the MTSS progress monitoring, tracking progress process, This includes the use of AIMSweb and DIBELS, Quality Cycle of Instruction, and supporting differentiation, Tier I, Tier II, and Tier III supports.	District Consultants and Administrative Team	Common Core Standards and Best Practices
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4	Curriculum Analysis and alignment to standards and assessments. Working with standards and aligning materials and programs to instruction and assessments. Creation and development of new resources, assessments and materials to align to the standards.	District Consultants and Administrative Team	Common Core Standards and Best Practices

GAP Goal 3	School Safety training and updates, as needed.	District Consultants, Administrative Team, School Safety Team	PBIS
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4	Ongoing training on the PPR document and the district evaluation cycle.	Administrative Team	Best Practices
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4	Working with student writing samples to review, share, and analyze for mid-year and end of year reviews. Next steps discussed to move writing instruction forward and to help students progress with writing achievement. Writing in all content areas supported through this work.	District Consultants and Administrative Team	Common Core Standards and Best Practices
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4	Training on technology programs and supports. Learning to use technology to enhance instruction in the classroom. Work with technology standards to ensure students have knowledge of technology skills needed in the 21st Century.	District Consultants, Technology Committee, Administration Team	Common Core Standards, Technology Standards, Best Practices
Proficiency Goal 1, Separate	Personalize learning to enhance student engagements. Working with data to determine the best ways to meet student interest and	District Consultants, Administration	Common Core Standards,

Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4	enhance skills where students can take ownership of learning and become more engaged with critical thinking, communication skills, and problem based learning.	Team	Best Practices.
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4	Mental Health issues, MTSS Behavioral Supports Social Emotional Learning – Continuous review of effective practices for social emotional learning as well as effective frameworks to present SEL to students. Diversity – Continuous and ongoing review of practices to create a culturally responsive education for all students.	District Consultants, Administrative Team, Social skills instruction	Best Practices and PBIS

1.   IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the school year. The following data will be analyzed: KPREP, MAP Assessments (Fall, Winter, Spring), Common Assessments, Weekly Assessments, Assessment Tracking for Special Populations, grade distributions, student work sample collection, DIBELS, AIMSweb, Reading Inventory, Phonics Inventory, and PBIS data collection. Adjustments to job embedded PD will be based upon data, as well as PPR walks and PLC discussions.

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget

Certified Substitutes (for both on and off – site Professional Learning)	**0120 D**	60%
Certified Extra Service	**0113**	
Educational Consultant	**0322**	
Registrations	**0338**	10%
General Supplies/Professional Books	**0610**	10%
Food	**0616**	10%
Travel In District	**0581**	
Travel Out of District	**0580**	10%
Total of your budget		**100%**

Please use the following coding structure for PL funds:

Org - SCH1118

Object – use code from above

Project – 7000

F.   DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD
PLAN: Survey to teachers in 12/2019, 3/12/2020, 4/16/2020

> # Piner Elementary School
> # 2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:

- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

A. DATA COLLECTION/ NEEDS ASSESSMENT
Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

Collaborative analysis of K-Prep data, Brigance data, Dibels data, RI/PI data, and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs. Through PLCs and job-embedded PD, as well as scheduled and flexible PD during the 2019-20 school year, next steps for 2020-2021 were determined with input from administration, teachers, SBDM members, and consultants. Weekly review of formative assessment data and RTI progress monitoring data allowed us to identify areas of teacher needs in terms of specific instructional strategies. Administrator and teacher discussions following PPR walks also contributed to the next steps that are needed to continue to growth. Content specific best practices in the areas of Science, SS, PLCS, and A/H will improve instruction and learning. For Tier II and TIER III interventions, RTA, iRead, R180, and system 44 teachers will continue their professional development to increase effectiveness with these students (including those identified in "Gap" groups). With our increased access to assessment data of student groups as well as individuals, structured time in PLCs to learn what the data is telling us is an additional need that we have identified to increase student achievement. This data analysis effort will also focus on how to identify needs of student in "Gap" populations.

B. PROFESSIONAL LEARNING SCHEDULE
Identify the activities for the four professional development dates in approved district calendar.

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020 6 hours	June 11, 2020 6 hours	KPREP Combined Proficiency, Achievement Gaps	Teachers across the district will collaborate in grade level/ department teams and/or vertically aligned subject teams to align curriculum, revise rubrics, and develop grade level schedules for the 2020-2021 school year in the following areas: • K-5 Social Studies 6/11 (6 hours) O R	Teachers, District Consultants, Administrators, Kentucky Academic Standards, District and	Kentucky Academic Standards, District and school timelines

			• 3rd Grade Science (6 hours) O R	school timelines	
	June 23-24, 2020 6 hours	KPREP Combined Proficiency, Achievement Gaps	Instructional Assistant Training- Training will be designed for instructional assistants supporting students in various special education settings. Participants will expand their understanding of assistive technology, communication devices, visual supports, providing accommodations while fostering independence, and confidentiality.	NKCES Consultants	IDEA/best practices

PD Day # 2- Nov. 25, 2020 6 hours	June 12 or 15, 2020 6 hours	KPREP Combined Proficiency, Achievement Gaps	Teachers across the district will collaborate in grade level/ department teams and/or vertically aligned subject teams to align curriculum, revise rubrics, and develop grade level schedules for the 2020-2021 school year in the following areas:
			 • K-5 ELA 6/12 am (3 hours)
			 • K-5 Math 6/12 pm (3 hours)
			      OR
			 • 4th Grade Science 6/12 (6 hours)
			      OR
			 • 5th Grade Science 6/15 (6 hours)
			
			      OR
				Teachers, District Consultants, Administrators, Kentucky Academic Standards, District and school timelines	Kentucky Academic Standards, District and school timelines

	August 4-6, 2020	KPREP Combined Proficiency, Achievement Gaps	PGA: Individual PD sessions based on instructional assistant need/ principal approval. This includes supporting students in various special education and regular education settings. Participants will expand their understanding of best practice strategies for academic and behaviors supports in the classroom.	NKCES Consultants and District Staff	IDEA/best practices
PD Day #3- Feb 15, 2021 6 hours	July 14, 2020 6 hours	KPREP Combined Proficiency, Achievement Gaps	Smekens: Teachers will collaborate in grade level/department teams and/or vertically aligned subject teams to align writing curriculum, revise rubrics, and develop grade level schedules for the 2020-2021 school year. OR	Administrators, Teachers, Smekens Trainers	Kentucky Academic Standards, best practices

	August 3, 2020 6 hours	KPREP Combined Proficiency, Achievement Gaps	Special Education Teacher PD- customized for all special education teachers and related service personnel. Training will address common errors in compliance, progress monitoring, and SDI-	Administrators, District Consultants, Teachers	Kentucky Academic Standards, best practices
			OR		
	August 4-6, 2020 6 hours	KPREP Combined Proficiency, Achievement Gaps	PGA: Individual PD sessions based on teacher need/ principal approval. This includes Best practices in Tier I instruction, curriculum design, data analysis, NGSS, Tier II and Tier III interventions for students included in gap groups for F/R and students with disabilities.	District Trainers	Kentucky Academic Standards, best practices
PD Day #4- March 19, 2021 6 hours	August 12, 2020 6 hours	KPREP Combined Proficiency, Achievement Gaps	Teachers will collaborate in grade level/department teams and/or vertically aligned subject teams to align curriculum, revise timelines, and develop grade level schedules for the 2020-2021 school year. (To include 2nd Grade District PD- 3 hours) OR	Administrators, Teachers, District Trainers	Kentucky Academic Standards, best practices
	August 4-6, 2020 6 hours	KPREP Combined Proficiency, Achievement Gaps	PGA: Individual PD sessions based on teacher need/ principal approval. This includes Best practices in Tier I instruction, curriculum design, data analysis, NGSS, Tier II and Tier III interventions for students included in gap groups for F/R and students with disabilities.	District Trainers	Kentucky Academic Standards, best practices

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING
Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
KPREP Combined Proficiency, Achievement Gaps	Data Analysis &/or Analysis of student work. (Data reviews to include analysis of students in "Gap/Special Education".)	Consultants, Administrators, Assessment results (MAP, KPREP)	MAP, K-PREP

KPREP Combined Proficiency, Achievement Gaps	Effective Instructional Practices and Curriculum Design aligned to standards (To include co-teaching and collaboration training on what to do when students are not achieving and "Gap/Special Education" students.)	Consultants, Administrators	KAS, Best Practices, R180, S44
KPREP Combined Proficiency, Achievement Gaps	Improving RTI practices (including SEL and mental health) and Differentiation	Consultants, Administrators	R180, S44, Best Practices
KPREP Combined Proficiency, Achievement Gaps	Effective Practices with Behavior and SEL Interventions and Class Dojo	Administrators, Teachers, Counselor	PBIS, Best Practices
KPREP Combined Proficiency, Achievement Gaps	School Safety	SRO, Teachers, Administrators	IDEA/ Best Practices
KPREP Combined Proficiency, Achievement Gaps	Improving instruction and designing assessments to align to standards	Consultants, Administrators	Best Practices
KPREP Combined Proficiency, Achievement Gaps	Diversity Training	Counselor, Administrators	Best Practices

D. IMPLEMENTATION AND IMPACT

All school-specific Professional Learning sessions from our school wide Professional Learning Summary will be posted on the school's Master Calendar. Job Embedded professional learning topics will be placed on the Professional Learning Communities schedule or on the Faculty Meeting Schedule. Each staff member will complete an individual Professional Learning Plan for the 2020-2021 school year prior to May 30, 2020. Impact will be assessed throughout the year through the following data being analyzed in faculty meetings, committee meetings, PLC meetings, and RTI meetings: KPREP, three MAP assessments, DIBELS data, Brigance data, RTI data, common assessments, weekly assessments in reading and math, grade distributions, student work, and RI/PI assessments. Student on-demand writing products will be reviewed and discussed to determine areas of instructional need in our writing program. Adjustments to the job-embedded needs will be made based on this data as well as PPR walk findings, teacher progress on professional growth plans, formal observations, and administrator/teacher discussions on instructional needs.

E. BUDGET PROJECTIONS FOR SCHOOL Professional Learning

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	**0120 D**	**50%**

Certified Extra Service	0113	
Educational Consultant	0322	
Registrations	0338	20%
General Supplies/Professional Books	0610	10%
Food	0616	
Travel In District	0581	20%
Travel Out of District	0580	
Total of your budget		100%

Please use the following coding structure for PL funds:
Org - SCH1118
Object – use code from above
Project – 7000

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN:

- 2020- 2021 Professional Development/Learning Team meeting (3/4/20, 3/5/20)
- Staff Survey (3/9/20)
- SBDM Meeting for Approval (4/14/20)

River Ridge Elementary School
2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:
- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

A. DATA COLLECTION/ NEEDS ASSESSMENT

Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

Significant data analysis has been conducted in support of the needs assessment process for identifying professional learning. The administration and staff at River Ridge Elementary School have collaborated to examine student learning results from summative assessment measures, like KPrep, as well as formative assessment measures, such as MAP and common unit assessments. The 2019 KPREP data indicates a need for closing the performance gap between all students and those identified as Special Education as well as increasing reading proficiency across all grade levels. In addition, MAP data demonstrates the need to accelerate student mastery of Kentucky Core Academic Standards (KCAS). Furthermore, continuous analysis of common unit assessment data supports the need to focus improvement efforts on increasing mastery of ELA and Math KCAS standards in order to satisfy the expectations embedded within our school's 2020-2021 trajectory goals. Grade level teams, along with our SBDM council, have analyzed data on a monthly basis and determined the need for further development in the aforementioned areas (Reading, Math, and Closing the Achievement Gap). According to the 2019 KPREP, our writing achievement scores increased by 15%. In order to sustain and continue this growth, we have determined the need for continued collaboration in this area to further align our school-wide writing curriculum across all grade levels, both horizontally and vertically.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as app.	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020 6 hours	July 16, 2020 6 hours	Proficiency	An Introduction to Literacy Stations - Teachers will receive training to support literacy instruction. Teachers will learn how to launch efficient and effective literacy stations that build independent readers with targeted and engaging learning. OR	Smeken's Summer Workshop	Best practices for reading instruction
	Aug. 3 or Aug. 10, 2020 6 hours	Gap, Growth	District Training for All SPED Teachers, Related Service Providers, & School Psychologists- IEP Training (PLEP, Goals, SDI, SAS); Behavior Interventions; SDI Implementation Assistive Technology OR	District Sped Staff	KCAS, Best Practice, MTSS
	June 12, 15, 2020 6 hours	Separate Academic Indicator	Science Content Day - Science teachers in grades 4-5 will collaborate on curriculum design around updated KCSD timelines and standards OR	District Consultants	Science KPREP Data
	June 11, 2020 6 hours	Separate Academic Indicator	4-5 Social Studies Content - Teachers will collaborate on curriculum and timelines for full implementation of the new Social Studies standards.	District Consultants	Social Studies KPREP Data

