KCSD

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

THE KENTON COUNTY BOARD OF EDUCATION
1055 EATON DRIVE, FORT WRIGHT, KENTUCKY 41017
TELEPHONE: (859) 344-8888 / FAX: (859) 344-1531
WEBSITE: www.kenton.kyschools.us
Dr. Henry Webb, Superintendent of Schools

KCSD ISSUE PAPER

DATE:
4/25/2018

AGENDA ITEM (ACTION ITEM):
Consider/Approve permitting all Kenton County School District Schools to flex the set district calendar dates designated for Professional Development in the 2018-2019 calendar according to individual school needs set forth in their School Improvement Plans. All PD plans are enclosed and outline the various changes in those dates by school.

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 required for date adjustments.

RECOMMENDATION:
It is recommended that the Kenton County Board of Education approve the schools' Professional Development Plans permitting personnel to schedule outside the set district calendar.
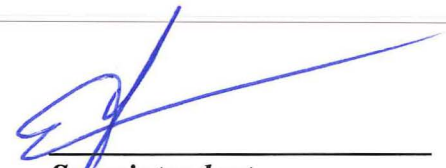
CONTACT PERSON:
Malina Owens

_____	_Malina Owens_	_Ef_____
Principal	*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
2018-19 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 and job-embedded PD, as well as, scheduled and flexible PD during the 2017-18 school year, next steps for 2018-19 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. On the 2016-17 KPREP test Beechgrove Elementary overall percentage of proficient and distinguished students in reading was 65.5, in math was 56.6 and in writing 65.7. The percent of students in the non-duplicated gap group scoring proficient or distinguished on the 2016-17 KPREP test: 59.1 in reading, 48.9 in math and 62.3 in writing. MAP Fall data shows that in reading 57% of all students are at or above the 50th percentile and 55% of Gap students are at or above the 50th percentile. In math 52% of all students are at or above the 50th percentile and 54% of Gap students are at or above the 50th percentile. 63.3% of all math students scored proficient/distinguished in 2016 on KPREP test and 56.6% of all math students scored proficient/distinguished in 2017. 59.9% of our math Gap students performed at the proficient/distinguished level in 2016 on KPREP test and 48.9% of math Gap students scored proficient/distinguished in 2017. 25.5% of all math students performed at the distinguished level in 2016 on KPREP test and 17.8% of all math students performed at the distinguished level in 2017 on KPREP test. 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, Compass Learning, R180 and S44 and co-teaching. We increased access to assessment data of student groups as well as individuals, scheduled structured time to learn what the data was telling us as an additional 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 particularly in 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 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 and Compass 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 math 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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
PD Day # 1- Aug. 14, 2018 6 hours	June 6, 2018 (6 hrs) or June 7, 2018 (6 hrs) or June 11, 2018 (6 hrs)	Goal 1: Increase the percentage of students who are proficient/ distinguished in math for all students from 56.8% in 2017 to 81.0% in 2019	June 6 (Applicable to Special Areas P.E., Art, Music, and Computer) (6 hrs) June 7 (Applicable to Library/Media Specialist) (6 hrs) June 11 (Applicable to all non-special areas) KY Go Digital (6 hrs)	KCSD Consultants and Admin	Common Core Standards, RTI Model, Quality Instruction, Best Practices	X
PD Day # 2- Nov. 5, 2018 6 hours	Aug 1-3, 2018 (6 hrs)	Goal 2: Increase the % of students who are proficient/ distinguished in math for non-duplicated gap students from 42.4% in 2017 to 76.9% in 2019	**PGA** Certified: Aug 1-3 IA: August 6- Ind. PD sessions based on teacher needs/admin approval. This includes best practices in Tier 1-3, Accountable Talk, Number Talks, Kagan Strategies, Math RTI strategies, working w/students w/mental health issues, R180 and System 44 utilized as Tier 2 and Tier 3 interventions for students included in gap groups for F/R and students w/disabilities. KDG teachers will be required 2 hours of this to be utilized for Brigance assessment training	Consultants, Admin, Teacher Leaders	Common Core Standards, RTI Model, Quality Instruction, Best Practices	X
PD Day #3- Nov. 21, 2018, 2019 6 hours	June 12, 2018 (3 hrs)	Growth Goal, Proficiency Goal 1 and Gap Goal 2	June 12 - Math Interventions (3 hrs) or June 12 - Deconstruct Standards (3 hrs) or June 12 – Collaborative	Consultants, Admin, Teacher Leaders	Common Core Standards, RTI Model, Quality Instruction, Best Practices	X

Beechgrove

			Learning /Co-Teaching (3 hrs) or June 12 – Social Emotional Learning (3 hrs) or June 12 - Google Tools - (3 hrs)			
	Oct 30, 2018 (3 hrs)		Data review to also include how to analyze individual student data and populations including data for students in "Gap" groups			
PD Day #4 – Mar. 15, 2019 6 hours	September 10, October 15, December 3, 2018 (2 hours each – 6 total)	Proficiency Goal 1	Sept. 10 (Applicable to all) Cycle of Quality Instruction (2 hours) Oct. 15 (Applicable to all) Cycle of Quality Instruction (2 hours) Dec. 3 (Applicable to all) Cycle of Quality Instruction (2 hours)	Consultants, Admin, Teacher Leaders	Common Core Standards, RTI Model, Quality Instruction, Best Practices	X

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
KPREP Proficiency/ Achievement/ Gaps	Data Analysis &/or Analysis of Student Work (Data reviews to include analysis of students in "Gap").	Consultants, Administrators, Assessment results (MAP, K-Prep, CA, and weekly tests)	MAP, K-Prep, Scholastic, MDC/LDC	X
KPREP Proficiency/ Achievement/ Gaps	Effective Instructional Practices (To include training on what to do when students are not achieving and including those "Gap" students).	Consultants and Administrators	Common Core Standards, Quality Instruction, Best practices, MDC/LDC, R180, S44	X
KPREP Proficiency/ Achievement/ Gaps	RTI and Differentiation	Consultants and Administrators	R180, S44, Quality Instruction, Best practices	X

Beechgrove
_____ School

KPREP Proficiency/ Achievement/ Gaps	School Safety	Consultants and Administrators	Common Core Standards and Best Practices	X
KPREP Proficiency/ Achievement/ Gaps	Cycle of Quality Instruction	Consultants and Administrators	Quality Instruction and Best Practice	X
PGES	PGES: Overview, Student Growth Goals, Professional Growth Goals, Observation, and Self-Reflection	Consultants and Administrators	Charlotte Danielson	X
KPREP Proficiency/ Achievement/ Gaps	Social Emotional Learning	Consultants and Administrators	Common Core Standards and Best Practices	X
KPREP Proficiency/ Achievement/ Gaps	Schoolwide Behavior Interventions	Consultants and Administrators	PBIS, Common Core Standards and Best Practices	X
KPREP Proficiency/ Achievement Program Reviews/ Achievement Gaps	Curriculum Analysis and Alignment	Consultants and Administrators	Common Core Standards	X

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: KPREP, 3 MAP 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 PL ALLOCATION

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	5%
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 - SCH2053
Object – use code from above
Project – 140X, where the X signifies the fiscal year we are in. FY18=D, FY19=E

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: 3-7-18 (PLC Meeting), 3-27-18 (PD Committee), 4-4-18 (Team Leader Meeting), and 4-17-18 (SBDM Meeting)

Caywood Elementary School
2018-19 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 KPREP data indicates a continued focus is needed on our GAP groups in the area of Reading. Our CSIP goals include a focus on our EL GAP group in the area of reading. Goal I is to increase the number of proficient and and distinguished EL students in the area of reading from 9.1% in 2017 to 57% in 2019 as stated in school report card delivery targets. Our overall proficiency goal is still focused in the area of reading for ALL students. The goal is to increase the number of proficient and distinguished students in the area of Reading from 59.2% in 2017 to 73.2% in 2019. MAP Data, Dibels Data,, and intervention data received throughout the year is discussed at PLC's along with Common Assessments and Weekly Assessments in order to inform instructional decisions. We have also identified a need through PPR Walks and PLC meetings to focus on increasing the amount of CORE instruction and restructuring our RTI program using System 44 and Read 180 more effectively as an intervention only. Read 180, System 44 and Special Education teachers will continue their professional development to increase effectiveness with identified GAP students. Through the analysis of current behavior data (PBIS) and faculty discussions, we have determined the need for more professional development in order to best meet the needs of Tier II and Tier III students with significant behavior concerns. Further instruction is needed for all staff in providing effective RTI for behavior.

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	*Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances*
PD Day # 1- Aug. 14, 2018	June 2018 Date to	**Goal I-** Increase the number of proficient and	**ELA Content Organization by grade level.** Piloting new	District Consultant; Principal;	Common Core Standards/	X

6 hours	be Determined- **June 6** **3 hours (AM) 8:30-11:30am** **Aug. 6 3 hours 8:30-11:30am (AM)**	distinguished students in the area of reading from 59.2% in 2017 to 73.2% in 2019.	textbook/instructional resources/Integration of Science and SS into ELA Block/Restructure RTI and Core Instruction in ELA **Core Expectations of Quality Instruction: Tier I, Tier II, Tier III (Part 1)** (Meaningful engagement; Formative Assessment, Accountable Talk, Collaborative Learning)	Asst Principal; Teacher Leaders	KPREP/ Literacy Best Practices		
PD Day # 2- Nov. 5, 2018 6 hours	**August 7, 2018** **6 hours 9-4pm**	Proficiency Goal I- Added Culture/Behavior Component	**Mental Health/Behavior Strategies and interventions for students in Tier II and Tier III behavior RTI.** Classroom strategies for aggressive, defiant and disruptive behaviors. ***"Functions of Behavior"***	Behavior Specialist- Professor from UK- Dr. Allen Allday	PBIS Data, Discipline Referral Data, Special Ed Data		
PD Day # 3- Nov. 21, 2018 6 hours	**Oct. 18, 2018 3 hours 4-7pm** **August 29, 2018** **3 hours After School**	Proficiency Goal I- GAP Goal, Transition Goal	KPREP Data Analysis **Core Expectations of Quality Instruction Cycle (Tier I, Tier II, Tier III)- Part 2** (Meaningful Engagement, Formative Assessment, Accountable Talk, Collaborative Learning)	 District Consultants			X X
PD Day #4- March 15, 2019	Aug 1st-3rd	**Proficiency Goal, GAP** Goal and	**Kenton County Professional Growth Academy (PGA)** Certified: August 1st -3rd				