PD Day # 2- Nov. 25, 2020 6 hours	July 17, 2020 6 Hours	Proficiency	Teaching Small Group Guided Reading - Teachers will learn how to plan and conduct differentiated small-group reading sessions that result in improved student achievement. Focus will include how to support students at their developmental levels, engage them in authentic text, and provide targeted lessons to increase students' comprehension in both literature and informational texts. OR	Smeken's Summer Workshop	Best practices for reading instruction.
	Aug. 4-6, 2020 6 hours	Proficiency, Gap, Growth, Transition Readiness	KCSD PGA - A variety of sessions will be available for all teachers and assistants. A variety of sessions will be available for both certified and classified staff members. Sessions will include a combination of offerings including curriculum, instruction, SEL, MTSS, and special education.	A variety of presenters	Best instructional practices, Quality Instruction Cycle

PD Day #3- Feb 15, 2021 6 hours	July 24, 2020 6 Hours	Separate Academic Indicator	Vertical Curriculum Alignment for Writing - Teachers will collaborate in vertical teams to refine writing curriculum based on first year implementation of Smeken's Writer's Workshop. AND Content Curriculum Design - Teachers will engage in curriculum design around the new social studies standards, special education co-teaching models, vertical alignment of math standards, and implementing effective EL strategies.	Smeken's Writer's Workshop	Best practices for reading instruction
PD Day #4- March 19, 2021 6 hours	Sept. 3, 2020 (2 hours) Nov. 12, 2020 (2 hours) Feb. 11, 2021 (2 hours) 6 Hours	Gap	Diversity Training - All staff will participate in 6 hours of diversity training. Training will focus on increasing staff awareness of equity, inclusion, and diversity. Training will provide staff with the tools necessary to teach in a diverse learning environment.	Make It Plain Consulting	

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
Proficiency and Gap Goals	**Weekly Data Analysis** Teachers and administrators collaborate weekly to analyze intervention data and determine progress in all content areas. Weekly PLC's also include careful examination of summative data to guide instruction in Reading/ELA. Analysis of student work samples in writing will be conducted to monitor student progress.	Teachers, Administrators, Title Staff, District Consultants	MTSS Progress Monitoring Data, MAP, KPREP, Common Assessments
Proficiency and Gap Goals	**Effective Instructional Practices** Ongoing learning and curriculum design around the Cycle of Instruction and high quality instructional strategies to enhance tier 1, core instruction including (but not limited to) engagement, assessment, and meaningful tasks, with emphasis on ELA content.	Teachers, Administrators, Title Staff, District Consultants	MTSS Progress Monitoring Data, MAP, KPREP, Common Assessments
Proficiency, Gap, and Growth Goals	**MTSS and Differentiation** - Ongoing analysis of student intervention data to determine student needs and successes.	Teachers, Administrators, Title Staff	MTSS Progress Monitoring Data, MAP, KPREP, Common Assessments
Proficiency and Transition Readiness Goals	**Behavior Interventions and PBIS** - Ongoing analysis and conversations around effectiveness of behavior interventions as they relate to PBIS, mental health, SEL, and overall school safety.	Teachers, Administrators, Title Staff	MTSS Progress Monitoring Data, MAP, KPREP, PBIS Data
Gap and Growth Goals	**Co-Teaching and Collaboration** - Ongoing conversations around research as it relates to effective co-teaching models for special education and regular education teacher	Teachers, Administrators, Title Staff, District Consultants	MTSS Progress Monitoring Data, MAP, KPREP, Common Assessments

Proficiency, Separate Academic Indicator Goals	**Instruction and Assessments** - Ongoing analysis of instructional practices, policies, plans, and student assessment data and student work.	Teachers, Administrators, Title Staff, Smekens	MTSS Progress Mon.Data, MAP, KPREP, Common Assessments
Separate Academic Indicator and Transition Ready Goals	**KAS** -Ongoing conversation and collaboration around implementation of all content standards	Teachers, Administrators, Title Staff, District Consultants	KPREP Data, Common Assessments
Proficiency, Gap, Growth, Transition	**Diversity** - Ongoing training around diverse student populations, best practice strategies, and awareness of implicit bias.	Teachers, Admin, Instructional Assistants	Gap Data
Proficiency, Growth, Gap, Transition	**School Safety** - Ongoing collaboration and training around increasing overall safety of our building processes and procedures.	Teachers, Admin, District Staff	School safety data

D. IMPLEMENTATION AND IMPACT

·   Review of Data(KPrep, MAP, DIBELS, SRI/SPI, Common Assessments,   and on-going formative assessments)
·   Teacher feedback and input from Professional Development reflections
·   Weekly Team Meetings and/or Team PLC Meetings
·   Teacher Professional Growth Plans
·   Regular SBDM Data Review
·   Regular I & I Checks by admin, teaches, and council members

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off – site Professional Learning)	**0120 D**	*10%*
Certified Extra Service	**0113**	

Educational Consultant	0322	
Registrations	0338	*50%*
General Supplies/Professional Books	0610	*25%*
Food	0616	*5%*
Travel In District	0581	
Travel Out of District	0580	*10%*
Total of your budget		**100%**

Please use the following coding structure for PL funds:
Org - SCH1118
Object – use code from above
Project – 7000

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN

March 11th, 2020 during PLCs
March 31st, 2020 during a team lead meeting
April 16, 2020 at SBDM Council Meeting

Ryland Heights Elementary School
2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:

- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

A. DATA COLLECTION/ NEEDS ASSESSMENT

Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

While Ryland Elementary showed growth from 2018 to 2019 on the KPREP assessment, there is still room for growth with regards to proficiency.

- Only 31.7% of students reached proficiency on the 2018-2019 Science KPREP Assessment
- While 81.2% of non-economically disadvantaged students met proficiency in reading on the 2018-2019 KPREP Assessment, only 51.3% of economically disadvantaged students achieved proficiency on that assessment.
- Similarly, while 71% of non-economically disadvantaged students med proficiency in math on the 208-2019 KPREP Assessment, only 44.3% of economically disadvantaged students achieved proficiency on that assessment.
- There was a decline in math proficiency for 3rd grade students from 59.4% in 2017-2018, to 54.25% in 2018-2019.
- 14.89% of 3rd grade students fell in the Novice range and 30.85% of 3rd grade students fell in the apprentice range on the 2018-2019 KPREP Math Assessment.
- Students with disabilities continues to be an area of concern with only 23.1% of 3rd grade students reaching proficiency on the 2018-2019 KPREP Math Assessment, and 5th grade students with disabilities had only 29.2% reach proficiency on the 2018-2019 KPREP.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020	July 29, 2020 8:30-3:30	Proficiency Goal, Gap Goal and Transition Goal	Current data on students will be utilized to develop differentiated instructional groups and information will be utilized to assist in the creation of differentiated instructional units that address core	Consultants, Teacher Leaders, Intervention Leaders	Best Practices, Cycle of Quality Instruction, Core

6 hours	6 hours		standards. Training in appropriate progress monitoring tools to assess student growth will be shared with appropriate stakeholders.		Standards, Research based progress monitoring tools.
PD Day # 2- Nov. 25, 2020 6 hours	August 4-6, 2020 6 hours	Proficiency Goal, Gap Goal, Transition Goal	PGA Sessions as Appropriate	Consultants, Teacher Leaders	Best Practices, Core Standards, Research Based Strategies
PD Day #3- Feb 15, 2021 6 hours	August 12, 2020 8:00-11:00 3 hours 12:00-3:00 3 hours	Proficiency Goal, GAP Goal and Transition Goal	SEL 2nd Steps Curriculum Training and Implementation Planning Effective Classroom Management and Behavior Interventions to Maximize Instructional Time	2nd Steps Resources and Curriculum PBIS Resources, CHAMPS Resources, Student Engagement Strategies, Calm Classroom Resources	2nd Steps Research Based Program PBIS & CHAMPS Research based strategies
PD Day #4- March 19, 2021 6 hours	Sept 10, 4-6 pm 2.0 hours October 8, 4-6 pm 2.0 hours Nov 5, 4-6 pm 2.0 hours	Proficiency Goal, GAP Goal and Transition Goal	Quality Instruction – Engaging Strategies for Individual Accountability Quality Instruction – Opportunities for Collaboration while Maintaining Individual Accountability Quality Instruction – Using Individual Products to Formatively Assess and Guide Instruction	Cycle of Quality Instruction Resources, Consultant Assistance	Research based strategies for: engagement, collaborative learning and formative assessment

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
KPREP Proficiency and GAP Goals	Data Analysis – Analyze weekly formative assessments, common assessments as well as MAP, iREAD, RI, PI and other Data to determine overall instructional needs as well as individual student needs.	Admin, Consultants, Assessment Results	MAP, KPREP, Read 180, S44, iRead Data

KPREP Proficiency and GAP Goals	Ongoing review of progress for Special Education Students. Continuous review/introduction of effective strategies for co-teaching and parallel teaching.	Admin, Lead Teachers, District Consultants	Research Based Best Practices
GAP Goals	MTSS Meetings – Both Behavior and Academic – Best Practices and focus on effective tiered instruction to encourage growth and mastery of core instruction.	MTSS Committee, RTA Teacher Leaders, Consultants, Admin	Research and Evidence Based Interventions
KPREP Proficiency and GAP Goals	Continuous review of Friday assessments to ensure assessments address core standards. Utilization of assessment scores to determine instructional needs.	Core Standards, District Timelines, PLC Weekly Assessment Data Review Sheet	Research based best practices, data analysis
GAP Goals	Review individual progress and student IEP goals as well as progress on core standards. Focus on differentiation of instruction to meet student needs as well as utilization of formative assessment to guide instruction	Student IEP Goals and Progress Monitoring Data, Classroom performance and common assessment data	Research based best practices for interventions, collaborative teaching and effective resource instruction
KPREP Proficiency and GAP Goals	Curriculum and Instruction – Continuous review of effective instructional strategies and ongoing analysis of standards as well as effective strategies to teach and assess KCAS.	Core Standards, Teacher Leaders, Consultants, Admin, KCAS	Research based best practices, KCAS
KPREP Proficiency and GAP Goals	Effective implementation of assessments and interventions such as MAP, RI, iRead, S44, R180, Read Naturally, Lexia, and accurately interpreting data to determine progress and areas of growth	Teacher Leaders, Consultants, Admin	Research based best practices for RTI, Read 180, S44, and academic growth for special education
KPREP Proficiency and GAP Goals	Continuous review of effective behavior de-escalation strategies, behavior interventions and classroom management strategies that maximize instructional time and increase student learning	PBIS Lead, Teacher Leaders, Consultants and Admin	Research based strategies and best practices for behavior from PBIS, RTI, and CHAMPS

KPREP Proficiency and GAP Goals	Social Emotional Learning – Continuous review of effective practices for social emotional learning as well as effective frameworks to present SEL to students. Diversity – Continuous and ongoing review of practices to create a culturally responsive education for all students.	Counselor, Admin, Consultants, Calm Classroom Materials, 2nd Step Materials, Make it Plain Consulting Materials	Research based strategies and best practices for SEL and diversity
KPREP Proficiency and GAP Goals	Continuous review of safety procedures and ongoing training for consistent utilization of Navigate Prepared to ensure efficient student accounting during times of crisis	Admin, SRO, Counselor, District Safety Coordinator, School Safety Team	Research based safety protocols.

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the school year through the following data being analyzed: KPREP, MAP, Common Assessments, Regular Assessments of Core Standards, RI an PI, iRead, PBIS & Discipline Data, Special Education Student Progress on IEP Goals and Mastery of Standards. Adjustments to the job-embedded professional development will be determined by analysis of this data as well as through trends recognized in PPR Walks and form observations.