6 hours	Aug 6 June/July 2018 Dates June 11 (up to 6 hours)	Transition Goal	Instructional Assistants: August 6th **OR** **SCM- Safe Crisis Management** Training-All Held at Twenhofel Middle School- All Refresher Courses offered 8:30-3:30- June 12,13,19,20,21,26 and July 24, 25 SCM Initial Course: June 27 & 28 or July 30&31 **OR** **KY Go Digital Regional Event** (Virtual) Kenton County Physical Location to be announced-Led by Melody Stacy-Principal at Taylor Mill			

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
KPREP Proficiency And GAP Goals	**Data Analysis**- Weekly PLC's held to analyze Weekly Formative assessments, common assessments as well as MAP, Dibels, RI and PI data.	Administrators, Teachers, Consultants; Assessment Results	MAP, KPREP, Dibels, Read 180/System 44/Ireads Data	X
KPREP Proficiency Goal	**PBIS/ Discipline Data**- RTI Behavior Strategies	PBIS Committee; Behavior Consultant in District; Outside Consultant; Administration	PBIS Tier II and Tier III Research	
KPREP Proficiency Goal	**On Demand Writing**-Monthly Scrimmage-All Grade Levels with student writing analysis and recognition of student work	Teachers, Administration, District Consultant	Common Core Standards for Writing	X

GAP	**RTI-** Both Behavior and Academic-Best Practices and focus on Restructure of CORE instruction and RTI	Teachers, Administration and District Consultant	Ireads, Read 180, System 44	X
	Technology- 21st Century Skills- Digital Literacy- Continued whole school implementation of Google Classroom	District Consultant, Technology Teacher, Administration	Google	
KPREP Proficency Goal	**Core Expectations of Quality Instruction Cycle:** Tier I, Tier II and Tier III- *Meaningful Engagement, Formative Assessment, AccountableTalk, Collaborative Learning*	District Consultant, Principal, Asst. Principal, Teacher Leaders	Quality Instruction	X
KPREP Proficiency Goal	**Student Work Analysis-***review of student work to determine next steps in planning*	Teachers Admin Team		
KPREP Proficiency Goal	**Student Safety-***Review of ALICE; School Wide Safety Plan; Identification of At Risk Students and RTI plans*	Teachers, Admin Team District Consultant	PBIS; Safe Schools	

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the school year through the following data being analyzed: KPREP, MAP (3 assessments), common assessments, student work, weekly assessments, SRI/SPI and PBIS-Discipline Data reviewed monthly. Adjustments to the job-embedded needs will be made based off of this data as well as through PPR walk findings and administrator/teacher PLC discussions.

E. BUDGET PROJECTIONS FOR SCHOOL PL ALLOCATION

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**	*10%*
Registrations	**0338**	*15%*
General Supplies/Professional Books	**0610**	*15%*
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 - SCH2053
Object – use code from above
Project – 140X, where the X signifies the fiscal year we are in. FY18=D, FY19=E

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: _3-28-18__

Final Plan Approval- 4-25-18

Fort Wright Elementary School
2018-19 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

The needs assessment process for identifying professional learning involved analyzing K-PREP data, MAP data, teacher surveys, Professional Practices Growth Plans, and PPR walks. Analysis of K-Prep data indicates that 49.5% of Reading-Proficiency-Gap students are scoring proficient and distinguished compared to the overall score of 66.3%. Also, K-Prep data indicates that 42.3% of Math-Proficiency-Gap students are scoring proficient and distinguished compared to the overall score of 58.7%. Both reading and math overall proficiency need to increase the number of students scoring proficient and/or distinguished. Teachers analyzed MAP data multiple times throughout the year and led to continual adjustments in learning experiences and job-embedded needs.
Through PLCs and job-embedded PD, as well as, scheduled and flexible PD during the 2018 school year, next steps for the 2019 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 R180 and S44 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 continue to focus on how to identify needs of students in "Gap" populations. Teachers will continue working on the four indicators (Meaningful Engagement, Formative Assessment, Accountable Talk, and Effective Collaborative Learning) of Quality 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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
PD Day # 1- Aug. 14, 2018 6 hours	**June 11, 2018** **6 hours**	Proficiency Gap Growth	**June 11, 2018-** KYGoDigital NKY Regional Event: innovative ways to effectively use digital tools to increase student success.	Registration :http://bit.ly/ kygodigitalr egistration Admin Tech Support	Common Core Standards, Best Practices, Personalized Learning	X

PD Day # 2- Nov. 5, 2018 6 hours	**August 7, 2018** 3 hours	Proficiency Gap Growth	**August 7, 2018-** Google Classroom: Techniques and tools for personalized learning and extend into Google Chrome apps and extensions including sessions on formative assessment tools, forms, and sheets. **AND**	Technology Coordinator LEAD Teachers Admin	Common Core Standards, Best Practices, Personalized Learning	X
	3 hours		**August 7, 2018-** Deepening standard knowledge: Teachers and special educators collaborate to deconstruct standards and learning experiences to ensure all activities are rigorous and meaningful. **OR**	Admin SPED & Regular Education Teachers		
	June 7, 2018 6 hours		**June 7, 2018-** Special Area Collaboration **OR**	District Sped		
	TBD 6 hours		**TBD-**Returning R180 Training	District Consultant HMH		
	June 12, 13, 19, 20, 21, 26, 27, 28 July 24,25,30, 31 6 hours- Refresher		**OR** **June 12, 13, 19, 20, 21, 26, 27, 28 July 24,25,30, 31** Safe Crisis Training	Certified Instructors		

| | 12- New

August 1-3, 2018 6 hours | | **OR**

August 1-3, 2018: PGA-Identified sessions to improve teacher growth | District Consultants Teachers | | |
|---|---|---|---|---|---|---|
| PD Day # 3- Nov. 21, 2018 6 hours | **August 8, 2018** 2 hours | Proficiency Gap Growth | **August 8, 2018**-Math: Engaging learning experiences to improve student achievement.

AND | KCM Consultant | Common Core Standards, Best Practices | X |
| | **October 18, 2018** 2 hours | | **October 18, 2018**- Follow-up Math Session: Engaging learning experiences to improve student achievement

AND | KCM Consultant | | |
| | **February 21, 2018** 2 hours | | **February 21, 2018**- Follow-up Math Session: Engaging learning experiences to improve student achievement

OR | KCM Consultant | | |
| | **August 1-3, 2018** 6 hours | | **August 1-3, 2018**: PGA-Identified sessions to improve teacher growth | District Consultants Teachers | | |

PD Day #4- March 15, 2019 6 hours	**August 9, 2018- 3 hours**	Proficiency Gap Growth	**August 13, 2018-** Quality Instruction Indicators **AND** **January 17, 2019-** Quality Instruction Indicators	Admin Lead Teachers Consultant	Common Core Standards, Best Practices	X
	January 17, 2018- 3 hours					

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
Proficiency Gap Growth	Data Analysis &/or Analysis of Student Work (Data reviews to include analysis of students in "Gap").	Consultants, Administrators, Assessment results (MAP, K-Prep, classroom (formative/ summative))	MAP, K-Prep, R180/S44 data, iRead, ST Math, MDC/LDC	X
Proficiency Gap Growth	PBIS- Reducing barriers to student learning and implementing program with fidelity	PBIS committee, Behavior Consultant	TELL Survey, Staff Surveys, PBIS Data	X
Proficiency Gap Growth	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 "Gap" students).	Consultants, Administrators, CIITS	MAP, K-Prep, R180/S44 data, iRead, ST Math, MDC/LDC	X
Proficiency Gap Growth	Curriculum Analysis and Alignment	Consultants, Administrators	Common Core Standards	X
Proficiency Gap Growth	Professional Practices	Consultants, Administrators	PPR	X

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 PL ALLOCATION

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	0
Educational Consultant	0322	0
Registrations	0338	15
General Supplies/Professional Books	0610	0
Food	0616	0
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 - SCH2053
Object – use code from above
Project – 140X, where the X signifies the fiscal year we are in. FY18=D, FY19=E

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Curriculum, Instruction, Assessment Committee- 3/29/2018, SBDM-4/19/2018

Kenton Elementary School
2018-19 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
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    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

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: K-PREP, DIBELS, RTI, and MAP, Reading Inventory and Phonics Inventory, iRead, Read Naturally, Reading Intervention, Compass Learning, and STMath to name a few. Kenton Elementary uses this data throughout the school year to plan for required PD hours and job-embedded PD. Through PLC meetings and job-embedded PD, as well as scheduled and flexible PD during the 2017-2018 school year, next steps for the 2018-2019 school year were determined with input from administration, teachers, SBDM council members and consultants. Administrator and teachers discussions following PPR walks and teacher evaluations have contributed to next steps needed to continue academic success and growth. Further development is needed in the core areas of reading and math, specifically regarding use of student engagement, pacing, vertical alignment, and following school-wide instructional practices. For Tier II and Tier III interventions, Do the Math, Read 180, and System 44 teachers will continue their professional development to increase effectiveness with students, including those specifically identified in the GAP grouping. Special area teachers will have needed opportunities to enhance practices for the program review content. Data from the PBIS profile also indicates areas of need, which are targeted to this plan for Tier I, Tier II and Tier III interventions. The plan was developed in alignment with the CSIP and was presented to the SBDM council for revisions and approval.

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	*Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances*
PD Day # 1- Aug. 14, 2018 6 hours	**July 12th (K)** July 30th (2,3)or July 31st (1,4,5)	Proficiency Goal 1. Gap Goal 2 Growth Goal 4 Transition Readiness Goal 5	**Professional Practices** Teachers meet in grade level teams to research and design Professional Practices, such as whole brain teaching strategies and project based learning strategies, Curriculum Standards and RTI for the upcoming year with administration. Kindergarten teachers will attend a July 12th session to learn strategies on how to	District Consultants Map Data, Read180, Do The Math, System 44 data	Common Core Standards, Best Practices, Writing continuum	X

	August 1st , 2nd , 3rd , 6th	Proficiency Goal 1. Gap Goal 2 Growth Goal 4 Transition Readiness Goal 5	implement the Wonders reading series in the classroom. (July 12th-3 hours Kindergarten only July 30th - 3 hours Gr. 2, 3 and 31st 3 hours – Gr. 1, 4, and 5) **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, curriculum design, data analysis, Read 180, System 44, Gap analysis,. (Aug. 1st, 2nd, 3rd, 6th) **3 Hours**	District Consultants and KCSD Teachers	Common Core Standards, Best Practices, Technology Standards, Program Review	X
PD Day # 2- Nov. 5, 2018 6 hours	**June 11th**	Proficiency Goal 1. Gap Goal 2 Growth Goal 4 Transition Readiness Goal 5	**KY Go Digital** Teachers will learn innovative ways to effectively use digital tools to increase student success. (June 11th) **6 Hours**	KY Go Digital Staff, KCSD staff	Common Core Standards, Best Practices, Technology Standards, Program Review	X
	August 8th	Proficiency Goal 1. Gap Goal 2 Growth Goal 4 Transition Readiness Goal 5	**or** **Mental Health** Training will include foundational skills and strategies in working with students with mental health issues. Participants will explore the reasoning behind behaviors and overall functions of	Consultant/ Dr. Allan Allday, UK Professor	Behavior Data, PBIS	

August 2nd, or August 9th, or September 20th 4-7 and September 25th 4-7 (Must attend both September sessions)	GAP Goal 2	behaviors. Teachers will align vertically to discuss situational cases and the use of successful strategies used in the classroom. Training held with Dr. Allan Allday from the University of Kentucky (August 8th) **6 Hours** **or** **Special Education Training** Session to cover topics on special education legal updates, expectations for district compliance, data collection, and best practices in special education. (August 2nd, or August 9th, or Sept. 20th 4-7 and Sept. 25th 4-7 Must attend both sessions) **6 Hours** **or** 	District Staff	Best Practice, Common Core Standards, Differentiation, Special Education law and policy	
Refresher Courses: June 12.13.19.20.21.26 and July 24,25	Proficiency Goal 1. Gap Goal 2 Transition Ready Goal 5	**Safe Crisis Management 6 Hours** **or**	District Staff	Behavior Data, PBIS	X
June 6th	Proficiency Goal 1. Gap Goal 2 Transition Ready Goal 5	**PE, Music, Art** Teachers attend stations to participate in hands-on presentations regarding: Art Integration, STEAM, and KET Resources for the Arts District P.E. teachers meet to discuss and determine best practices for	Kenton County Teachers	Best Practices, Program Review rubrics, Visual performing arts standards, P.E. Health and Practical Living standards	

			implementing health curriculum and practical living/career studies standards. Program review implementation will also be discussed. (June 6th) **6 Hours**			
PD Day # 3- Nov. 21, 2018 6 hours	**October 25th 3 hours**	Proficiency Goal 1. Gap Goal 2 Growth Goal 4 Transition Readiness Goal 5	**Data Analysis** Teachers will meet and discuss student data to determine trends and outcomes with staff from the 2017-2018 KPREP scores. Analyzing overall strengths and weaknesses to align our instructional practices. (Oct. 25th) **3 Hours** **and**	MAP data, Read 180, Do The math, System 44 data	Common Core Standards, Best Practices, Technology Standards, Program Review	X
	August 7th 3 hours	Proficiency Goal 1 GAP Goal 2	**PBIS** Teachers will work with district consultants and Kenton Elementary staff to learn strategies on how to effectively work with students that have behavioral issues. Teachers will work in three small rotations in order to get training on mental health, behavior strategies, the *Kenton County School District Code of Expected Behavior and Conduct*, and office referral process. (August 7th) **3 Hours**	District consultants and Kenton Elementary Teachers	PBIS data, Tier I, II and III behavior data, Special Education Data	

PD Day #4- March 15, 2019 6 hours	Aug. 28th 2 hrs.	Proficiency Goal 1. Gap Goal 2 Growth Goal 4 Transition Readiness Goal 5	**Cycle Of Instruction Session I** Teachers will learn strategies will be discussed for the four areas of the cycle of instruction model: Meaningful engagement, formative assessment, accountable talk and collaborative learning (August 28th 2 hrs.) **2 Hours** **and**	District Consultants	PPR feedback, Common Core Standards, Best Practice	X
	Sept. 25th 2 hrs.	Proficiency Goal 1. Gap Goal 2 Growth Goal 4 Transition Readiness Goal 5	**Cycle Of Instruction Session II** Teachers will attend a session to follow up on the four areas of the cycle of instruction Meaningful engagement, formative assessment, accountable talk and collaborative learning (September 25th 2 hrs.) **2 Hours** **and**	District Consultants	PPR feedback, Common Core Standards, Best Practice	X
	Nov. 27th 2 hrs. **6 hours**	Proficiency Goal 1. Gap Goal 2 Growth Goal 4 Transition Readiness Goal 5	**Cycle Of Instruction Session III** This session will conclude the discussion of strategies for the four areas of the cycle of instruction. Meaningful engagement, formative assessment, accountable talk and collaborative learning (November 27th 2 hrs.) **2 Hours**	District Consultants	PPR feedback, Common Core Standards, Best Practice	X

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
Proficiency Goal 1. Gap Goal 2 Growth Goal 4 Transition Readiness Goal 5	Data analysis and analysis of student work samples (Data review to include analysis of students in the GAP)	Consultants, administrative Team, Assessment Results (MAP, Common Assessments, Friday Assessments, KPREP, RI, PI	MAP, KPREP, MDC, LDC, RI, PI	X
Proficiency Goal 1 GAP Goal 2	PBIS Focus on implementation of Tier I and Tier II strategies. Progress monitoring to determine proper Tier. Behavior Strategies	PBIS Committee, Administrative Team. Behavior Consultant	KYCID	
Proficiency Goal 1. Gap Goal 2 Growth Goal 4	RTI and differentiation- strategies on how to differentiate during RTI. This includes ways to differentiate during Tier I instruction.	Consultants and Administrative Team	Read180, System 44 Best Practices	
Proficiency Goal 1. Gap Goal 2 Growth Goal 4	Effective Instructional Practices (to include training on what to do when students are achieving mastery of grade level standards, including Gap students) Strategies for helping students as they move through Tiered interventions.	Consultants and Administrative Team	Common Core Standards, Best Practices, MDC,LDC, Read180, System 44	
Proficiency Goal 1	Curriculum Analysis and Alignment along with Vertical Alignment as needed	Consultants and administrative team	Common Core Standards, NGSS and Program of studies, Program Review Rubrics	X
Proficiency Goal 1 Program Review	Program Review: Analyzing rubrics and student work samples, Teachers work with district consultants and administrative	Consultants and Administrative Team	Common core Standards, Visual and Performing	X

	team to determine the best activities to implement to meet the criteria in all program review areas.		Arts Standards, Practical Living an Career Studies Standards, World Languages and Global Competency standards and writing Standards	
Proficiency Goal 1 GAP Goal 2 Growth Goal 4 Transition Ready Goal 5	Writing-Topics based upon the mid-year and end-of-year writing reviews. PLC time used to discuss student progress in writing. Writing next steps will be discussed during PLC and the mid-year and end of year review.	Writing Cluster Leader, Consultants, and Administrative Team	ELA Standards	X
Proficiency Goal 1 Technology Standards	Work with various technological programs to support and enhance personalized learning and student achievement. Teachers collaborate with district consultants and the technology teacher on ways to incorporate technology to enhance lessons taught in the classroom. Teachers will also work with district consultants to review reports on technology based programs in order to monitor student progress.	District Consultants/ Technology Teacher	Technology Standards. Best Practice	X
Proficiency Goal 1 Personalized Learning	Sharing of personalized learning projects and problem basked learning work samples and planning for expanding personalized learning through technology and student choice initiatives	District Consultants and Administrative Team	Common Core Standards/ Best Practices	X

1. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the school year. The following data will be analyzed: KPREP, MAP assessments, three times per year, Common assessments, Friday assessments, grade distributions, student work samples, DIBELS, progress monitoring graphs and reports, PBIS discipline data and Reading and Phonics Inventories. Adjustments to the job-embedded PD will be based on data, as well as PPR walks and PLC discussions.

E.   BUDGET PROJECTIONS FOR SCHOOL PL ALLOCATION

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	1320
Certified Extra Service	0113	0
Educational Consultant	0322	600
Registrations	0338	400
General Supplies/Professional Books	0610	0
Food	0616	0
Travel In District	0581	0
Travel Out of District	0580	100
Total of your budget: Title I		$2420 5%

Please use the following coding structure for PL funds:
Org - SCH2053
Object – use code from above
Project – 140X, where the X signifies the fiscal year we are in. FY18=D, FY19=E

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

3/8/2018 SBDM Council members
3/8/2018 PLC Certified Staff
4/18/18 SBDM Presented to council for approval

> # Piner Elementary School
> # 2018-19 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 2017-18 school year, next steps for 2018-19 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 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 S44 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 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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
PD Day # 1- Aug. 14, 2018 6 hours	June 7, 2018-6 hours	KPREP Combined Proficiency/ Program Reviews/ 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 2018-19 school year- 6 hours OR	Teachers, Administrators, Kentucky Academic Standards, District and school timelines	Kentucky Academic Standards, District timelines	X

> **Commented [1]:** PD Day #1 takes place on Aug 14 and i we are exchanging that day for flexible grade level planning time. But for PD Day #4, it looks like we are doing 3 hours of PD on Aug 14. Can we list Aug 14 for both?