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off – site Professional Learning)	0120 D	60%
Certified Extra Service	0113	
Educational Consultant	0322	
Registrations	0338	20%

General Supplies/Professional Books	0610	20%
Food	0616	
Travel In District	0581	
Travel Out of District	0580	
Total of your budget		100%

Please use the following coding structure for PL funds:
Org - SCH1118
Object – use code from above
Project – 7000

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: April 9, 2020

Taylor Mill Elementary School
2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:
* 5 Star School District Demonstrating Student Success
* Every School 5 Star
* Transition Readiness Rate (CCR) 95%
* ACT 22
* Graduation Rate 95%
* Attendance 96.25%
* Students Reading on Grade Level Exiting 3rd-95%
* Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
* Remain fiscally solvent/efficient

A. DATA COLLECTION/ NEEDS ASSESSMENT

Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

Data analyzed that informed the professional development needs include KPREP data, MAP, Brigance data, Dibels data, RI/PI data, instructional walkthrough observations and teacher voice survey. This analysis is a collaborative process throughout the school year and led to continual adjustments in job-embedded needs. Through PLCs and job-embedded PD, as well as scheduled and flexible PD during the 19-20 school year, next steps for 20-21 were determined with input from administration, teachers, SBDM members, and district consultants. Weekly analysis of common formative assessment data and RTI progress monitoring data allowed us to identify areas of teacher needs in terms of specific instructional strategies. Content specific Tier 1 best practices are showing improvement in instruction and learning. For Tier II and III interventions, RTA, iRead, R180, and system 44 teachers will continue their professional development to increase effectiveness with these students (including those identified in "Gap" groups). We continue our focus on data analysis and informing both core instruction as well as interventions necessary to support student success

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020 6 hours	Aug 3, 2020 (6 hours) Non-flex for all TM Cert	Proficiency, Achievement Gaps, Growth	Taylor Mill Instructional Practices Professional Learning Day (CSIP Strategy Implementations, Kagan, QI Cycle, SEL, etc.)	School Administrators, District Curriculum Consultant, Diversity & Inclusion Consultant	Best Practices
PD Day # 2- Nov. 25, 2020	Aug 10, 2020 (6 hours) or	Proficiency, Achievement Gaps, Growth	Taylor Mill Instructional Practices & Diversity Training Professional Learning Day (CSIP Strategy Implementations, Kagan, QI Cycle,	School Administrators, District Curriculum Consultant	Best Practices

			Team Building, etc.) (Non-flex for all TM Cert) OR SCM (Non-flex for SPED)		
6 hours	7/13 7/14 7/21 7/28				
PD Day #3- Feb 15, 2021 6 hours	**September 17, 2020 (3 hours) Non-flex for all TM Cert** **AND** **October 22, 2020 (3 hours) Non-flex for all TM Cert**	Proficiency, Achievement Gaps, Growth Proficiency, Achievement Gaps, Growth	Follow-up to Aug 3/10 Instructional Practices & Diversity Training Taylor Mill Instructional Practices Professional Learning Day (CSIP Strategy Implementations, Kagan, QI Cycle, School Safety, Team Building, etc.) (Non-flex for all TM Cert) AND Follow-up to Aug 3/10 Instructional Practices Taylor Mill Instructional Practices Professional Learning Day (CSIP Strategy Implementations, Kagan, QI Cycle, School Safety, Team Building, etc.) (Non-flex for all TM Cert)	School Administrators, District Curriculum Consultant, Diversity & Inclusion Consultant	Best Practices
PD Day #4- March 19, 2021 6 hours	**Aug 4-6, 2020 (6 hours)**	KPREP Combined Proficiency, Achievement Gaps	• Google Educator OR • PGA OR • SPED trainings OR • 2nd grade Teacher Collaboration OR • New Social Studies Standards OR • Behavior Institute OR • School Safety Team PD OR • Special Area Collaboration, Standards & Formative Assessment OR • New S44 Training	School Administrators, District Curriculum Consultant, District Staff, Teacher Leaders	Best Practices

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
KPREP Combined Proficiency, Separate Academic Indicators Achievement Gaps	IOU professional learning (monthly faculty learning) - CSIP Strategy Implementations (including TSI strategies) & data analysis, Instructional Strategies	School Administrators, District Curriculum Consultant	Best Practices

Proficiency, Separate Academic Indicators Achievement Gaps, Growth	Co-Teaching models and strategies for collaboration between special and general education teachers	Teachers, Consultants, Administrators	IDEA/ Best Practices
Proficiency, Separate Academic Indicators Achievement Gaps, Growth	PLCs – Analyzing student work, sharing strategies, collaborative work aligning with school mission, formative assessment, data analysis, TSI strategies	School Administrators, District Curriculum Consultant	Best Practices, KCAS
Proficiency, Separate Academic Indicators Achievement Gaps, Growths	PBIS, Social Emotional Learning, Mental Health	School Administrators, District Curriculum Consultant	Best Practices, KCAS
Proficiency, Separate Academic Indicators Achievement Gaps, Growths	Curriculum & Assessment Alignment to Standards - Core and RTI Instructional Strategies	School Administrators, District Curriculum Consultant	Best Practices, KCAS
School Culture & Climate	PBIS & School Safety	School Administrators, District Curriculum Consultant	PBIS, District Safety Team
Achievement Gaps, Growths, School Culture & Climate	Diversity Training	School Administrators	Best Practices, District
Proficiency, Separate Academic Indicators Achievement Gaps, Growth	Data Analysis	School Administrators, District Curriculum Consultant	Best Practices, KCAS

D. IMPLEMENTATION AND IMPACT

We will monitor the implementation and impact based upon several data points including staff surveys, learning walks, review of student work, staff PD reflections, and beginning, mid and end of the year staff growth meetings. We will also analyze student data included above to determine impact. All staff will complete an individual PD plan by May 23, 2020 which will be reviewed with a school administrator.

E. BUDGET PROJECTIONS FOR SCHOOL Professional Learning

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off – site Professional Learning)	0120 F	60%
Certified Extra Service	0113	
Educational Consultant	0322	
Registrations	0338	10%
General Supplies/Professional Books	0610	10%
Food	0616	10%
Travel In District	0581	
Travel Out of District	0580	10%
Total of your budget		100%

Please use the following coding structure for PL funds:
Org - SCH1118
Object – use code from above
Project – 7000

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Mar 4, 2020, Apr 9, 2020, Apr 21, 2020

White's Tower Elementary School
2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:

- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

A. DATA COLLECTION/ NEEDS ASSESSMENT

Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

Further analysis of K-Prep data, DIBELS data, and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs. Through PLCs and job-embedded PD, as well as, scheduled and flexible PD during the 2019-2020 school year, next steps for 2020-21 were determined with input from administration, teachers, SBDM members, and consultants. Administrators and teachers discussions following PPR walks also contributed to the next steps that are needed to continue growth. Likewise, content specific best practices in the areas of Science, SS, PLCS, and A/H will improve instruction and learning. For Tier II and Tier III interventions, teachers will continue their professional development to increase effectiveness with these students (including those identified in "Gap" groups). With our increased access to assessment data of student groups as well as individuals, structured time to learn what the data is telling us is an additional need that we have identified to increase student achievement. This data analysis effort will also focus on how to identify needs of students in "Gap" populations.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020 6 hours	August 4th - 6th, 2020 6 Hours	Proficiency, Goal, & Transition Goals	PGA Sessions: Individual professional development sessions based on teacher need/ admin approval.	District Personnel	Best Practice, MDC/LDC & Common Core standards
PD Day # 2- Nov. 25, 2020 6 hours	August 12, 2020 6 Hours	Proficiency, Goal, & Transition Goals	Curriculum alignment and data analysis. Create differentiated instructional units and resources to address core standard deficiencies. (RtI Meetings)	Admin, Lead Teachers & RtI/RTA Interventionists	Best Practice & Common Core standards

| PD Day #3- Feb 15, 2021 6 hours | August 13, 2020 9-12 3 Hours

12:30 - 3:30 3 Hours | Proficiency Gap & Transition Goals | Training: SEL Interventions & Resources

Training: Effective Classroom Management, Behavior Interventions & Zones of Regulation | SEL Grant Resources/ Materials, SEL Interventionist & Counselor | Behavior Queen Toolkit

Help for Billy, Navigating the Zones, Calm Break Box Toolkits |
|---|---|---|---|---|---|
| PD Day #4- March 19, 2021 6 hours | September 9, 2020 4-6pm 2 Hours

October 14, 2020 4-6pm 2 Hours

November 11, 2020 4-6pm 2 Hours | Proficiency, Gal, & Transition Goals | Training: MTSS Pyramid & Quality Control Indicators (In-depth training on specific cycles & Quality Instructional Practices) | District MTSS Pyramid Resources, Cycle of Quality Instruction Resources, Consultants | Best Practice & Common Core standards |

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
KPREP Proficiency & Gap Goals	Data Analysis/ Student Progress Monitoring

(MAP, KPREP, Assessments, Mastery Connect) | Admin, Consultants, Teachers | Common Core Standards, Best Practice |
| KPREP Proficiency & Gap Goals | PBIS: Behavior Intervention & Social Emotional Learning (MTSS) | Admin, Consultants, Teachers | Safe School

KYCID |

KPREP Proficiency & Gap Goals	Response to Intervention: Instructional strategies, Student progress monitoring, differentiated grouping.	Admin & Teachers	Best Practice
KPREP Proficiency & Gap Goals	Recognizing and Understanding Student Diversity	Admin, Consultants, Teachers	Best Practice
KPREP Proficiency	Curriculum alignment to Common Core Standards	Admin, Consultants, Teachers	Best Practice, Common Core Standards

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: KPREP, MAP assessments, SRI & SPI data, Friday assessments, DIBELS, and student work. Adjustments to the job-embedded needs will be made based off of this data as well as PPR walk findings and administrator/teacher discussions on instructional needs.

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off-site Professional Learning)	**0120 D**	*75%*
Certified Extra Service	**0113**	
Educational Consultant	**0322**	
Registrations	**0338**	

General Supplies/Professional Books	0610	
Food	0616	
Travel In District	0581	
Travel Out of District	0580	25%
Total of your budget		100%

Please use the following coding structure for PL funds:
Org - SCH1118
Object – use code from above
Project – 7000

F. **DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN:** _____4/8/20_____

Summit View Academy School
2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:

- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

The mission of Summit View Academy is to provide rigorous, engaging opportunities that allow kids to develop the ROYAL Habits and become college and/or career ready. Our goals include:

- Five Star School
- MAP Reading (K-5) 70% above 50th percentile
- MAP Reading IEP (K-5) 32% above 50th percentile
- MAP Math (K-5) 67% above 50th percentile
- MAP Math IEP (K-5) 43% above 50th percentile
- MAP Reading (6-8) 72% above 50th percentile
- MAP Reading IEP (6-8) 31% above 50th percentile
- MAP Math (6-8) 60% above 50th percentile
- MAP Math IEP (6-8) 25% above 50th percentile
- Attendance (K-5) 96.98%
- Attendance CA (K-5) 5.94%
- Attendance (6-8) 96.48%
- Attendance CA (6-8) 8.55%
- 80% of kids in grades 4-8 participating in at least one activity beyond the school day

A. DATA COLLECTION/ NEEDS ASSESSMENT

Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

Summit View Academy analyzes data continuously to make informed decisions regarding professional learning for all staff. Further analysis of K-PREP, DIBELS, Brigance, Reading Inventory and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs.

An area of strength that resulted in high achieving scores is 5th grade On-Demand Writing and Reading and Math Growth for grade 6-8. There is a systemic writing plan in place to support instruction at all grade levels.

Assessment scores increased in the area of math for the majority of grade levels assessed. The amount of Proficient and Distinguished increased and Novice decreased from 2018 to 2019. Although we had significant gains in math, it still continues to be an area of growth for our school because the scores are below the district average for grades 3-5.

An area of growth are students identified with disabilities. To ensure all students continue to show growth, as a school we will analyze individual assessment data on MAP and KPREP, identify the students not making growth, and implement instructional strategies to meet the needs of the students. Next steps for 2020-21 professional learning opportunities were determined with input from administration, teachers, SBDM members, and district consultants. Discussions following PPR walks also contributed to the next steps that are needed to continue growth. The Core Expectations for Quality Instruction document will help guide improvements in instruction in all academic areas.