	June 7, 2018 6 hours	Program Reviews	Professional learning designed for PE/Health/PLCS/Music/ Art teachers-6 hours OR	District consultants, teachers	Kentucky Academic Standards, best practices	X
	August 2, 2018 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-6 hours OR	District Special Education consultants	IDEA/Best practices	
	August 6, 2018 6 hours	KPREP Combined Proficiency/ Achievement Gaps	Instructional Assistant Special Ed Training-6 hours) 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, confidentiality, and more.	District special education consultants	IDEA/best practices	
PD Day # 2-	August 1-3, 2018 3 hours	KPREP Combined Proficiency/	PGA: Individual PD sessions based on teacher need/principal approved.	District consultants and teachers	Kentucky Academic Standards,	

Nov. 5, 2018 6 hours		Program Reviews/ Achievement Gaps	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. AND		best practices, MDC/LDC	
	August 1-3, 2018 3 hours	KPREP Combined Proficiency/ Program Reviews/ Achievement Gaps	Emergency Medication Administration Training-3 hours OR	District Nurses	Kentucky Academic Standards, Best practices	
	June 11 6 hours	KPREP Combined Proficiency/ Program Reviews/ Achievement Gaps	KCSD EdTech Conference/KY Go Digital-Teachers will have the opportunity to choose various instructional technology classes to increase skills in implementing Google Apps for Educators, Google Classroom, and other educational technology applications-6 hours OR	District consultants and teachers	KPREP Combined Proficiency/ Program Reviews/ Achievement Gaps	
	June 12, 2018 6 hours	KPREP Combined Proficiency/ Program Reviews/ Achievement Gaps	Members of the school crisis response team: Safe Crisis Management refresher training-6 hours	District Trainers	PBIS, SCM, best practices	

PD Day #3- Nov. 21, 2018 6 hours	October 23, 2018 3 hours	KPREP Combined Proficiency/ Program Reviews/ Achieveme nt Gaps	KPREP Data review to also include how to analyze individual student data and populations, including data for students in "Gap" groups-3 hours AND	Administrators, KASC KPREP Analysis Toolkit, all teachers	KPREP Combined Proficiency/ Program Reviews/ Achievement Gaps	X
	June 8, 2018 3 hours	KPREP Combined Proficiency/ Program Reviews/ Achieveme nt Gaps	Effective reading instructional strategies for primary teachers-3 hours OR	District consultants, Kentucky Academic Standards, RTA and RTA +1 teachers	KPREP Combined Proficiency/ Program Reviews/ Achievement Gaps	
	June 8, 2018 3 hours	KPREP Combined Proficiency/ Program Reviews/ Achieveme nt Gaps	Effective reading instructional strategies for intermediate teachers-3 hours	District consultants	KPREP Combined Proficiency/ Program Reviews/ Achievement Gaps	
PD Day #4- March 15, 2019 6 hours	Four separate sessions of 1.5 hours each- total of 6 hours; dates: 1 and 2: Aug. 14, 2018 -3 hours 3.Aug. 28, 2018-1.5 hours 4.Sep. 4, 2018-1.5 hours	KPREP Combined Proficiency/ Program Reviews/ Achieveme nt Gaps	Cycle of Quality Instruction 1. Teacher provides appropriate task/text/problem (ME) 2. All students substantively interact with the text (ME) and Teacher elicits a response/product from all students (ME, FA) 3. Students collaborate to share thinking/ideas	Administrators, District consultants, Cycle of Quality Instruction resources	KPREP Combined Proficiency/ Program Reviews/ Achievement Gaps	X

			(ME, FA, AT, CL) 4. Teacher uses responses from all students to adapt instruction (FA)			

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
KPREP Combined Proficiency/ Program Reviews/ Achievement Gaps	Data Analysis &/or Analysis of Student Work (Data reviews to include analysis of students in "Gap").	Consultants, Administrators, Assessment results (MAP, K-Prep)	MAP, K-Prep, Scholastic, MDC/LDC	X
KPREP Combined Proficiency/ Program Reviews/ Achievement Gaps	Effective Instructional Practices (To include training on what to do when students are not achieving and including those "Gap" students).	Consultants, Administrators	Common Core Standards, Best practices, MDC/LDC, R180, S44	X
KPREP Combined Proficiency/ Achievement Gaps	RTI and Differentiation	Consultants, Administrators	R180, S44, Best practices	X
KPREP Combined Proficiency/ Achievement Gaps	Tier 2 and 3 Behavior Interventions	Special Education Teachers, District Special Education Consultants, General Education Teachers, PBIS	PBIS, Best practices	

		Coach, Counselor		
KPREP Combined Proficiency/ Achievement Gaps	6 Models of Co-Teaching, collaboration between special and general education teachers	Special Education Teachers, District Special Education Consultants, General Education Teachers	IDEA/Best practices	
KPREP Combined Proficiency/ Achievement Gaps	Improving writing instruction through Writer's Workshop and mini-lessons	Consultants, Administrators, Writing Cluster leader	Lucy Calkins, Best practices	X
KPREP Combined Proficiency/ Achievement Gaps	Effective Blended Learning in math and reading	Consultants, Administrators	Best practices	
Tell Survey	PBIS	KYCID committee, Behavior Consultant	KYCID	

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 2018-19 school year prior to June 4, 2018. 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 PL ALLOCATION

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)	0702053-0120 D-140E	50%
Certified Extra Service		
Educational Consultant		
Registrations	0702053-0338-140E	20%
General Supplies/Professional Books	0702053-0610-140E	10%
Food		
Travel In District		
Travel Out of District	0702053-0582-140E	20%
Total of your budget		100%

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: 3/13/18-SBDM Meeting; 3/16/18-Staff survey; 4/17/18-SBDM Meeting for Approval

R. C. Hinsdale Elementary School
2018-19 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.)

Through the analysis of student K-Prep and MAP data and discussion during faculty meetings, SBDM meetings, Team Leader Meetings and PLCs, the greatest areas of need academically are math and writing. Our combined Proficient and Distinguished score for Writing was 63.1. Scores varied by grade for math. The combined Proficient and Distinguished score for fourth grade math was 55.1 and fifth grade was 61.2. Our MAP data has continued to reflect a greater need in math. We have been making adjustments to our school-wide RTI processes to better address these needs. We will continue making adjustments. This year, we worked closely with our district Instructional Coach and local Writing Cluster leader to conduct a mid-year writing review. The results of this review indicated a greater emphasis needed to be placed on establishing realistic and appropriate grade level expectations for writing through vertical and horizontal alignment. Through our PPR walks, teacher and administrators have engaged in conversation regarding Quality Instruction and we will continue with implementation for the 2018-2019 school year. In addition, our staff and students have been working on increasing their knowledge and use of technology to enhance 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	*Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances*
PD Day # 1- Aug. 14, 2018 6 hours	June 5 or 6	Increase percent Proficient/ Distinguished in combined Reading and Math, from 74.2 in 2017 to 83.3 in 2019.	3 Hours – Vertical/Horizontal and Resource Alignment for Math 3 Hours – Vertical/Horizontal and Resource Alignment in Writing	My Math & Envision Series & Lucy Calkins	KY Core Academic Standards	X

PD Day #2- Nov. 5, 2018 6 hours	June 11	Increase percent of students showing growth in Reading from 38.0 in 2017 to 69.0 in 2022.	For educators by educators ~ CREATING + CONNECTING + SHARING = #KYGoDIGITAL.	Electronic Devices	Educational Technology Best Practices/ Eric Sheninger's Research	X
PD Day #3- Nov. 21, 2018 6 hours	Aug 1 -3 PGA	Increase percent Proficient/ Distinguished for Gap Group in Reading from 64.3 in 2017 to 75.3 in 2019.	Teachers will participate in a variety of sessions pertaining to all 5 Domains of the PPR.	PPR	Charlotte Danielson's Framework Best Practices	X
PD Day #4- March 15, 2019 6 hours	August 14	Increase percent of Proficient/Distinguished in Reading, Math, Social Studies and On-Demand from 38.1 in 2017 to 69.05 in 2022.	1 1/2 Hour - Research and Implementation strategies of the Cycle of Quality Instruction. 1 1/2 Hours – Vertical/Horizontal and Resource Alignment for Math 1 1/2 Hours – Vertical/Horizontal and Resource Alignment in Writing 1 1/2 Hours – Technology Integration (Follow-up from KYGODIGITAL)	District Resources	Best Practices for Instruction and Assessment	X

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
Proficiency	Cycle of Quality Instruction – Ongoing PD	District Resources	Danielson's Framework	
Proficiency	PBIS/Mental Health			
Growth	Technology – Google Training	Digital Devices and Resources	Ed Tech Best Practices	
GAP	PLC Data Analysis	MAP Data		

	Safety – Emergency Preparedness	Local Law Enforcement		

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 and weekly PLC tool. Evaluation and feedback tools such a staff surveys will be sent quarterly to gauge the success of implementation and impact to determine next steps.

E. BUDGET PROJECTIONS FOR SCHOOL PL ALLOCATION

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	25%
Certified Extra Service	0113	5%
Educational Consultant	0322	10%
Registrations	0338	10%
General Supplies/Professional Books	0610	20%
Food	0616	10%
Travel In District	0581	10%
Travel Out of District	0580	10%
Total of your budget		100%

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: __3/8/17, 3/27/18 & 4/23/18

River Ridge Elementary School
2018-19 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 2017 KPrep data indicates a need for closing the performance gap between all students and those identified as Special Education and ELL. MAP data demonstrates the need to accelerate student mastery of Kentucky Core Academic Standards (KCAS), as overall proficiency on Winter 2017 MAP testing was at a rate that is off-target from the trajectory goal established by the Kentucky Department of Education. Furthermore, continuous analysis of common unit assessment data supports the need to focus improvement efforts on student writing and increasing mastery of ELA and Math KCAS standards in order to satisfy the expectations embedded within our school's 2018-2019 trajectory goals. The RRE CSIP committee, as charged by the SBDM Council, has analyzed data on a monthly basis and determined the need for further development in the aforementioned areas (Reading, Math, Writing, Closing the Achievement Gap). In addition, the administration has identified, through evaluations and PPR walks, a need for increased development with implementation of engagement strategies to enhance classroom instruction and 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	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content	*Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances*
PD Day # 1- Aug. 14, 2018 6 hours	June 5 or 11, 2018 3 Hours	Increase reading and math proficiency from 64.2% in 2017 to 81% in 2019	**KYGoDigital - 3 Hours KCSD Tech Institute** Teachers will have the opportunity to engage in meaningful professional learning relevant to their implementation of technological resources to enhance instruction.	Administration, Teachers, Classroom space, and technology devices	KCAS KPREP Data Common Assessment Data	X
	Sept. 11, 2018 Oct. 9, 2018 Nov. 13, 2018 3 Hours	Increase reading and math proficiency for non duplicated gap group from 51% in 2017 to 74.6% in 2019	**And** **Quality Indicators- 3 Hours** Teachers and administrators will participate in practical, relevant review the indicators for quality instruction (engagement, formative assessment, accountable talk, collaborative learning) as they relate to planning and implementing instruction.	Administration, Teachers, District Consultants	Data collected from PPR walks and evaluations RTI Data	X
PD Day # 2- Nov. 5, 2018 6 hours	July 30, 2018 6 Hours	Increase growth on MAP in reading from 48% to 74% and growth in math from 44% to 72%.	**RRE Ed Conference – 6 Hrs** (with PBIS and RTI) The River Ridge Educator's Conference will be a blend of professional learning experiences by and for teachers and staff. Administrative and Leadership Team members, along with teachers and teacher teams, will facilitate concurrent sessions on educational topics related to CSIP goals, curriculum, instruction, assessment, behavior, and other related content. Sessions will be predetermined for this conference. In addition, blocks of time will be embedded for professional sharing specifically with RTI and PBIS. District consultants will be engaged in participating as presenters, as available.	Teacher Leaders, Administrators, District Consultants	KCAS KPREP Data Common Assessment Data Data collected from PPR walks and evaluations RTI Data	X