The MTSS system is in place for students needing Tier II and Tier III interventions. For Tier II and Tier III interventions, iRead, ST Math, Read 180 and System 44 teachers will continue their professional development to

increase effectiveness with these students. RTI data is monitored weekly to ensure students are making progress and to identify areas of need. With our increased access to assessment data of student groups as well as individuals, structured time to learn what the data is telling us is an additional need that we have identified to increase student achievement.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	C	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020 6 hours	August 12, 2020 August 13, 2020 6 hours	Combined Proficiency, Achievement Gaps, PBIS	All staff will receive training on WIN WIN Discipline. The training will provide instructional strategies to implement with students. *SVA Instructional practices and MTSS/Interventions *Mental Health/Behavior/PBIS August 12 - P-3 (All Staff) August 13 - 4-8 (All Staff)	Leadership team, consultants, teachers Outside presenter	Common Core Standards, Best Practices
PD Day # 2- Nov. 25, 2020 6 hours	Various Dates (All dates listed in description) 6 hours	KPREP Proficiency, Transition Readiness, and Gap Goals	Content/Job specific training for all staff. All dates to include training on specific content strategies, what to do when students are not achieving (including "Gap" students), and Core Expectations for Quality Instruction June 5 - PE (Elementary) June 5 - Art (Elementary) August 10 - Music (Elementary) July 13 & Aug. 3 - Band (Middle) August 10 - Choir (Middle) June 5 - 6-8 All Contents June 11 - K-5 Social Studies June 11 - 3rd Science June 12 - 4th Science June 12 - K-5 ELA ½ day PM June 12 - K-5 Math ½ day AM Aug. 14 - 4-5 Math ½ Day	Leadership team, consultants, teachers	Common Core Standards, Best Practice
			June 15 - 5th Science June 16 - 4/5 Writing ½ day AM June 16 - 4/5 Reading ½ day PM Smekens Training (Registered only) July 13 - Writing July 15, 16 - K-5 Reading August 3, 4 - SCM Initial Training		

			July 13, 14, 15, 20, 21, 22, 27, 28, 29, Aug. 8 - SCM Refresher Training		
			July 14 or Aug. 6 - NKY IA Summer Conference		
			Aug. 4-6 - STU Teachers TEACCH Training		
			Aug. 3 or 10 - District Training for All Special Education Teachers		
			Aug. 5, 7, Sept. 23, Oct. 21 - IA Trainings (2.5 hours each = 6 hours)		
			Aug. 13 - Math 180		
PD Day #3- Feb 15, 2021 6 hours	Sept. 24 Oct. 22 Nov. 19 Jan. 28 Feb. 25 March 25 1 hour for each date 6 hours	KPREP Proficiency and Gap Goals	Make It Plain - Diversity and Inclusion Training for all staff members	Leadership team, teachers, Outside Presenters	Common Core Standards, Best Practice
PD Day #4- March 19, 2021 6 hours	Various Dates (All dates listed in description) 6 hours	KPREP Proficiency and Gap Goals	Differentiated Professional Learning based on area of need and professional growth plan. Professional Development session will support alignment to school's Comprehensive School Improvement Plan. June 11 - Grades 6-8 Content Leads June 11 - K-5: one teacher per grade level for instructional practices August 3, 4 - SCM Initial Training July 15, 20, 22, 27, 29, Aug. 8 - SCM Refresher Training		
			Aug. 4-6 - STU Teachers TEACCH Training August 4-6 - Professional Growth Academy Aug. 6 - Return System 44 and Read 180 (2 hour session) Aug. 10 - System 44 (New) Aug. 3 & 4 - Read 180 (New)		

			August 10 – Grades 6-8 Science		
			August 11 – New Teacher Orientation		
			Feb. 2021 – EdCamp NKY		
			Various Dates - Special Education Specific Training (will provide detailed options for staff)		

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD	
KPREP Proficiency and Gap Goals	Core Expectations for Quality Instruction -- Meaningful Engagement, Formative Assessment, Accountable Talk, and Collaborative Learning (Tier I, Tier II, and Tier III) MTSS	Consultants, Administrators, Teachers	Consultants, Administrators, Teachers MDC/LDC, R180, S44	X
KPREP Proficiency and Gap Goals	Data Analysis &/or Analysis of Student Work - Utilizing SVA and District Data Dashboard to analyze formative and summative assessment data MTSS	Consultants, Administrators, Assessment results (MAP, K-Prep), CIITS	MAP, K-Prep, Scholastic, MDC/LDC	X
KPREP Proficiency and Gap Goals	Technology Instruction & Integration/Google Certification/21st Century Skills	Consultants, Administrators, Teachers	Common Core Standards, Best practices, Google	X
KPREP Proficiency and Gap Goals	Problem Based Learning/Inquiry-Based Learning (Genius Hour & College and Career Readiness)	Consultants, Administrators, Teachers	MAP, K-PREP, Common Core Standards, Best practices	X
KPREP Proficiency and Gap Goals	Writing Calibration and Student Work Analysis	Consultants, Administrators, Teachers, Lesson plan models, engaging video exemplars	MAP, K-PREP, Common Core Standards, Best practices	X

KPREP Proficiency and Gap Goals	PBIS/Behavior Intervention – Tier I, Tier II, Tier III Social Emotional Learning MTSS	KYCID, Behavior Consultant	KYCID Safe Schools	X
KPREP Proficiency and Gap Goals	Team Building/ROYAL Habits/Culture Building	KYCID, Behavior Consultant	KYCID Safe Schools	X
KPREP Proficiency and Gap Goals	Response to Instruction: planning for instruction and monitoring student data; Differentiation MTSS/Royals WIN	Consultants, Administrators , Teachers, MAP, DIBELS, KPREP data	Best Practices	X
KPREP Proficiency and Gap Goals	Special Education training on instructional strategies and IEP development (SDI, Co-Teaching)	Consultants, Administrators , Teachers	Best Practices	X

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: KPREP, MAP assessments, common assessments, grade distributions, student work, and RIs/PIs/MIs. Adjustments to the job-embedded needs will be made based off of this data as well as PPR walk findings and administrator/teacher discussions on instructional needs.

E. BUDGET PROJECTIONS FOR SCHOOL Professional Learning

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	0120 F	35%
Certified Extra Service	0113	10%

Educational Consultant	**0322**	5%
Registrations	**0338**	20%
General Supplies/Professional Books	**0610**	0%
Food	**0616**	15%
Travel In District	**0581**	0%
Travel Out of District	**0580**	15%
Total of your budget		**100%**

Please use the following coding structure for PL funds:

Org - SCH1118

Object – use code from above

Project – 7000

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: March 3, March 19

Turkey Foot Middle School
2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:
- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

A. DATA COLLECTION/ NEEDS ASSESSMENT

Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

Following review of student data on MAP, MTSS, IEP data, common assessment and classroom performance and Implementation and Impact reviews of CSIP, feedback from learning walks and district level learning walks, teacher and staff input were surveyed for priority needs for school wide professional learning. The items shared by teachers were in regards to Kagan techniques and Collective Efficacy in addition to content specific training.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020 6 hours	June: 5 6 hours July: 5,15,20,22 27, 28, 29 6 hours August: 3 6 hours August 4, 5, 6 6 hours	Combined Proficiency Achievement Gaps	June 5: (ELA, Science, Math, SS) The purpose is for teachers to create formative assessments related to the standards and develop/improve instructional strategies (6 hours) OR July 5,15,20,22,27,28 Aug 5 (SCM): Teachers will have a refresher course that have previously been trained within the year on how to properly use techniques to assist with students in certain situations (6 hours) OR August 3 and 4 (SCM Initial Training) (6 of the 12 hours) OR August 4,5,6 (PGA): Teacher will have the opportunity to learn different instructional strategies and techniques to improve instruction (6 hours)	Administration Various Presenters	Best Practices

PD Day # 2- Nov. 25, 2020 6 hours	August 14th 6 Hours	Combined Proficiency Achievement Gaps	Teacher Collective Efficacy 6 hours at TFMS in conjunction with Jenni Donohoo Center for Collective Efficacy (6 hours)	Administration Various Presenters	Best Practices
PD Day #3- Feb 15, 2021 6 hours	October 27th 6 Hours	Combined Proficiency Achievement Gaps	Teacher Collective Efficacy Day 2 3hours at TFMS in conjunction with Jenni Donohoo Center for Collective Efficacy (3 Hours) And PGA at TFMS (3 hours)	Administration Various Presenters	Best Practices
PD Day #4- March 19, 2021 6 hours	Aug 4-6 6 hours June 11th 6 hours August 11th 6 hours July 14 or August 6 6 hours Aug 3rd or 10th 6 hours August 3 or 4 6 hours August 10 6 hours	Combined Proficiency Achievement Gaps	PGA @ TFMS (6 hours) OR KDE Grant Work 6-8 @TW Math and ELA (6 hours) OR New Teacher Orientation SVA (6 hours) OR NKY Instructional Assistant Summer Camp (6 hours) OR Aug 3 or 10th IEP training required for all Special Education Staff. Training may include but not limited to PLEP, Goads, SDI, SAS and behavior interventions. (6 hours) OR August 3 and 4 (SCM Initial Training) (6 of 12 hours) OR August 10: (Science) The purpose is for teachers to form formative assessments related to the standards and develop/improve instructional strategies (6hours)	Administration Various Presenters NKCES	Best Practices and Common Core Standards

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
Achievement Gaps	Referral Training, Behavior Observation Training, Compliance Training, De-Escalation Strategies	District Sped Staff/Psychs	Best Practices
Achievement/ Gaps	School Expectations/Book Study/PBIS/school safety, classroom management, Social emotional learning, Diversity and inclusion, student and staff expectations	Administrators, Staff, consultants	Best practices
Combined Proficiency/Achievement Gaps	Quality Core Expectations, Instruction, MTSS, curriculum and assessment alignment with standards, Kagan techniques, Common Assessment Data Review to improve student growth and proficiencies in math and reading, including students with disabilities.	Administrations, Staff, Consultants	Best practices
Combined Proficiency/Achievement Gaps	On-going student data analysis, including but not limited to MAP, MTSS, Progress data, IEP data and Common Assessment data to monitor individual student progress	Administrations, Staff, Consultants	KY Academic Standards/Best Practices
Combined Proficiency/Achievement Gaps	Collective Efficacy: Continued focus on the idea at successful and sustainable school improvement can never be done to or even for teachers. It can only be achieved by and with them.	Jenni Donnho, Admin, Team Leads	Best Practices

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: MAP assessments, MTSS data, common assessments, grade distributions, student work, IEP progress data, and office discipline referrals. Adjustments to the job-embedded needs will be made based on this data as well as Cycle of Quality Instruction learning walk findings, formal observations, and administrator/teacher discussions on instructional needs.

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off – site Professional Learning)	0120 D	30%
Certified Extra Service	0113	0
Educational Consultant	0322	0
Registrations	0338	25%
General Supplies/Professional Books	0610	10%
Food	0616	5%
Travel In District	0581	
Travel Out of District	0580	30%
Total of your budget		100%

Please use the following coding structure for PL funds:
Org - SCH1118
Object – use code from above
Project – 7000

E. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: _
PD committee was shared potential activities and dates on February 26th. The review of draft on April 10th with Lead teachers; SBDM Meeting April 22, 2020.

Twenhofel Middle School
2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:

- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

A. DATA COLLECTION/ NEEDS ASSESSMENT

Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

TMS is a focus school due to the level of our GAP groups specifically identified as special education. There are specific trainings being implemented to help move our students identified within the GAP group of special education be successful from an academic level. Further analysis of K-Prep data and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs. Through PLC's and job-embedded PD, as well as, scheduled and flexible PD during the 2019-2020 school year, next steps for 20120-2021 were determined with input from administration, teachers, SBDM members, and consultants. Administrators and teacher discussions following PPR walks also contributed to the next steps that are needed to continue growth. Further standardard development is needed for ELA and Math teachers. Likewise, content specific best practices in the areas of Science, SS, will improve instruction and learning. For Tier II and Tier III interventions, Math 180 and R180 teachers will continue their professional development to increase effectiveness with these students. The focus will also be to continue to find ways what the data is telling us and what additionally is needed to increase student achievement. This data analysis effort will also focus on how to identify needs of students in "GAP" populations and to continue and implement interventions through the MTSS pyramid.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020 6 hours	June 5 (6 hours) July 5,15,20,22,27,28 Aug 5 (6 Hours) August 3 or 10 (6 hours) August 3 (6 hours) August 4,5,6 (6 Hours) August 10 (6 hours)	Combined Proficiency Achievement Gaps	June 5: (ELA, Science, Math, SS) The purpose is for teachers to form formative assessments related to the standards and develop/improve instructional strategies (6hours) OR July 5,15,20,22,27,28 Aug 5 (SCM): Teachers will have a refresher course that have previously been trained within the year on how to properly use techniques to assist with students in certain situations (6 hours) OR August 3rd or 10 (Special Education): Focus on IEP goals along with SDI Instruction (6 hours) OR August 3 and 4 (SCM Initial Training) (6 of the 12 hours) OR August 4,5,6 (PGA): Teacher will have the opportunity to learn different instructional strategies and techniques to improve instruction (6 hours) OR August 10: (Science) The purpose is for teachers to form formative assessments related to the standards and develop/improve instructional strategies (6hours)	Administration Various Presenters	KY Academic Standards, Best Practices for Quality Instruction
PD Day # 2- Nov. 25, 2020 6 hours	August: 13 (6 Hours)	Combined Proficiency Achievement Gaps	August 13: All staff will learn Kagan Strategies so that staff will have instructional strategies to ensure that all students can learn at a high level (6 hours)	Administration Various Presenters	Best Practices for Quality Instruction
PD Day #3- Feb 15, 2021 6 hours	August 14 (6 Hours)	Combined Proficiency Achievement Gaps	August 14 All staff will learn Kagan Strategies so that staff will have instructional strategies to engage students (6 hours)	Administration Various Presenters	Best Practices for Quality Instruction

| PD Day #4-- March 19, 2021 6 hours | October 7 (2 hours) And August 4,5,6 (6 hours Total) July 5,15,20,22,2 7,28 Aug 5 (6 hours) August 4 (6 hours) | Combined Proficiency Achievement Gaps | October 7 (2 hours) Kagan Coaching Visit: All staff will learn Kagan Strategies so that staff will have instructional strategies to ensure that all students can learn at a high level (2 hours) And August 4,5,6 (PGA): Teacher will have the opportunity to learn different instructional strategies and techniques to improve instruction (4 hours) OR July 5,15,20,22,27,28 Aug 5 (SCM): Teachers will have a refresher course that have previously been trained within the year on how to properly use techniques to assist with students in certain situations (6 hours) OR August 3 and 4 (SCM Initial Training) (6 of the 12 hours) | Administration Various Presenters | Best Practices for Quality Instruction |

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
School Safety/PBIS	School Expectations/Book Study/PBIS/school safety/Love and Logic/ student and staff expectations, and SEL (Social & Emotional Learning)	Administration Behavior Consultant	Best Practices
KPREP Combined Proficiency/A chievement Gaps	Core Expectations of Quality Instruction, MTSS, alignment of assessments and curriculum to standards, Common Assessment Data Review	Administration Consultants Staff	Best Practices for Quality Instruction
KPREP Combined Proficiency/ Achievement Gaps	Data Analysis/RTI (Data reviews to include analysis of students in "GAP")/MTSS/ Focus on best practices with the implementation of technology	Administration Consultants Staff	Best Practices for Quality Instruction
KPREP Combined Proficiency/ Achievement Gaps	Special Education Specifics: IEP Training, Goals, SDI, & Behavior Interventions, Diversity and Equity	Administration Consultants Staff	Best Practices

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: assessment and curriculum to standards, KPREP,MAP assessments, common assessments, grade distributions, school discipline data, student work, and SMI's/SRIs. Adjustments to the job-embedded needs will be made based off of this data as well as classroom observations and administrator/teacher discussions on instructional needs.

E. BUDGET PROJECTIONS FOR SCHOOL Professional Learning

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off – site Professional Learning)	0120 D	12
Certified Extra Service	0113	8
Educational Consultant	0322	8
Registrations	0338	30
General Supplies/Professional Books	0610	20
Food	0616	2
Travel In District	0581	3

Travel Out of District	**0580**	17
Total of your budget		100%

Please use the following coding structure for PL funds:
Org - SCH1118
Object – use code from above
Project – 7000

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: 3-11-2020

Woodland Middle School
2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:

- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

A. DATA COLLECTION/ NEEDS ASSESSMENT

Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

Following review of student data on MAP, RTI progress data, IEP data, Common Assessments and classroom performance, and Implementation and Impact reviews of the CSIP, feedback from learning walks and district level learning walks, teachers and staff were surveyed for priority needs for school wide professional learning.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020 6 hours	Aug. 13, 2020 6 hours	KPREP Proficiency Separate Academic Indicator Achievement Gap Growth	Kagan Cooperative Structures Workshop-**Day 1** **(Must take both days)**	Kagan Consultant/ Trainer	Best Practices
	OR				
	Aug. 3, 2020 6 hours	KPREP Proficiency Separate Academic Indicator Achievement Gap Growth	District Training for All SPED Teachers, Related Service Providers, & School Psychologists	District Special Ed Staff	Best Practices/ IDEA
PD Day # 2- Nov. 25, 2020	Aug. 14, 2020 6 hours	KPREP Proficiency Separate Academic Indicator	Kagan Cooperative Structures Workshop-**Day 2** **(Must take both days)**	Kagan Consultant/ Trainer	Best Practices

6 hours		Achievement Gap Growth			
	OR				
	Aug. 5, 2020 3 hours **and**	KPREP Proficiency Separate Academic Indicator Achievement Gap Growth	**Special Education and General Education Co-teachers:** Co-Teaching Training **and**	District Academic Staff/District Sped Staff	Best Practices/ IDEA
	Aug. 6, 2020 3 hours **OR**	KPREP Proficiency Separate Academic Indicator Achievement Gap Growth	Best practices for Collaboration	District Academic Staff/District Sped Staff	Best Practices/ IDEA
			Instructional Assistants: (any of the following which adds up to 6 hours)		
	Aug. 5, 2020 2.5 hours **and**	KPREP Achievement Gap	General ABA Strategies for IAs	Positive Solutions	Best Practices/ IDEA
	Aug. 7, 2020 2.5 hours **and**	KPREP Achievement Gap	IA Training	District Academic Staff/District Sped Staff	Best Practices/ IDEA
	Sep. 23 2.5 hours **and**	KPREP Achievement Gap	ABA for IAs- Creating Behavioral success in classroom (self -contained, and autism specific)	Positive Solutions	Best Practices/ IDEA
	Oct. 21, 2020 2.5 hours Total: 6 hours	KPREP Achievement Gap	ABA for IAs- DTT and Naturalistic Teaching Strategies	Positive Solutions	Best Practices/ IDEA

PD Day #3- Feb 15, 2021 6 hours	June 5, 2020 6 hours	KPREP Proficiency Separate Academic Indicator Achievement Gap Growth	MS Content Based 6-8 (Math, ELA, Science, SS)	District Consultants	Kentucky Academic Standards/ Best Practices
	OR				
	Sep. 22-2 hours Nov. 19-2 hours Feb. 11-2 hours Total: 6 hours	KPREP Proficiency Separate Academic Indicator Achievement Gap Growth	**All Teachers and Staff:** Make It Plain Training-3 two hour sessions	Make It Plain Trainers	Best Practices
	OR				
	2 days-. 8/3,8/4, 8/10/20 6 hours	KPREP Achievement Gap	SCM Training Initial **Day 1** -Required for new SCM Team Members **(must also take Day 2)**	District Trainers	Best Practices/ SCM
	OR				
	July 14 or Aug. 6 6 hours	KPREP Achievement Gap Growth	NKY Instructional Assistant Summer Conference	NKCES Trainers	Best Practices/ IDEA
PD Day #4- March 19, 2021 6 hours	June 11, 2020 6 hours	KPREP Proficiency Separate Academic Indicator Achievement Gap Growth	KDE Grant 6-8 Math or KDE Grant 6-8 ELA	District Consultants	Kentucky Academic Standards/ Best Practices
	OR				
	Aug. 10 6 hours	KPREP Proficiency Separate Academic Indicator Achievement Gap Growth	MS Science 6-8 (Day 2)	District Consultants	Kentucky Academic Standards/

OR **2 days** 8/3 or 8/4/20 6 hours	KPREP Proficiency Separate Academic Indicator Achievement Gap Growth	SCM Training Initial **Day 2** -Required for new SCM Team Members **(Must have taken Day 1)**	District Trainers	Best Practices/ SCM
OR 1 day 7/13, 7/14, 7/15, 7/20, 7/21, 7/22, 7/27, 7/28, 7/29, or 08/05/20 6 hours	KPREP Proficiency Separate Academic Indicator Achievement Gap Growth	SCM **Refresher**-required for current SCM Team members-one day training	District Trainers	Best Practices/ SCM
OR Aug. 4, 5, 6 6 hours	KPREP Proficiency Separate Academic Indicator Achievement Gap Growth	KCSD Professional Growth Academy	District, Regional and National Trainers	Best Practices

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
KPREP Achievement Gap, Growth	MTSS Process	Counselors, Principal, District staff	Best Practices
KPREP Achievement Gap, Growth	Social Emotional Learning	Counselors, Principal, District staff	Best Practices

KPREP Achievement Gap, Growth	Diversity Training	Counselors, Principal, District staff	Best Practices
KPREP Achievement Gap, Growth	PBIS/School Safety	Counselors, Principal, District staff	Best Practices
KPREP Achievement Gap, Growth	Rating Scales Training	District Sped Staff/Psychs	Best Practices
KPREP Achievement Gap, Growth	De-escalation Strategies	District Sped Staff/SCM trainers	Best Practices
KPREP Achievement Gap, Growth	Referral Training	District Sped Staff/Psychs	Best Practices
KPREP Achievement Gap, Growth	Behavior Observation Training	District Sped Staff/Psychs	Best Practices
KPREP Proficiency Separate Academic Indicator Achievement Gap Growth	Kagan Coaching: Classroom Engagement Strategies, to involve all students including students with disabilities	Kagan Coach, Principal, Asst. Principal	Kagan, Best Practices
KPREP Proficiency Achievement Gap Growth	Math RTI/MTSS strategies to improve student growth and proficiency, including students with disabilities	Principal District General Ed and Special Ed Consultants Teachers	Best Practices
KPREP Proficiency Achievement Gap Growth	Reading RTI/MTSS strategies to improve student growth and proficiency, including students with disabilities	Principal District General Ed and Special Ed Consultants Teachers	Best Practices
KPREP Proficiency Separate Academic Indicator Achievement Gap Growth	Ongoing student data analysis, including KPREP, MAP, MTSS Progress data, IEP data, and Common Assessment data, to monitor individual students' progress	Principal, Assistant Principal, District General Ed and Special	Best Practices

		Ed Consultants, Teachers	
KPREP Proficiency Separate Academic Indicator Achievement Gap Growth	Effective Classroom Management	Principal PBIS trainer	PBIS

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: KPREP, three MAP assessments, RTI/ MTSS data, common assessments, grade distributions, student work, and IEP progress data. Adjustments to the job-embedded needs will be made based on this data as well as Cycle of Quality Instruction learning walk findings, formal observations, and administrator/teacher discussions on instructional needs.

E. BUDGET PROJECTIONS FOR SCHOOL Professional Learning

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off–site Professional Learning)	**1081118-0120 D-7000**	**25%**
Certified Extra Service	**0113**	**0%**
Educational Consultant	**1081118-0322-7000**	**25%**
Registrations	**1081118-0338-7000**	**25%**
General Supplies/Professional Books	**1081118-0610-7000**	**10%**
Food	**1081118-0616-7000**	**5%**
Travel In District	**0581**	**0%**
Travel Out of District	**1081118-0580-7000**	**10%**

Total of your budget	100%

F. **DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN:** Staff survey Mar. 8, 2020; Staff review of draft April 13, 2020; SBDM Meeting April 22, 2020.

Dixie Heights High School
2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:

- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

A. DATA COLLECTION/ NEEDS ASSESSMENT

Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

2018-2019 FAILURE SUMMARY &
RETENTION TRENDS

	# of Students	9th Grade	10th Grade	11th Grade	12th Grade	% of Failures	% of Enrollment
Failures	357	110	85	76	86	n/a	24%
Multiples	214	72	55	44	43	60%	15%
Retained	91	30	39	21	1	25%	6%
SPED	60	20	17	12	11	17%	41%
FRAM	227	73	55	48	51	64%	39%

	Totals
Enrollment	1472*
SPED	146**
FRAM	578***

*Based on the monthly enrollment average for the 2018-2019 school year.
** SPED enrollment figured by the district allocation report in February 2019.
***Enrollment number based of the eligibility report run for May 2019.

Retained	18-19	17-18	16-17	15-16
9th Grade	30	38	21	53
10th Grade	39	40	45	31
11th Grade	21	46	30	19
12th Grade	1	1	2	1
TOTALS	91	125	98	104

Successful gap closing

We are doing well with our economically disadvantaged population. The scores in all areas of the proficient/distinguished improved from 2017-18 to 2018-19

	2017-18	2018-19
Reading	37.4	40.3
Math	31.9	32.2
Science	16.9	28.0
Writing	38.6	51.7

Improved areas of Identified Gap Groups
1. Hispanic students who scored proficient/distinguished in math (30.8% in 2016-2017 to 43.8% in 208-19)
2. Hispanic students who scored proficient/distinguished in reading (2016/2017- 45.5% to 47.1% in 2018-19)
3. Economically Disadvantage students who scored proficient/distinguished in math (2017-18- 31.9 to 32.2% in 2018-19)
4. Economically Disadvantage students who scored proficient/distinguished in reading (2017-18- 37.8 to 40.3% in 2018-19)
5. Students with IEPs who scored proficient/distinguished in reading (2017-18- 23.1 to 26.7% in 2018-19)

Areas of growth for Identified Gap Groups
1. Special Education students who scored proficient/distinguished in math (2017-18- 5.6 to 6.7% in 2018-19)
2. Special Education students who scored proficient/distinguished in writing (2017-18- 28.6 to 10.0% in 2018-19)
3. English Language Learners plus monitored who scored proficient/distinguished in writing (2017-18- 30.8 to 21.4% in 2018-19)
4. English Language Learners plus monitored who scored proficient/distinguished in math (2017-18- 21.4 to 7.1% in 2018-19)

In reviewing our data and PD plan from our 2019-20 school year, we want to continue to provide professional development for our teachers in alignment with the four essential questions of a professional learning community (PLC's).