PD Day # 3- Nov. 21, 2018 6 hours	August 6, 2018	Increase reading and math proficiency for non duplicated gap group from 51% in 2017 to 74.6% in 2019	**Quality Indicator – 3 Hours** Teachers and administrators will participate in practical, relevant review the indicators for quality instruction (engagement, formative assessment, accountable talk, collaborative learning) as they relate to planning and implementing instruction.	Administration, Teachers, District Consultants	KCAS KPREP Data Common Assessment Data Data collected from PPR walks and evaluations	X
		Increase reading and math proficiency from 64.2% in 2017 to 81% in 2019	**Kagan Strategies - 3 Hours** Teachers and administrators will deliver strategies for implementation of engagement and 'not opt out' strategies to enhance instruction. Strategies will build upon and support Quality Indicator training as a next step for school wide instructional improvement.	Administration, Teachers Leaders, RRE Kagan Team		X
PD Day #4- March 15, 2019 6 hours	Aug. 1-3 PGA June/July SCM June 11 KYGoDig. June 18,19 NKCES Para Ed. Conf. Aug. 2, 9 OR Sept. 20, 25 Special Ed. District PD June 13-15 PreK Early Childhood Institute June 8 KCM Sessions	Proficiency, Gap, Growth, and Transition Ready Goals	**Flexible PD – 6 Hours** Teachers will have the opportunity to engage in meaningful professional learning relevant to their assigned roles and responsibilities. Options include, but are not limited the following: Kenton County PGA, Safe Crisis Management, KyGoDigital, NKCES Para Educator Conference, Special Education In District PD, IC for New Special Education Teachers, Special Area In District PD, KCM Free Sessions, Preschool Early Childhood Institute	District Consultants, Teachers, and Central Office Personnel, NKCES Staff, District Special Ed Staff, Kentucky Center of Math Personnel	KCAS KPREP Data Common Assessment Data Data collected from PPR walks and evaluations	X

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
Proficiency and Gap Goals	**Weekly Data Analysis** Teachers and administrators collaborate weekly to analyze intervention data and determine progress. Weekly PLC's also include careful examination of summative data to guide instruction. Analysis of student work samples will be conducted to monitor student progress.	Teachers, Administrators, Title Staff, District Consultants	RTI Progress Monitoring Data, MAP, KPREP, Common Assessments	X
Proficiency, Gap, Growth, and Transition Ready Goals	**Quality Instruction Indicators** Ongoing monitoring and training with engagement, accountable talk, formative assessment, and collaborative learning.	Teachers, Administrators, District Consultants	KCSD Quality Instruction	X
Proficiency, Gap, and Growth Goals	**Kagan Team Implementation** Ongoing collaboration, via PLCs and staff meetings, with the RRE Kagan Team to strategically plan for and implement strategies for engagement and collaboration in the classroom.	Teachers, Administrators, Kagan Team Members	PPR Walks, KPREP Data, MAP	X
Proficiency, Gap, Growth, and Transition Ready Goals	**Technology Integration** Ongoing training and collaboration with integration of various technologies to enhance instruction including use of Google Classroom and other Google tools.	Teachers, Administrators, District Consultants	Summative assessment data, KPREP, MAP, RTI Data	X
Proficiency, Gap, Growth, and Transition Ready Goals	**PBIS, Safety, Discipline Data** Ongoing review of PBIS and discipline data with the PBIS committee to continuously analyze and improve student conduct.	Teacher, Administrators, District Consultants	Discipline Data, PBIS	X

D. IMPLEMENTATION AND IMPACT

- Review of Data(KPrep, MAP, DIBELS, SRI/SPI, Common Assessments, and on-going formative assessments)
- Classroom observations and PPR Walks
- Teacher feedback and input from Professional Development reflections
- Weekly Team Meetings and/or Team PLC Meetings
- Teacher Professional Growth Plans
- SBDM Committee Work
- Regular I & I Checks by the CSIP Committee

E. BUDGET PROJECTIONS FOR SCHOOL PL ALLOCATION

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	10%
Travel In District	0581	
Travel Out of District	0580	
Total of your budget		100%

Please use the following coding structure for PL funds:
Org - SCH2053
Object – use code from above
Project – 140X, where the X signifies the fiscal year we are in. FY18=D, FY19=E

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: March 27, 2018 and April 24, 2018.

Ryland Elementary School
2018-19 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 KPREP data indicates a continued focus is needed on our GAP groups in the area of Reading and Math. Our CSIP goals include a focus on Math and Reading. Our Gap goal is to increase the combined reading and math KPREP proficiency scores for students in the non-duplicated gap group from 36.7% in 2017 to 70.5% by 2019 as measured by school report card proficiency data.

Our overall proficiency goal is to Increase the combined reading and math KPREP proficiency scores from 54.9% in 2017 to 77.7% by 2019 as measured by school report card proficiency data.

Our Growth Goal is by 2022, Ryland Heights Elementary will increase the percentage of students showing growth in MAP for reading from 45.8% in spring 2017 to 72.9%; and for math from 36.6% in spring 2017 to 68.3%.

MAP Data and intervention data received throughout the year is discussed at PLC's along with Common Assessments and Weekly Assessments in order to inform instructional decisions.

We have also identified a need through PPR Walks and PLC meetings to focus on increasing the amount of CORE instruction and restructuring our RTI program using System 44 and Read 180 more effectively as an intervention only.

Read 180, System 44 and Special Education teachers will continue their professional learning to increase effectiveness with identified GAP students.

Through the analysis of current behavior data (PBIS) and faculty discussions, we have determined the need for more professional learning in order to best meet the needs of Tier II and Tier III students with significant behavior concerns. Further instruction is needed for all staff in providing effective RTI for behavior.

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
PD Day # 1- Aug. 14, 2018 6 hours	Aug 1-3, 2018 Aug 6 (6 hours)	Proficiency Goal, GAP Goal and Transition Goal	**Kenton County Professional Growth Academy (PGA)** Certified: August 1st -3rd Instructional Assistants: August 6th	Consultants, Administrators, Teacher Leaders	Best Practices	X
PD Day # 2 Nov. 5, 2018 6 hours	August 13, 2018 3 hours AND Oct. 18, 2018 3 hours	Proficiency Goal I- GAP Goal, Transition Goal	PBIS and Behavioral Interventions AND KPREP Data Analysis	School Level Personnel	Common Core Standards/ KPREP/ Literacy Best Practices	X
PD Day # 3- Nov. 21, 2018 6 hours	June 11 OR June 18, 19, 20, or 21 2018 (6 hours) OR August 2nd, 9th OR Thursday, Sept 20th AND Sept. 25th **(6 hours)** June 6 (6 hours)	Proficiency Goal, GAP Goal and Transition Goal	**KY Go Digital Regional Event** Virtual and Kenton County Physical Location to be announced **-OR-** **Instructional Assistants: NKCES Para-Educator Conference-**Strategies to Support Positive Student Behavior -OR- **Special Education Teacher PD-**customized training for all special education teachers and related personnel. Training to address common areas in compliance, progress monitoring, and SDI. **Visual and Performing Arts:** Instructional Development **PE:** Health Curriculum Implementation & Next Steps **Media Specialist:** Instructional Development	Consultants, Administrator, Teacher Leaders, Regional Presenters	Best Practices	X

	-OR- Aug 28th 3-4:30 OR Aug 30th 4-5:30		**Music:** Instructional Development -OR- **Infinite Campus for <u>New Special Education Teachers</u>**. This session is appropriate for NEW Teachers, NEW ARC chairs and related service providers.			

PD Day #4- March 15, 2019 6 hours	Sept 13, Nov 15, Jan 10 Three – 2 hour sessions 6 hours	Proficiency Goal I- GAP Goal, Transition Goal	**Quality Instruction Cycle** (Meaningful Engagement, Formative Assessment, Accountable Talk, Collaborative Learning)	School Administrator, support from District Consultants	Best Practices	X

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
KPREP Proficiency And GAP Goals	**Data Analysis-** Weekly PLC's held to analyze Weekly Formative assessments, common assessments as well as MAP, RI and PI data.	Administrators, Teachers, Consultants; Assessment Results	MAP, KPREP, Read 180/System 44/Iread Data	X
Gap Goals	**PBIS/ Discipline Data-** RTI Behavior Strategies	PBIS Committee; Behavior Consultant in District; Outside Consultant; Administration	PBIS Tier II and Tier III Research	
Gap Goals	**RTI-** Both Behavior and Academic- Best Practices and focus on Restructure of CORE instruction and RTI	Teachers, Administration and District Consultant	Iread, Read 180, System 44	X
KPREP Proficiency And GAP Goals	**Technology-** 21st Century Skills- Digital Literacy- Google Classroom, Flocabulary, Lyrics 2 Learn, Flipgrid, other technology resources	District Consultant, Technology Teacher, Administration	Best Practices	X
Gap Goals	Mental Health/Behavior Strategies and interventions for students in Tier II and Tier III behavior RTI. Classroom strategies for aggressive, defiant and disruptive behaviors. (RTI Behavior)	Administrators, district consultants	Best Practices	

KPREP Proficiency And GAP Goals	*Growth Mindset* and *Teaching With Poverty in Mind* Book Studies	Administrators, Teachers	Best Practices	X
KPREP Proficiency And GAP Goals	Effective Quality Instructional Practices (To include training on what to do when students are not achieving and including those "Gap" students).	Consultants, Administrators,	Common Core Standards, Best practices, MDC/LDC, R180, S44, iRead	X
KPREP Proficiency And GAP Goals	Curriculum Alignment and focus on differentiated instruction.	Teachers, Consultants, Administrators	Best Practice, Core Standards	x
School Safety	Training and updates on School Safety.	Administrators, district personnel	Best Practice	

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the school year through the following data being analyzed: KPREP, MAP (3 assessments), common assessments, student work, weekly assessments, RI/PI and PBIS-Discipline Data reviewed monthly. Adjustments to the job-embedded needs will be made based off of this data as well as through PPR walk findings and administrator/teacher PLC discussions.

E. BUDGET PROJECTIONS FOR SCHOOL PL ALLOCATION

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 - SCH2053
Object – use code from above
Project – 140X, where the X signifies the fiscal year we are in. FY18=D, FY19=E

F.   DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: 4-3-18 and 4-24-18

Taylor Mill Elementary School
2018-19 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, instructional walkthrough observations, teacher voice survey. This data has been discussed and analyzed at the school, grade-level, teacher, and student levels.