1. What is it we expect students to learn?
2. How will we know when they have learned it?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?

Our work begins with working together in teams, which includes our special education teachers working in specific content areas, to determine the essential standards that students will be expected to learn in each of our courses. With this foundation, we will be able to begin to work on how we commonly assess this information and gather data to show growth. Our intervention time within in our school day has shown positive trends. Within examination of student data to drive instruction, we want to improve our Tier 1 instruction to improve student engagement according to our quality instruction learning cycle.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020 6 hours	May 27th, August 4-6, August 10th, August 14th, June 3rd, Feb. 3rd, (6 hours)	Transition Readiness and Achievement Gap	ILT's will work on revising essential standards and developing common formative assessments to utilize during instruction to determine student misconceptions/understandings as well as teacher instructional effectiveness.	Consultants and Administrators	Standards based/mastery learning, collaboration, common formative assessment
PD Day # 2- Nov. 25, 2020 6 hours	August 12th (6 hours)	Achievement Gap, Transition readiness, proficiency	Kagan Training on utilizing strategies to increase engagement of students, support social emotional learning, and decrease behavior incidents.	Kagan Trainers/ supporting materials for extended learning.	Kagan is researched base training on using various instructional strategies
PD Day #3- Feb 15, 2021 6 hours	August 13th (6 hours)	Achievement Gap, Transition readiness, proficiency	Kagan Training on utilizing strategies to increase engagement of students, support social emotional learning, and decrease behavior incidents.	Kagan Trainers/ supporting materials for extended learning.	Kagan is researched base training on using various instructional strategies
PD Day #4- March 19, 2021 6 hours	6 Monthly 1 hours sessions. Sept. 3rd Oct. 1st. Nov. 5th, Jan. 7th, Feb. 4th, March 4th, (6 hours)	Achievement gap	Utilizing the services of Make It Plain, a company that provides diversity and inclusion training for our staff and students. We will be having 6 one hour sessions throughout the school year for ongoing support and training	Make it Plain consulting firm	Make it Plain is an established organization contracted by KCSD to offer support and training

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
Academic Proficiency, Gap Transition readiness	Weekly Instruction learning team meetings to work together to analyze data, align standards, create common assessments	Administration, ILT handbook	PLC
GAP, Proficiency	Monthly planning period meetings to follow up on KAGAN, common formative assessments, intervention strategies	Administration	PLC
Transition Readiness & Achievement Gaps	MTSS & Differentiation	Consultants & Administrators	R180, RTI, Best practices
Transition Readiness/ Achievement Gaps	Effective Instructional Practices, learning walks, quality instructional strategy, KAGAN strategy	Consultants and Administrators	Common Core Standards, Best practices, MDC/LDC, R180
Transition Readiness/ Achievement Gaps	Data Analysis (Data reviews to include analysis of students in the Gap)	Consultants, Administrators, Assessment results (Common formative assessments, ACT, CERT, AP, dual credit)	Best Practices
Proficiency, Gap, Transition readiness	1x per trimester for half day PD for ILT's to	Substitutes, Administration	PLC, Best Practice
Graduation Rate	PBIS structures in place to assure a safe and supportive environment. 1x a week SEL lessons through PRIDE mentor teacher	PBIS Team, teachers, Administrators	Best Practice, PBIS
Graduation Rate	Regular SEL lessons and goal setting strategies through weekly PRIDE class with mentor teacher	Teachers, Administrators, student planners	Best Practice

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: ACT, 3 CERT assessments, common assessments, grade distributions, student work, and failure rates. Adjustments to the job-embedded needs will be made based off of this data as well as PPR walk findings and administrator/teacher discussions on instructional needs.

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	0120 D	40%
Certified Extra Service	0113	
Educational Consultant	0322	15%
Registrations	0338	20%
General Supplies/Professional Books	0610	
Food	0616	5%
Travel In District	0581	
Travel Out of District	0580	20%
Total of your budget		**100%**

Please use the following coding structure for PL funds:
Org - SCH1118
Object – use code from above
Project – 7000

E. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: _3/25/20_____

Department Plans for the PD Day #1

Social Studies: Monday, August 10th, 8-11AM, 12-3 PM
Improving upon Common Assessments, continuing to adapt instruction based on previous years' Common and Formative Assessment data. Intervention discussion and implementation of MTSS concepts for next year.

Foreign Language: May 27th: Identify/revisit priority skills/standards for course/units, develop common assessments (both formative and summative), develop vertical alignment from Spanish 1-AP and German 1-AP

Special Education: All Special Education Teachers will be required to attend the following:
District Special Ed. Meeting (6 Hours) (8-3-20 or 8-10-20)
Indicator 13 Training (1 Hour) (9-15-20, 9-16-20 or 9-21-20)
Inclusion Level Training (6 Hours)- (Sept. 3rd Oct. 1st Nov. 5th, Jan. 7th, Feb. 4th, March 4th)
Department and Curriculum Mappings (6 Hours) (Dates determined by their collaborative ILT team)

There will be 5 Hours of PD that Special Education Teachers can use for Medication Training, SCM, or PD offered at PGA.

English: August 14th Work together in ILTs to create/revise curriculum based on 8-12 focus standards at each grade level; consult with Gary McCormick. Develop common Assessments (both formative and summative)

Science: May 27th Develop Standards Based Formative/Summative assessment for each Science class (electives and requirements). Review and determine changes of Curriculum Map coverage for NGSS standards. Development of Interventions for students with IEP's 504.

Math: August 14th at Dixie 8am – 3pm all ILT's
Curriculum realignment with KY Standards and ACT Standards, continue to develop common assessments, Aligning curriculum with the middle school, keep moving assessments towards Standards Based Grading, Co-teaching with collaborative teachers, implement Kagan strategies into the lessons.

CTE - May 27 - Essential Standards, Curriculum Map, Unit Plans, Common assessments and intervention plans.

Health/PE - June 3 - Essential Standards, Curriculum Map, Unit Plans, Common assessments and intervention plans.

VPA -2/3/21-2/5/21- The Dixie VPA department has chosen to use the 6 hours of PD by improving/developing/strengthening skill and knowledge in content areas we are teaching this year.
> **Instrumental Music** – KMEA Conference –
> **ART** – *Tiger Lily Press:* They offer workspace, presses, and equipment for etching, relief, letterpress, and silkscreen printmaking.
> > *Queen City Clay:* Workshops in hand-building and wheel throwing techniques as well as glazing and firing techniques are offered.
> **Choir** – OMEA or KMEA Conference

Ignite Institute
2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:

- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

A. DATA COLLECTION/ NEEDS ASSESSMENT

Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

Teacher Needs survey collected during the 2019-20 school year showed the need for more time to create processes with college teams. Additionally, the Ignite Teacher Problem Solving Team discussed necessary improvements throughout the school year that needed to be created/implemented for the 2020-21 school year.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020 6 hours	August 4, 2020 6 hours	Proficiency	This day will serve as an introduction to new members of our staff. Teams will work together to create topics to problem solve based on what needs refining after the first year. Administration will re-emphasize the focus of our school, including the "care first, then teach" mentality and other innovative practices. We will also review new practices for Ignite including safety procedures.	Teachers Administrators	Data from last year, Data from practitioners of innovative practices.
PD Day # 2- Nov. 25, 2020 6 hours	August 5, 2020 6 hours	Transition Readiness Achievement Gaps	Teams will work on, creating a solid team structure for the first two weeks of school. The second half of this day will focus on improving our Tuesday/Thursday production day schedules and mentoring program based on the SEL and academic needs of scholars. Teams will be asked to address issues with our achievement gaps in their plans as well as address diversity issues.	Teachers Administrators	Curriculum Standards, Common Core, State Accountability

PD Day #3- Feb 15, 2021 6 hours	August 6, 2020 6 hours	Transition Readiness Graduation Rate	Training for this day will include planning career integration based on externships completed by the teachers. The focus of this day will be "college" groups. Teachers will create plans to ensure that all scholars are transition ready and will create plans for career counseling.	Teachers Administrators Externship Data	Externship Data Transition Ready Policies
PD Day #4- March 19, 2021 6 hours	August 7, 2020 6 hours	Proficiency Achievement Gaps Other Academic Indicators	This day will be a content level meetings that include; curriculum alignment, achievement gaps that exist using last year's data, and Canvas course planning.	Teachers Administrators Assessment Data	Curriculum Standards, Common Core, State Accountability

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING
Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
Proficiency Separate Academic GAP Graduation Rate Transition Readiness	Data Analysis (Data reviews to include analysis of students in "Gap" groups). Effective Collaboration (Reg and Sped)	Consultants, Administrators, Assessment results (CERT, EOC, Dual Credit)	Best practices, CERT, Industry certifications
Graduation Rate	Data analysis, Adult Mentoring	Administrators	Best Practices
Proficiency Separate Academic GAP Transition Readiness	Effective Instructional Practices (To include training on what to do when students are not achieving and including those "Gap" students). Effective Collaboration (Reg and Sped)	Consultants, Administrators	Common Core Standards, Best practices
Proficiency Separate Academic	RTI and Differentiation Effective Collaboration (Reg and Sped)	Consultants, Administrators	Best practices

GAP Transition Readiness			
Proficiency Separate Academic GAP Transition Readiness	Curriculum Analysis and Alignment EL/Transition Ready Effective Collaboration (Reg and Sped)	Consultants, Administrators	Common Core Standards, NGSS
Proficiency Separate Academic GAP Graduation Rate Transition Readiness	Data Analysis (Data reviews to include analysis of students in "Gap" groups). Effective Collaboration (Reg and Sped)	Consultants, Administrators, Assessment results (CERT, EOC, Dual Credit)	Best practices, CERT, Industry certifications

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: ACT, CERT assessments, common assessments, grade distributions, student work, and analysis of progress in gap groups. Adjustments to the job-embedded needs will be made based off of this data as well as PPR walk findings and administrator/teacher discussions on instructional needs.

The Ignite Institute will also be piloting a new Community Based Accountability system where we will create Key Questions that are formatted with timelines for work and signalling based off of John Tanner's research.

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget

Certified Substitutes (for both on and off – site Professional Learning)	0120 D	60%
Certified Extra Service	0113	
Educational Consultant	0322	
Registrations	0338	15%
General Supplies/Professional Books	0610	15%
Food	0616	
Travel In District	0581	
Travel Out of District	0580	10%
Total of your budget		100%

Please use the following coding structure for PL funds:
Org - SCH1118
Object – use code from above
Project – 7000

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: _____

An email was sent to teachers with the proposed dates for Ignite Professional development on April 13, 2020 and asked for teacher feedback. This plan was then modified and re-sent on April 17, 2020.

NKYDC
2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:
- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

A. DATA COLLECTION/ NEEDS ASSESSMENT
Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

Analysis of the 19-20 data revealed two areas of need. First, a majority of students are not on grade level. To address this need, NKYDC has chosen to use the online credit recovery program, Edgenuity. Since this program relies on independent learning, the administration along with the teachers plan to supplement the online program with whole class instructional activities to add engaging learning activities that are connected to academic standards. Second, the use of the Edgenuity program requires students to use an advanced math skills. Analysis of the student math levels from the TABE test revealed that a majority of students have not attained an on grade-level math ability. As a result, the administration, teachers, and other NKYDC staff members discussed next steps to include a tier II math intervention program to provide additional support to our students. In collaboration with the Kenton County School District, the Hands-On math intervention program was chosen to deliver this intervention to our students.

B. PROFESSIONAL LEARNING SCHEDULE
Identify the activities for the four professional development dates in approved district calendar.