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	*Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances*
PD Day # 1- Aug. 14, 2018 6 hours	**June 5, 2018 (6 hours)** **or Jun 12,13,19,2 0,21,26,27 ,28, July 24,25,30, 31**	Novice Reduction, Proficiency, Gap, Program Assurances	Meaningful Engagement Training (Kagan) OR SCM (Non-flex for SPED) • Jun 12,13,19,20,21,26,27 ,28 • July 24,25,30,31	School Administrator s, District Curriculum Consultant	Best Practices	X
PD Day # 2- Nov. 5, 2018 6 hours	**July 30, 2018 (6 hours)** **Non-flex for all TM Cert**	Novice Reduction, Wellness Plan, Program Assurances, Proficiency, Gap	Taylor Mill Instructional Practices Professional Learning Day (CSIP Strategy Implementations, Kagan, QI Cycle, Team Building, etc.) (Non-flex for all TM Cert)	School Administrator s, District Curriculum Consultant	Best Practices	X
PD Day	**Septembe**	Novice	Follow-up to July 30 Instructional	School	Best Practices	X

# 3- Nov. 21, 2018 6 hours	r 13, 2018 (3 hours) Non-flex for all TM Cert	Reduction, Proficiency, Gap	Practices (Non-flex for all TM Cert) AND KPREP Data Analysis (Non-flex for all TM Cert)	Administrators, District Curriculum Consultant		
	October 11, 2018 (3 hours) Non-flex for all TM Cert	Novice Reduction, TELL, Kindergarten Readiness, Wellness Plan, Program Review, Proficiency, Gap				
PD Day #4- March 15, 2019 6 hours	Flexible Hours (6 hours) Jun 11, Aug1-3, 2, 9, Sept 20, 25	Novice Reduction, TELL, Program Review, Proficiency, Gap	• Google Educator OR • KYGoDigital (Jun 11) OR • PGA (Aug 1-3, 2018) OR • SPED trainings • August 2nd 6 Hour Sped Training (During PGA) • August 9th 6 Hour Sped Training (Alternate Date) • September 20th 4-7pm **AND** Tuesday, September 25th 4-7pm (Must attend both sessions)	School Administrators, District Curriculum Consultant, Teacher Leaders	Best Practices	X

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
Novice Reduction, TELL, Proficiency, Gap	IOU professional learning (monthly faculty learning) - CSIP Strategy Implementations	School Administrators, District Curriculum Consultant	Best Practices	
Program Review	Monthly Program Review	School Administrators,	KCAS	X

		District Curriculum Consultant		
Novice Reduction, TELL, Program Review, Proficiency, Gap	PLCs – Analyzing student work, sharing strategies, collaborative work aligning with school mission, formative assessment, data analysis	School Administrators, District Curriculum Consultant	Best Practices, KCAS	
Assurances, Gap	PBIS, Social Emotional Learning, Mental Health	School Administrators, District Curriculum Consultant	Best Practices, KCAS	
Novice Reduction, TELL, Proficiency, Gap	Curriculum Alignment	School Administrators, District Curriculum Consultant	Best Practices, KCAS	
Novice Reduction, TELL, Proficiency, Gap	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 midyear staff growth meetings. We will also analyze student data included above to determine impact.

E. BUDGET PROJECTIONS FOR SCHOOL PL ALLOCATION

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**	
Travel In District	**0581**	*10%*
Travel Out of District	**0580**	*10%*
Total of your budget		**100%**

Please use the following coding structure for PL funds:
Org - SCH2053
Object – use code from above
Project – 140X, where the X signifies the fiscal year we are in. FY18=D, FY19=E

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Mar 22, 2018, Mar 29, 2018, Apr 18. 2018

White's Tower Elementary School
2018-19 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, Dibbles 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 2017-2018 school year, next steps for 2018-19 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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
PD Day # 1- Aug. 14, 2018 6 hours	June 11, 2018 6 Hours or June 18, 2018 6 Hours Or On-Line	KPREP Combined Proficiency and Achievement Gaps	KY. Go Digital Regional Event (Virtual) Kenton County	Multiple Presenters & Topics	Best Practice	X
			Instructional Assistants NKCES Para-Educator Conference: Strategies to support positive student behavior			
PD Day # 2- Nov. 5, 2018	August 1st – 3rd, 2018	KPREP Combined Proficiency	PGA: Individual professional development sessions	District Personnel	Common Core Standards, Best Practice,	X

6 hours	6 Hours Or June 6, 2018 6 Hours	and Achievement Gaps K-3 Assurances	based on teacher need/ admin approval. Certified 8/1-8/3 & Classified 8/6 Visual and Performing Arts: Instructional Development PE: Health Curriculum Implementation & Next Steps Media Specialist: Instructional Development Music: Instructional Development	District Personnel	MDC/LDC, Tech Integration Best Practice, Specialized Standards, & P-3 Assurances	X
PD Day # 3- Nov. 21, 2018 6 hours	Sept. 12&26/ Oct. 24& Nov.14 1 ¼ Hours per Date	Combined Proficiency and Achievement Gap	Quality Instruction Cycle (ME, FA, AT, CL)	Administrators	Common Core Standards/ KPREP Common Core Standards, Best Practice	X X
PD Day #4- March 15, 2019 6 hours	June 5/6, 2018 3 Hours Aug. 13, 2018 3 Hours	Achievement Gap Achievement Gap, Combined Proficiency	Response to Intervention Development PBIS & Behavioral Interventions & Quality Instruction Cycle	Admin, Interventionists, Grade Level Leads	Best Practice	X

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
KPREP Combined Proficiency, Achievement Gaps, Novice Reduction	Response to Intervention Development Data Analysis &/or Analysis of Student Work (Data reviews to include analysis of students in "Gap").	Consultants, Administrators, Assessment results (MAP, KPREP)	Best Practice	X

KPREP Combined Proficiency, Achievement Gaps, Novice Reduction	KPREP Data Analysis Quality Instruction Cycle (ME, FA, AT, CL)	Counselor, Admin, Consultants	Common Core Standards, Best Practice,	X
KPREP Combined Proficiency, Achievement Gaps	Behavioral Interventions & Quality Instruction Cycle	Counselor, Admin, Consultants	Common Core, Best Practice	X

D. IMPLEMENTATION AND IMPACT

E. Impact will be assessed throughout the year through the following data being analyzed: KPREP, 3 MAP assessments, common assessments, grade distributions, 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 PL ALLOCATION

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 - SCH2053

Object – use code from above

Project – 140X, where the X signifies the fiscal year we are in. FY18=D, FY19=E

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: _4/4 Staff Meeting__& SBDM 4/23/18____

Summit View Academy School
2018-19 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) 63% above 50th percentile (Winter: 58.62%)
- MAP Math (K-5) 58% above 50th percentile (Winter: 51.87%)
- MAP Reading (6-8) 68% above 50th percentile (Winter: 62.10%)
- MAP Math (6-8) 56% above 50th percentile (Winter: 50.43%)
- Attendance 96.98% (K-5 met goal 4 out of 4 months: 6-8 met goal 2 out of 4 months)
- 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, and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs. Currently, SVA is identified as a Needs Improvement school in grades K-5 and a Proficient school in grades 6-8. In the area of Reading for grades 3-5 we did see a decrease in the number of students scoring Proficient/Distinguished from the previous year. In the area of Math for grades 3-5, we saw a slight increase for the number of students scoring Proficient/Distinguished. In the area of Reading for grades 6-8, we had an increase of the number of students scoring Proficient and had a slight decrease from distinguished from the previous year. In the area of Math for grades 6-8 we had an increase of the number of students scoring proficient. In all academic areas, growth for the gap groups have been identified as an area of concern.

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 2018-19 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.
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 (including those identified in "Gap" groups). 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. This data analysis effort will also focus on how to identify needs of students in "Gap" populations as well as students who are not making adequate growth.

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
PD Day # 1- Aug. 14, 2018 6 hours	Aug. 7, 2018 6 hours	KPREP Proficiency and Gap Goals	All staff will receive training on the following professional learning opportunities throughout the day: *Core Expectations for Quality Instruction (Meaningful Engagement, Formative Assessment, Accountable Talk, Collaborative Learning) *SVA Instructional practices and data boards *ROYAL Habits *Technology Integration/ STEAM	Leadership team, consultants, teachers	Common Core Standards, Best Practices	x
PD Day # 2- Nov. 5, 2018 6 hours	June 6, 7, 11, 12, 13,14, 15, 18, 19, 20, 21 July 30 Aug. 2, 9 Sept. 20, 25 6 hours	KPREP Proficiency, Transition Readiness, and Gap Goals	Content specific training for all teachers. All dates to include training on what to do when students are not achieving (including "Gap" students), student engagement/accountable talk, formative assessment, collaborative learning, and writing in the content. June 6 - 6th Grade ELA June 7 - 7th Grade ELA June 14 - 8th Grade ELA June 11 - 6th Grade Math June 12 - 7th Grade Math June 13 - 8th Grade Math June 6 - PE, Visual Arts, Music, Media Specialist, STEAM - Specialized training for the specific enrichment area June 18 - Math 180 July 23 - Grade K and July 30 - Grades 1-3; - Balanced Literacy Plan/Development of ELA instructional units and assessments July 30 - 4th/5th Grade	Leadership team, consultants, teachers	Common Core Standards, Best Practice	x

| | | | Content Specific (Math, ELA, Social Studies, Science); Development of instructional units and assessments

June 12-15 - Preschool - Early Childhood Institute

August 2, 9 OR September 20, 25 - Special Education - customized training for all special education teachers and related personnel. Training to address common areas in compliance, progress monitoring, and SDI.

June 18, 19, 20, 21 - Instructional Assistants - **NKCES Para Educator Conference**-Strategies to Support Positive Student Behavior | | | |
|---|---|---|---|---|---|---|
| PD Day # 3 - Nov. 21, 2018

6 hours | Oct. 2

2 hours | KPREP Proficiency and Gap Goals | Data Analysis with KPREP data and other data sources; will analyze gap data | Leadership team, consultants, teachers | Common Core Standards, Best Practice | x |
| | Nov. 13 Jan. 8 Feb. 5 March 5

4 hours | KPREP Proficiency and Gap Goals | All staff will receive training on the following professional learning opportunities: *Core Expectations for Quality Instruction (Meaningful Engagement, Formative Assessment, Accountable Talk, Collaborative Learning) | Leadership team, consultants, teachers | Common Core Standards, Best Practice | x |
| PD Day #4- March 15, 2019

6 hours | Various Dates - Flexible PD

June 11 Aug. 1, 2. 3, 6, Oct. 18, Jan. 10, March 21

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 5 - KCSD Technology Institute

June 11 - KYGoDigital Technology Conference

June 18-22 - Project Lead the Way Training

July 26 - 6th, 7th, 8th grade and enrichment teachers - development of response to intervention and genius hour lessons and curriculum | Leadership team, consultants, teachers | Common Core Standards, Best Practice | x |

			July 31 - 6th, 7th, 8th grade content specific training to focus on instructional units, student engagement and development of assessments (ELA, Math, Science, Social Studies) Aug. 1, 2, 3 (Certified), 6 (Classified) - District Professional Growth Academy Oct. 18, Jan. 10, March 21 (Classified) - After school in-district professional learning (2 hours each)			

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
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)	Consultants, Administrators, CIITS	Common Core Standards, Best practices, MDC/LDC, R180, S44	X
KPREP Proficiency and Gap Goals	Data Analysis &/or Analysis of Student Work - Utilizing SVA Data Dashboard to analyze formative and summative assessment data	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	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	PBIS/Behavior Intervention - Tier I,	KYCID, Behavior	KYCID	X

Proficiency and Gap Goals	Tier II, Tier III	Consultant	Safe Schools	
KPREP Proficiency and Gap Goals	Team Building/ROYAL Habits	KYCID, Behavior Consultant	KYCID Safe Schools	X
KPREP Proficiency and Gap Goals	Response to Instruction: planning for instruction and monitoring student data; Differentiation	Consultants, Administrators, Teachers, MAP, DIBELS, KPREP data	Best Practices	X
KPREP Proficiency and Gap Goals	Special Education training on instructional strategies and IEP development	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 PL ALLOCATION

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**	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 - SCH2053

Object – use code from above

Project – 140X, where the X signifies the fiscal year we are in. FY18=D, FY19=E

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: 3/16 and 3/27

> # Turkey Foot Middle School
> ## 2018-19 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 KPREP, MAP and classroom data that was received throughout the school year led to continual adjustments in job-embedded needs. KPREP data showed that a major area of needed improvement for TFMS is GAP reduction, with specific targeted focus on moving students from apprentice to proficient/distinguished. For instance in Reading for the 2016-17 school year, 23.4 percent of students scored apprentice, while in math 31.8 percent of students were apprentice. For Tier II and Tier III intervention, Read 180, Math 180, and System 44 teachers will continue professional development to increase effectiveness with these students—specifically those students identified as GAP students. Through job-embedded PD, as well as, scheduled and flexible PD during the 2017-18 school year, next steps for 2018-19 were determined with input from administration, teachers, SBDM members, and consultants through online surveys and in person communication. Administrator and teacher discussions following PPR walks, along with PLC and faculty meeting discussions, also contributed to the next steps that are needed to continue growth. Content specific best practices in the areas of Math, ELA, Science, and SS will improve instruction and learning.

With the continued availability and increase in assessment data of student groups and individual students, with intentional planning around the interpretation of the data an intervention based on what the data is showing us,. We will be able to focus our efforts on the needs of our students and the curriculum.

In the area of proficiency for all students several areas of strengths and areas for improvement became apparent through data analysis.

- School Data Strengths
- 1) 62.8% of all students scored proficient/distinguished on KPREP in Reading compared to the state average of 56.9%
- 2) 44.4% of our African American students scored proficient/distinguished in math compared to the state average of 23.7%
- 3) 56.5% of our students scored proficient/distinguished on KPREP in Math compared the state average of 47.0%
- 4) We saw an overall 4.9% reduction of novice students on KPREP in reading

- School Data Growth Areas

- 1) Reading- 13.8% Novice for whole school and 23.2% for non-duplicated GAP students in 2016-17 (N/A 37.2% AS v. 54% NDG).
- 2) Math- 11.7% Novice for whole school and 19.5% for non-duplicated GAP students in 2016-17 (N/A 43.5% AS v. 61.6% NDG).
- 3) Writing- 13.7% Novice for whole school and 23.3% for non-duplicated GAP students in 2016-17 (N/A 54.5% AS v. 72.7% NDG).

In additional data disaggregation, areas of strengths and areas of improvement have also been identified as we move toward proficiency for the identified GAP students.
- School Data Strengths
- 1) Math- 44.4% of our African American population earned a proficient/distinguished rating on KPREP in 2016-2017 compared to the state average of 23.7%.
- 2) In reading our African American population was at 50% proficient/distinguished while the state average was 32.6 and the Hispanic population came in at 52% P/D compared to 45.5% for the state population.

- School Data Growth Areas
- 1) Math- 84.9% of Special Education students scored below proficiency on KPREP Math compared to 43.5 % non-gap group
- 2) Writing- 10% drop of our P/D scores (all students) in writing while our novice/apprentice scores jumped by 10.1%.
- 3) 72.4% of students in non-duplicated gap group scored below proficiency on KPREP Writing compared to 54.5 % of the school as a whole.
- 4) 97.4% of Special Education students scored below proficiency on KPREP Writing compared to 54.5 % non-gap group and 72.4% when compared to non-duplicated gap group as a whole.

Through the development of the Professional Development plan for the 2018-19 school year, stakeholders have determined that priority areas of focus should be on Closing the GAP strategies, an intentional focus on data analysis, improving the use of the core expectations for quality instruction, and technology integration for the purpose of increasing student engagement and addressing formative assessment strategies. Our efforts will also focus on how we can identify and target the needs of our students in GAP populations and students in need of social emotional interventions to allow them the opportunity to be successful in the classroom. Based on current data our most pressing challenge is in regard to our non-duplicated GAP students, specifically our students identified with IEPs.

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
PD Day # 1- Aug. 14, 2018 6 hours	8/14/18 (All)—Non-Flexible	Proficiency, GAP, Transition Readiness	All—Closing the GAP strategies, PBIS—Promoting Good Behaviors, Technology Integration to improve student engagement and use for data analysis	Consultants, School Administrators	Cycle of Quality Instruction and Resources, Best technology instructional practices, Individualized/	

	8/6/18 (Instructional Assistants)		Instructional Assistants—Day of PGA		Personalized Learning, PBIS	
PD Day # 2- Nov. 5, 2018 6 hours	6/6/18 (6th Grade ELA Teachers) 6/7/18 (7th Grade ELA Teachers) 6/14/18 (8th grade ELA teachers) 6/11/18 (6th grade Math, Social Studies and Science) 6/12/18 (7th grade Math, Social Studies and Science) 6/13/18 (8th Grade Math, Science, Social Studies) 6/18/18 (Math 180) 6/18/18-6/21/18 (Paraeducator Conference—Choose one day only) 8/1/18-8/3/18 (PGA) 8/2/18 (Special Education Teachers)	Proficiency, GAP, Transition Readiness	ELA—Curriculum Planning (Curriculum Map, Unit Development, Resource Development) Math— Curriculum Planning (Curriculum Map, Unit Development, Resource Development) Science—Curriculum alignment to NGSS, curriculum map, unit development, resource development Social Studies-- Curriculum Planning (Curriculum Map, Unit Development, Resource Development) Math 180—Training specific to the Math 180 instruction (Goals, curriculum mapping, activities) Paraeducator Conference PGA Special Education—Special Education Day of PGA	Consultants, Department Heads, School Administrators	Cycle of Quality Instruction and Resources, Best technology instructional practices, Individualized/Pers onalized Learning, PBIS	X
	Alt. dates 9/20 AND 9/25—MUST attend both 9/10/18 10/11/18 9/25/18		Getting Started with Google Classroom—Strategies to improve GAP student standards mastery through the use of instructional technology to accommodate student absenteeism/responsibility—2hrs. Using Microsoft Excel to Disaggregate Data—2hrs. Plickers, Kahoot and Other Formative Assessments—2hrs.			

PD Day # 3- Nov. 21, 2018 6 hours	8/29/18 (Non-Flexible) 9/26/18 (Non-Flexible) 10/24/18 (Non-Flexible)	Proficiency, GAP, Transition Readiness	Quality Instruction (2 hrs. each session)	Consultants, Department Heads, School Administrators, Teacher Presenters	Cycle of Quality Instruction and Resources, Best technology instructional practices, Individualized/Pers onalized Learning, PBIS	X
	8/28/18 OR 8/30/18 (New Special Education Teachers)		Infinite Campus for New Special Education Teachers— 1.5 hrs.			
	10/18/18 1/10/19 3/21/19 (Instructional Assistants)		Instructional Assistants--After School In-District PD—3 sessions of 2hrs. each			
PD Day #4- March 15, 2019 6 hours	10/1/18 (All Teachers— Non-Flexible)		Data Analysis of KPREP for identifying and targeting student achievement—2 hrs.	Consultants, Department Heads, School Administrators, Teacher Presenters	Cycle of Quality Instruction and Resources, Best technology instructional practices, Individualized/Pers onalized Learning	
	7/31/18 (Social Studies, Math and Science— Non-Flexible)		SS, Math, & Science— Follow-up from June Curriculum planning meetings—6 hrs.			
	1/7/19 3/4/19 (ELA Teachers— Non-Flexible)		ELA--Two sessions with content area consultants to follow-up from June sessions on curriculum planning—2 hrs. each			
	6/17/18- 6/18/18		Let's TALK: Conversations about Effective Teaching and Learning—2 hrs.			
	9/6/18		Google Forms for Formative Assessment with Immediate Feedback—2 hrs. Advanced Features of			
	11/12/18		Microsoft Word---Immersive			

	12/3/18		Reader to Enhance Writing –2 hrs. Creating Interactive Presentations that Engage Students—2 hrs.			