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020 6 hours	July 21, 2020 6 hours	Transition Readiness	KECSAC Conference	Various KECSAC presenters	Best Practices
PD Day # 2- Nov. 25, 2020 6 hours	July 22, 2020 6 hours	Transition Readiness	KECSAC Conference	Various KECSAC presenters	Best Practices

PD Day #3- Feb 15, 2021 6 hours	August 4-6 6 hours	Achievement Gap	Kenton County School District Professional Growth Academy (PGA)	Various Kenton County presenters	Common Core standards
PD Day #4- March 19, 2021 6 hours	Aug 4-6, 2020 6 hours	Transition Readiness/ Achievement Gap	Specific training for teacher's designated field • Read 180 • Spec Ed Lead • Hands On Math • Why Try	Various Presenters	Best Practice

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
Transition Readiness	Data Analysis	Administrator	Best Practices
Achievement Gap	RTI & Differentiation	Administrator	Best Practices
Transition Readiness	Discipline Data Analysis & Behavior Support	Administrator	MTSS
Achievement Gap	Cycle of Quality Instruction	Administrator	Best Practices
Achievement Gap	Social Emotional Learning, Trauma-Informed Care, De-Escalation Strategies, Diversity Training	Administrator	Best Practices

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: earned credits, ACT, student work, SRIs, and TABE results. Adjustments to the job-embedded needs will be made based off of this data as well as PPR informal observational walk notes/feedback and administrator/ teacher discussions on instructional and social/emotional learning needs of NKYDC students.

E. BUDGET PROJECTIONS FOR SCHOOL Professional Learning

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off – site Professional Learning)	0120 D	60%
Certified Extra Service	0113	
Educational Consultant	0322	
Registrations	0338	15%
General Supplies/Professional Books	0610	15%
Food	0616	
Travel In District	0581	
Travel Out of District	0580	10%
Total of your budget		100%

Please use the following coding structure for PL funds:
Org - SCH1118
Object – use code from above
Project – 7000

    E. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: _____

- Feb 28th NKYDC teacher meeting
- March 19th DJJ management team meeting

Scott High School
2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:
- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

A. DATA COLLECTION/ NEEDS ASSESSMENT
Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

Further analysis of EPAS data, AP data, CERT data, PBIS data, MTSS data, and social emotional data that was received throughout the school year and led to continual adjustments in job-embedded needs. Through job-embedded PD, as well as, scheduled and flexible PD during the 2019-2020 school year, next steps for 2020-21 were determined with input from administration, teachers, SBDM members, and consultants. Teacher input was specifically received in a PLC's conducted during planning periods at Scott High School, faculty meetings, and Curriculum Committee Meetings. This past year teachers have been conducting teacher-led PLC's focusing on quality instruction, targeted interventions for special populations (GAP, SPED, students with social emotional needs), quality lesson plans, interventions targeted at low performing students, and the development of Career Ready Programs. For Tier II and Tier III interventions, R180, Reading Apprenticeship strategies, CERT, MTSS supports, and FLY/Advisory Period teachers will continue their professional development to increase effectiveness with these students (including those identified in "Gap" and "Special Education" groups). With our increased access to assessment data of student groups as well as individuals, and the increased utilization of an MTSS process/databoard/resources, data analysis efforts will also focus on how to quickly identify and target the needs of students in "Gap" and "Special Education" populations as well as students who need Tier II and Tier III supports.

The Overall Accountability System continues to transition, but the focus on learning, supporting students in areas of need and providing additional paths to success and transition readiness continues. Our most significant challenges seem to be in the areas of improving the performance of special populations of students (specifically those with special needs), Reading Comprehension, Numeracy, and Career Ready Options.

Proficiency (Reading/Math)
- School Data Strengths
  - Reading Proficiency 49.6% (46% in 2017-2018; 44.5% in Kentucky)
  - Math Proficiency 40.4% (this group started lower than previous years; 35.3% in KY)
- School Data Growth Areas
  - Reading Proficiency - 29.9% Novice
  - Math Proficiency - 23.8% Novice

Separate Academic Indicator (Science/Writing)
- School Data Strengths
  - Writing 57.5 % Proficiency (50.3% in KY)
- School Data Growth Areas
  - Writing 42.6% Novice/Apprentice
  - Science 28.5% Proficiency (29.9% in KY)

GAP (Reading/Math)
- School Data Strengths
  - Reading Proficiency/Students with disabilities - 17.2% (16.6% in KY)
  - Math Proficiency/Students with disabilities - 10.7% (8.4% in KY)
- School Data Growth Areas
  - Reading/Students with disabilities - 55.2% Novice
  - Math/Students with disabilities - 60.7% Novice

Transition Ready
- School Data Strengths
  - Academic Ready 51% (46.1% in Kentucky)
  - 80 students completed curriculum requirements to become Emergency Medical 1st Responders
- School Data Growth Areas
  - Transition Ready 53.1% (64.8% in Kentucky)
  - Academic Ready 51% (46.1% in Kentucky)
  - Career Ready - 19 students (8.4%) (38.4% in Kentucky)

Graduation Rate
- School Data Strengths
  - 92.8% Graduation Rate in 2019 (up from 90.9% in 2018; 89.2% in 2017)(KY - 90.8% in 2019)
- School Data Growth Areas
  - 92.8% Graduation Rate in 2019 - we are not happy with this, we will continue to improve

	2016-2017	2017-2018	2018-2019
Dropout Rate	1.6%	1.6%	0.7%
Attendance Rate	94.3%	94.2%	94.9%
Achievement Score (Proficiency/SAI)	60.2 (Math & Reading) 70.4 (Writing Only)	62.9 (Math & Reading) 80.0 (Writing Only)	62.2 (Math & Reading) 65.3 (Science & Writing)
% F/R	41.1%	40.9%	42.5%
# Transfer (OE/Tuition)	Open Enrollment: 31 Tuition: 8	Open Enrollment: 51 Tuition: 34	Open Enrollment: 44 Tuition: 33

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020 6 hours	5/26/20 (Science); 5/27/20 (ELA, Science, WL); 6/3/20 (SS); 6/18/20 (JROTC); 7/10/20 (Art); 8/4/20-8/6/20 (PGA); 8/10/20 (Math); 8/13/20 (Music); 7/13/20 or 7/14/20 or 7/21/20 or 7/28/20 (SCM Training) 6 hours	Proficiency, GAP, Graduation Rate, Transition Readiness	**_English_** – Curriculum Mapping/ Alignment (especially focused on standards), Unit planning, Resource planning and development - Curriculum development and mapping (especially focused on new standards), Unit planning, Resource planning and development - Reading and Writing Strategies - Best Practice Instructional Strategies and Cycle of Instruction - Collaborate to identify priority skills/ standards for course/ units - Work toward the develop of at least 2 Common Assessments per trimester each core course - At least 20 items per common assessment - Annotations for alignment to specific KY/ACT standards and/or graduation assessment - Include 2-5 ACT like/aligned questions	Consultants, Dept Heads, Administrators	Common Core Standards, CERT, Cycle of Quality Instruction and Resources, Best practices, Best technology instructional practices, Individual/Personalized Learning, Multi-Tiered Support System, Social/Emotional Supports, PBIS/ABRI, Career Readiness/Student Advising

Math -
Curriculum Mapping/ Alignment (especially focused on standards), Unit planning, Resource planning and development new courses
- Building Resources and lessons on pathway class
- Best Practice Instructional Strategies and Cycle of Instruction
- Reading/Thinking strategies
- SDI Best Practices; collaborative teaching; cycle of instruction
- Collaborate to identify priority skills/ standards for course/ units
- Work toward the develop of at least 2 Common Assessments per trimester each core course
- At least 20 items per common assessment
- Annotations for alignment to specific KY/ACT standards and/or graduation assessment
- Include 2-5 ACT like/aligned questions

Social Studies Curriculum Mapping/ Alignment (especially focused on standards)
- Best Practice Instructional Strategies and Cycle of Instruction
- Reading strategies
- SDI Best Practices
- Collaborate to identify priority skills/ standards for course/ units
- Work toward the develop of at least 2 Common Assessments per trimester each core course
  - At least 20 items per common assessment
  - Annotations for alignment to specific KY/ACT standards and/or graduation assessment
  - Include 2-5 ACT like/aligned questions

Science -

Collaborative planning to align course pacing and assessments.

- Unit planning
- Resource planning and development
- Common assessments
- Technology tools – improve/increase use of Google Classroom and other tools (e.g., ShowMe, GoFormative)
- Coordinated plan for ACT science and ACT Reading (Natural Science)
- Use of ACT tools (e.g., ACT practice questions, CERT quizzes)
- Develop a structured plan for specific strategies, resources and implementation dates throughout the academic year
- Collaborate to identify priority skills/ standards for course/ units
- Work toward the develop of at least 2 Common Assessments per trimester each core course
    - At least 20 items per common assessment
    - Annotations for alignment to specific KY/ACT standards and/or graduation assessment
    - Include 2-5 ACT like/aligned questions

World Language --

- Curriculum development and mapping, new course review
- KWLA Conference – Sept.
- Best Practice Instructional Strategies and Cycle of Instruction
- Reading strategies
- Writing, speaking, & listening strategies

Health/PE --

- SCM Update
- PGA
- Curriculum Mapping/ Alignment (especially focused on new standards)
- Best Practice Instructional Strategies and Cycle of Instruction
- Reading strategies
- SDI Best Practices

Art --

- Curriculum development
- Educator Workshops
- SDI Best Practices

Special Education - Teachers

- SDI Best Practices; collaborative teaching; cycle of instruction
- District-wide special education compliance and updates
- Special Education Unit positions will attend Medical Administration training and Safety Crisis Management Training

JROTC - Teachers

- Updates to JROTC Leadership curriculum and teaching strategies
- Updates to Homeland Security curriculum and teaching strategies
- Best Practice Instructional Strategies and Cycle of Instruction
- Reading and Writing Strategies
- SDI Best Practices

Curriculum Development
Medical Training
SCM Trainings
PGA
AP Training
New Teacher Orientation

| PD Day # 2- Nov. 25, 2020 6 hours | 6/19/20 (JROTC); 7/11/20 (Art); 7/13/20 or 7/14/20 or 7/21/20 or 7/28/20 (SCM Training); 8/4/20-8/6/20 (PGA,Health/PE); 8/13/20 (ELA, Science, SPED, Math, SS); 9/18-9/20 (Music, WL) 6 hours | Proficiency, GAP, Graduation Rate, Transition Readiness | **_English_** – Curriculum Mapping/ Alignment (especially focused on standards), Unit planning, Resource planning and development
 • Curriculum development and mapping (especially focused on new standards), Unit planning, Resource planning and development
 • Reading and Writing Strategies
 • Best Practice Instructional Strategies and Cycle of Instruction
 • Collaborate to identify priority skills/ standards for course/ units
 • Work toward the develop of at least 2 Common Assessments per trimester each core course
   • At least 20 items per common assessment
   • Annotations for alignment to specific KY/ACT standards and/or graduation assessment
   • Include 2-5 ACT like/aligned questions | Consultants, Dept Heads, Administrators | Common Core Standards, CERT, Cycle of Quality Instruction and Resources, Best practices, Best technology instructional practices, Individual/Personalized Learning, Multi-Tiered Support System, Social/Emotional Supports, PBIS/ABRI, Career Readiness/Student Advising |

Math -
Curriculum Mapping/ Alignment (especially focused on standards), Unit planning, Resource planning and development new courses
• Building Resources and lessons on pathway class
• Best Practice Instructional Strategies and Cycle of Instruction
• Reading/Thinking strategies
• SDI Best Practices; collaborative teaching; cycle of instruction
• Collaborate to identify priority skills/ standards for course/ units
• Work toward the develop of at least 2 Common Assessments per trimester each core course
• At least 20 items per common assessment
• Annotations for alignment to specific KY/ACT standards and/or graduation assessment
• Include 2-5 ACT like/aligned questions

Social Studies Curriculum Mapping/ Alignment (especially focused on standards)
• Best Practice Instructional Strategies and Cycle of Instruction
• Reading strategies
• SDI Best Practices
• Collaborate to identify priority skills/ standards for course/ units
• Work toward the develop of at least 2 Common Assessments per trimester each core course
  • At least 20 items per common assessment
  • Annotations for alignment to specific KY/ACT standards and/or graduation assessment
  • Include 2-5 ACT like/aligned questions

Science -
Collaborative planning to align course pacing and assessments.
• Unit planning
• Resource planning and development
• Common assessments
• Technology tools – improve/increase use of Google Classroom and other tools (e.g., ShowMe, GoFormative)

- Coordinated plan for ACT science and ACT Reading (Natural Science)
- Use of ACT tools (e.g., ACT practice questions, CERT quizzes)
- Develop a structured plan for specific strategies, resources and implementation dates throughout the academic year
- Collaborate to identify priority skills/ standards for course/ units
- Work toward the develop of at least 2 Common Assessments per trimester each core course
  - At least 20 items per common assessment
  - Annotations for alignment to specific KY/ACT standards and/or graduation assessment
  - Include 2-5 ACT like/aligned questions

World Language --
- Curriculum development and mapping, new course review
- KWLA Conference – Sept.
- Best Practice Instructional Strategies and Cycle of Instruction
- Reading strategies
- Writing, speaking, & listening strategies

Health/PE --
- SCM Update
- PGA
- Curriculum Mapping/ Alignment (especially focused on new standards)
- Best Practice Instructional Strategies and Cycle of Instruction
- Reading strategies
- SDI Best Practices

Art --
- Curriculum development
- Educator Workshops
- SDI Best Practices

Special Education - Teachers
- SDI Best Practices; collaborative teaching; cycle of instruction
- District-wide special education compliance and updates
- Special Education Unit positions will attend Medical Administration training and Safety Crisis Management Training

JROTC - Teachers
- Updates to JROTC Leadership curriculum and teaching strategies
- Updates to Homeland Security curriculum and teaching strategies
- Best Practice Instructional Strategies and Cycle of Instruction
- Reading and Writing Strategies
- SDI Best Practices

KMEA (Kentucky Music Education Association)
Medical Training

SCM Trainings
PGA
AP Training
New Teacher Orientation

| PD Day #3- Feb 15, 2021 6 hours | 8/14/20 6 hours | GAP, Graduation Rate, Transition Readiness | Trauma Informed/ Social Emotional Tier I & Tier II supports and strategies within MTSS (4 hrs) | Consultants, Dept Heads, Social/Emotion al Leaders Diversity Champions | Cycle of Quality Instruction and Resources, Best practices, Individual/Personali zed Learning, |

			Diversity and Inclusion Training in conjunction with Make-It-Plain (2 hours)	Make-It-Plain Administrators	Multi-Tiered Support System, Social/Emotional Supports, PBIS/ABRI, Career Readiness/Student Advising
PD Day #4- March 19, 2021 6 hours	6/4/20-8/13/20 Flex time per teacher (2 hours) 11/17/20 (2 hours) 3:00-5:00 2/9/21 3:00-5:00 (2 hours) (6 hours- total)	Proficiency,GAP, Graduation Rate, Transition Readiness	Diversity and Inclusion Training in conjunction with Make-It-Plain (2 seperate 2 hour sessions) 11/17/20 3:00-5:00 2/9/21 3:00-5:00 Flex time per teacher (2 hr)	Dept Heads, Social/Emotional Leaders Diversity Champions Make-It-Plain Administrators	Cycle of Quality Instruction and Resources, Best practices, Individual/Personalized Learning, Multi-Tiered Support System, Social/Emotional Supports, PBIS/ABRI, Career Readiness/Student Advising

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
Proficiency, Separate Academic Indicator, GAP, Graduation Rate, Transition Readiness	Integrating Reading Apprenticeship Activities (All content areas)	Reading Apprenticeship resources	Reading Apprenticeship resources
	Curriculum Development (English & Math)	Google Docs, Core Content Standards	Curriculum/ Technology Resources
	Multi-Tiered Support System,	MTSS google docs and best practices	MTSS
	Curriculum Mapping (especially focused on standards and common assessments)	Kentucky Standards	KDE-State Website/ Documents
	Cycle of Quality Instruction	PPR and Quality Cycle of Instruction	Danielson
	Data Analysis	Consultants, Counselors, Administrators	Data from formative and summative assessments
	RTI and Differentiation	R180, Reading Apprenticeship resources, Best practices, Cycle of	R180, best practices & Reading App, Career Readiness

		Instruction, Career Readiness	
Proficiency, Separate Academic Indicator, Transition Readiness	Collaborate to identify priority skills/standards for course/units; work toward the develop of at least 2 Common Assessments per trimester each core course • At least 20 items per common assessment • Annotations for alignment to specific KY/ACT standards and/or graduation assessment • Include 2-5 ACT like/aligned questions	ACT Standards/ released items; Consultants	ACT/Common assessment resource material; Data from formative and summative assessments
Graduation Rate, Transition Readiness	Career Readiness/Student Advising	Xello/Career Programs	Individual Learning Plan/Xello
GAP, Graduation Rate	SDI Best Practices (Special Ed)	Special Education consultants and State SE Resources	SDI Best Practices and Strategies
	PBIS/ABRI, School Safety Best Practices, Tier II, and Tier behavioral interventions	Consultants, Counselors, Administrators	PBIS/MTSS/KDE-Safe Schools/School Resiliency Act
GAP, Transition Readiness	Utilizing technology in a one – to – one learning environment (Google classroom, flipped classroom, online supports, etc.)	Building Tech, Google Classroom, Internet	Best Practice Strategies
GAP	Understanding, Intervening & working with low performing GAP students in the general education setting	Social Emotional Support Systems and PBIS consultants	Best Practice Strategies
GAP, Graduation Rate, Transition Readiness	MTSS, School Safety Best Practices	Social Emotional Support Systems and PBIS consultants	Mental Health First Aid Program/KDE-Safe Schools/School Resiliency Act
	Mentorship/Career Advising	Social Emotional Support Systems and PBIS consultants	Best Practice Strategies
Proficiency, Separate Academic Indicator, Transition Readiness	Curriculum Mapping (especially focused on standards and common assessments)	Kentucky Standards	KDE-State Website/ Documents

D.   IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: CERT, ACT, MTSS, grade distributions, student work, PBIS, social/emotional, and SRIs. Adjustments to the job-embedded needs

will be made based off of this data as well as PPR walk findings, administrator/teacher discussions, and curriculum committee minutes on instructional needs.

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

Indicate approximate percentages for each of the following general expense categories:

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	0120 D	*60%*
Certified Extra Service	0113	
Educational Consultant	0322	
Registrations	0338	*15%*
General Supplies/ Professional Books	**0610**	*15%*
Food	0616	
Travel In District	0581	
Travel Out of District	0580	*10%*
Total of your budget		**100%**

Please use the following coding structure for PL funds:
Org - SCH1118
Object – use code from above
Project – 7000

F.   DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN:

- Curriculum Committee Members – 2/25/20
- Department PLC's/Faculty Meeting - 3/12/20
- SBDM March - 3/17/19

Simon Kenton High School
2020-21 Professional Learning Summary

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Our goals include:
- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

A. DATA COLLECTION/ NEEDS ASSESSMENT
Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

Further analysis of EPAS data, AP data, ACT data, CERT data and other accountability data that was received throughout the school year led to continual adjustments in job-embedded needs. Through job-embedded PD, as well as, scheduled and flexible PD during the 2019-20 school year, next steps for 2020-21 school year were determined with input from administration, teachers, SBDM members, and consultants. Administrator and teacher discussions following PPR walks also contributed to the next steps that are needed to continue growth. Feedback from Pillar of Support visits by the district were also used in the creation of the plan for the 20-21 school year.

Curriculum revision is needed in all content areas, especially considering the amount of NTI instruction during the spring of 2020. Likewise, content specific best practices in the all content areas will improve instruction and learning. For Tier II and Tier III interventions, R180 teachers will continue their professional development to increase effectiveness with these students including reading with Special Education students. With our increased access to assessment data of student groups as well as individuals, structured time to learn what the data is telling us is a further need that we have seen to address the needs of our students. This data analysis effort will also focus on how to identify needs of students in Special Education Reading populations.

Below are several areas of needed improvement that will be addressed by the PD plan for next year:

       20% of Simon Kenton students are novice in reading
       19% of Simon Kenton students are novice in math
       .8 decline in the writing score of Simon Kenton students
       77. 8% or Simon Kenton students are transition ready
       70.2% of students with disabilities were below proficient in reading
       83.3% of students with disabilities were below proficient in math

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 18, 2020 6 hours	Dept. Days: May 26 May 28 June 5 June 8 July 20 July 27 or August 3 August 10 (6 hours)	Transition Readiness Curriculum Review Achievement Gaps Accountability	All dates to include training on what to do when students are not achieving (including "Gap" students). IEP training, standards work, and work on common assessments English – August 3, 2020 Math – July 27, 2020 PLCS – May 26, 2020 Science – July 20, 2020 Social Studies – June 8 Special Education – August 3 or 10, 2020 VPA – May 28, 2020 World Language – June 5, 2020	Consultants Administrators Department Chairs	Curriculum Standards, KCAS, Common Core, State Accountability ACT standards
PD Day # 2- Nov. 25, 2020 6 hours	6 hours flexible by instructional need (PGA : Aug. 6–8)	Transition Readiness Curriculum Review Achievement Gaps Quality instruction	School and District Improvement goals and improvement plan/Teacher Instructional Assignment/Individual professional Growth Plan Aug 6-8: PGA –Ind. PD sessions based on teacher need/admin approved. This includes R180 utilized as Tier II and Tier III interventions for students included in gap groups for F/R and students with disabilities. Curriculum Development Effective Collaboration (Reg and Sped) Quality Instruction Other as approved	Consultants Various presenters Administrators Assessment Data Professsional Conferences	Common Core Standards, Best practices, R180, MDC/LDC, EPAS, AP, CIA work
PD Day #3- Feb 15, 2021 6 hours	6 hours flexible by instructional need (PGA : Aug. 6–8)	Transition Readiness Curriculum Review Achievement Gaps Quality instruction	School and District Improvement goals and improvement plan/Teacher Instructional Assignment/Individual professional Growth Plan Aug 6-8: PGA –Ind. PD sessions based on teacher need/admin approved. This includes R180 utilized as Tier II and Tier III interventions for students included in gap groups for F/R and students with disabilities. Curriculum Development Effective Collaboration (Reg and Sped) Quality Instruction Other as approved	Consultants Various presenters Administrators Assessment Data Professional Conferences	Common Core Standards, Best practices, R180, MDC/LDC, EPAS, AP, CIA work
PD Day #4- March 19, 2021 6 hours	Sept 8, 2020 (2 Hours) Dec 2, 2020 (2 Hours) Feb 4, 2021 (2 Hours)	Tier 1 Tier 2 Tier 3 Instruction Achievement Gaps Transition Readiness Curriculum Review	Best practices and current trends in education. Quality instruction (meaningful engagement, formative assessment, accountable talk, effective collaborative learning. New requirements in education. Effective Collaboration (Reg and Sped)	Consultants Administrators CO Staff Teachers	Common Core, Best Practices, CIA work

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

Identify those systemic professional learning activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s)

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
Proficiency Separate Academic GAP Transition Readiness	ILT work to : Develop Common Assessments Alignment of Core Content Standards Development of reading and writing strategies Analyze data	Administrators, Assessment results, Core content	Common Core Standards, Best practices, MDC/LDC,
Proficiency Separate Academic GAP Graduation Rate Transition Readiness	Data Analysis (Data reviews to include analysis of students in "Gap" groups). Effective Collaboration (Reg and Sped)	Consultants, Administrators, Assessment results (CERT, EOC, EPAS, AP)	Best practices, CERT, EPAS, EOC, AP
Graduation Rate	PBIS/Adult Advocate Social Emotional Learning School safety	KYCID committee, Behavior Consultant MTSS Pyramid School safety committee	KYCID SEL standards SB1
Proficiency Separate Academic GAP Transition Readiness Graduation Rate	Effective Instructional Practices (To include training on what to do when students are not achieving and including those "Gap" students). Effective Collaboration (Reg and Sped) ILP and career counseling	Consultants, Administrators	Common Core Standards, Best practices, MDC/LDC, R180,
Proficiency Separate Academic GAP Transition Readiness	RTI and Differentiation Effective Collaboration (Reg and Sped) Diversity and Inclusion	Consultants, Administrators Make it Plain consultants (Tommie Lewis)	R180, Best practices (Academic and Special Education)
Proficiency Separate Academic GAP Transition Readiness	Curriculum Standards: Analysis and Alignment EL/Transition Ready Effective Collaboration (Reg and Sped)	Consultants, Administrators	Common Core Standards, NGSS, Gates Study

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: ACT, CERT assessments, common assessments, grade distributions, student work, and SRIs. Adjustments to the job-embedded needs will be made based off of this data as well as PPR walk findings and administrator/teacher discussions on instructional needs.

E. BUDGET PROJECTIONS FOR SCHOOL Professional Learning

Indicate approximate percentages for each of the following general expense categories:

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Certified Extra Service	**0113**	
Educational Consultant	**0322**	
Registrations	**0338**	20%
General Supplies/Professional Books	**0610**	15%
Food	**0616**	
Travel In District	**0581**	
Travel Out of District	**0580**	15%
Total of your budget		100%

Please use the following coding structure for PL funds:
Org - SCH1118
Object – use code from above
Project – 7000

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: _____

The staff was surveyed March 9 – March 16, 2020. On March 31, 2020, input was received from department chairs administrators, and other teachers. Professional Development Plan was discussed and approved at the SBDM meeting on April 23, 2020.