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
1—Increase combined reading and math proficiencies	Core Expectations for Quality Instruction	Consultants, School Administration	Cycle of Quality Instruction-- Danielson	X
2—Increase Proficiency of Non-duplicated GAP	PLC oriented work on modifying/improving RTI instruction to meet the needs of individual students—This is to develop a true RTI model including Tier I, II and III interventions for both academics and behavior.	School Administration	RTI Model, Best Practices, Read 180, Math 180, System 44	
1—Increase combined reading and math proficiencies	Process of data analysis and on-going progress monitoring	School Administration, Consultants	Best Practices and Strategies	X
2—Increase proficiency of non-duplicated GAP	PBIS and Tier II behavioral interventions	School Administration, Consultants, Counselors	PBIS	
GAP	Utilizing technology in the learning environment	Building Tech, Google, Microsoft	Best Practices Strategies	X

D. IMPLEMENTATION AND IMPACT

The impact of these professional learning sessions will be assessed throughout the 2018-19 school year by MAP and KPREP assessments, CSIP Goals and Strategies, grade distributions, student work, PBIS, and PLC reflection. Adjustments will be made based on current needs of TFMS staff through on going classroom observations, administrator/teacher discussions, and PBIS, professional development and curriculum committee meetings.

E. BUDGET PROJECTIONS FOR SCHOOL PL ALLOCATION

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	*45%*
Certified Extra Service	0113	
Educational Consultant	0322	
Registrations	0338	*25%*
General Supplies/Professional Books	0610	*20%*
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 - SCH2053
Object – use code from above
Project – 140X, where the X signifies the fiscal year we are in. FY18=D, FY19=E

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: <u>Survey 3/19-3/22; PD Committee Meetings on 3/22, 3/26, 3/27 and 3/29; SBDM 3/28/; Approved 4/23.</u>

Twenhofel Middle School
2018-2019 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 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 2018-2019 school year, next steps for 2018-19 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. Further Springboard development is needed for ELA and Math teachers. Likewise, content specific best practices in the areas of Science, SS, PLVS, and A/H 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.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar iDate	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content	Mark an "x" in the box if it supports a A& H, PLCS, Writing, World Language, or K-3 Assurances
PD Day # 1- Aug. 14, 2018 6 hours	June 6,7,11,12,13, 14,18,19,20, 21, 26,27,28 July 24,25,30,31 August 2,6, 9 or Sept 20,25	KPREP Combined Proficiency Achieveme nt Gaps	**June: 6,7,11,12,13,14** The purpose is for teachers to form formative assessments related to the standards **June: 19,20,21,26,27,28,29 July 24,25,26,30,31** (SCM)Teachers will learn how to properly use techniques to assist with students in certain situations **August (2 or 9)/September 20 & 25** Special Education training customized for all **June 18,19,20,21,21/August 6 –** Instructional Assistants training will be designed to support with different activities to help students	Administration Various Presenters,	Common Core Standards, practices,	X
PD Day # 2- Nov. 5, 2018 6 hours	July 31 August 1-3	KPREP Combined Proficiency Achieveme nt Gaps	**July 31:** Development and review of units along with formative assessment review **August 1-3: PGA** Sessions will offer teachers different offerings with quality instruction, differentiation	Administration Various Presenters,	Common Core Standards, Best practices,	X
PD Day # 3- Nov. 21, 2018 6 hours	Aug 6 (3) Oct 15 (1.5) Nov 12 (1.5)	Oct KPREP Combined Proficiency Achieveme nt Gaps	TMS Data Review of KPREP and other Data Analysis & Differentiation	Administration Various Presenters,	Common Core Standards, Springboar d, Best Practices, R180	X
PD Day #4- March 15, 2019 6 hours	Aug 27-1, Sept 17-1, Dec 10- 1, Jan14-(1) Feb 11-(1), March 11- (1)	KPREP Combined Proficiency Achieveme nt Gaps	Dates include time required on the review of the Cycle of Quality Instruction	Administration Various Presenters,	Instructio nal best Practices, Cycle of Quality of Instructio n	X

C. ON-GOING, JOB-EMBEDDED PD

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

CSIP Objective	Description of Content	Specific Supporting Resources, as needed	Research Base for the Content of PD	Mark an "x" in the box if it supports a A& H, PLCS, Writing, World Language, or K-3 Assurances
KPREP Combined Proficiency/Achievement Gaps	Data Analysis/RTI (Data reviews to include analysis of students in "Gap").	Administrators, Consultants, Assessment results (MAP, K-Prep)	MAP, K-Prep,	X
PBIS	Calm Classroom Review, School Expectations/Book Study	Administration Behavior Consultant	PBIS	X
KPREP Combined Proficiency/ Achievement Gaps	Core expectations of Quality Instruction	Administrators Consultants,	Common Core Standards, Best practices, R180, M180	X
Technology	Focus on best practices with the implementation of technology	Administrators, staff, Consultants,	Best Practices	X

D.   IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: KPREP, 3 MAP assessments, common assessments, grade distributions, 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 PD ALLOCATION
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	$1200.00
Certified Extra Service	0113	$800.00
Educational Consultant	0322	$250.00
Registrations	0338	$500.00
General Supplies/Professional Books	0610	*$1200.00*
Food	0616	$275.00
Travel In District	0581	$200.00
Travel Out of District	0580	$1500.00
Total of your budget		100%

F.   DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: **3/28/2018 & /4/4/18 (committee mtg) and 4/24/18 (SBDM mtg)**_____

Woodland Middle School
2018-19 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, 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 2017-18 school year, next steps for 2018-19 were determined with input from administration, teachers, SBDM members, and consultants. Administrators and teacher discussions and feedback following PPR walks also contributed to the next steps that are needed to continue growth. Further development in quality instruction is needed for all teachers. Further development with professional learning centered around the cycle of instruction is needed for all teachers. Further development in using assessment in the classroom is needed for ELA, Math, Science and Social Studies teachers. Further core instruction curriculum planning is needed for ELA and Math teachers. Likewise, content specific best practices and core instruction planning in the areas of Science and Social Studies will improve instruction and learning. For Tier II and Tier III interventions, Math 180, Read 180 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 (KPREP and MAP 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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
PD Day # 1- Aug. 14, 2018 6 hours	9/26/18 (2 hours) 10/24/18 (2 hours) 11/14/18 (2 hours)	**Proficiency:** Combined Reading and Math Proficiency **Gap:** Reading and Math **Growth:** Reading and Math **Transition Readiness:**	**Core Expectations of Quality Instruction Tiers of RTI**	Admin Department Leads District staff Consultants	Common Core Standards Best practices	X

		Reading, Math, Social Studies and Writing				
PD Day # 2- Nov. 5, 2018 6 hours	June 11, 12, 13, 18 (6 hours) August 2, 6, 9 (6 hours) September 20 (3 hours), September 25 (3 hours) must attend both	**Proficiency:** Combined Reading and Math Proficiency **Gap:** Reading and Math **Growth:** Reading and Math **Transition Readiness:** Reading, Math, Social Studies and Writing	**ELA Assessment refinement** Grade 6 June 11th Grade 7 June 12th Grade 8 June 13th **Math, Social Studies and Science Assessment refinement** Grade 6 June 11th Grade 7 June 12th Grade 8 June 13th **Math 180 training** June 18th **Special Education Teachers Compliance, Progress Monitoring and SDI, choose 1 of the 3 options** August 2 August 9 September 20 and September 25 (must attend both) **Instructional Assistant Training at PGA** August 6th	Consultants Admin. District staff	Common Core Standards Best practices	X
PD Day # 3- Nov. 21, 2018 6 hours	June 6, 7, 14, 18, 19, 20, 21 (6 hours) July 31 (6 hours)	**Proficiency:** Combined Reading and Math Proficiency **Gap:** Reading and Math	**ELA Core Instruction and Differentiation** Grade 6 June 6th Grade 7 June 7th Grade 8	Consultants Admin. District staff	Common Core Standards Best practices	X

	October 18 January 10 March 21 (6 hours)	**Growth:** Reading and Math **Transition Readiness:** Reading, Math, Social Studies and Writing	June 14th **Strategies to Support Positive Student Behavior Paraeducator Conference through NKSEC** June 18, 19, 20 or 21 **Math, Social Studies and Science Assessment refinement, Differentiation, and Core Instruction** Grades 6, 7 and 8 July 31st **In-District PD for IAs topic to be determined** October 18, January 10, March 21	Various presenters		
PD Day #4- March 15, 2019 6 hours	June 11, 12, 13, 19, 20, 21, 26, 27, 28 July 24, 25, 30, 31 August 1, 2, 3, 28, 30 October 18 (3 hours)	**Proficiency:** Combined Reading and Math Proficiency **Gap:** Reading and Math **Growth:** Reading and Math **Transition Readiness:** Reading, Math, Social Studies and Writing	All dates to include training on what to do when students are not achieving (including "Gap" students). **KY Go Digital NKY Regional Event** June 11th **Safe Crisis Management** June 12, 13, 19, 20, 21, 26, 27, 28 July 24, 25, 30, 31 **Individual PD sessions at PGA based on teacher need/admin approved** August 1, 2, 3	Various presenters Administrators Assessment Data (for the data analysis PD) District staff Consultants	Common Core Standards Best practices	X

			Read 180 training at PGA (New teachers 2 days, Experienced Read 180 teachers 1 day) August 1, 2, 3 **Infinite Campus for new Special Education** Teachers August 28 August 30 **KPREP Data Analysis** October 18			

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
Proficiency: Combined Reading and Math Proficiency **Gap:** Reading and Math **Growth:** Reading and Math **Transition Readiness:** Reading, Math, Social Studies and Writing	Core Expectations of Quality Instruction of Tiers of RTI Ongoing professional learning of the core expectations of quality instruction, including the cycle of instruction and the 4 indicators of quality instruction (meaningful engagement, formative assessment, accountable talk, and effective collaborative learning). Ongoing professional learning regarding the Tiers of RTI and strategies and methods to ensure that all kids are engaged in quality instruction.	Administrators Consultants Department Leads	Common Core Standards Best practices	X

Proficiency: Combined Reading and Math Proficiency **Gap:** Reading and Math **Growth:** Reading and Math **Transition Readiness:** Reading, Math, Social Studies and Writing	PBIS Proactive behavior supports/strategies Classroom management and Meaningful engagement strategies	PBIS Committee Admin team Behavior Consultant	PBIS Behavior Data from IC	
Proficiency: Combined Reading and Math Proficiency **Gap:** Reading and Math **Growth:** Reading and Math **Transition Readiness:** Reading, Math, Social Studies and Writing	Data Analysis (Data reviews to include analysis of students in "Gap"). Weekly PLCs that are focused on analyzing various data points (classroom formative and summative assessments, MAP and KPREP results) to determine instructional adjustments for students.	Administrators Department Leads Assessment results (MAP, K-Prep)	MAP K-Prep Formative and Summative Assessments	X
Proficiency: Combined Reading and Math Proficiency **Gap:** Reading and Math **Growth:** Reading and Math **Transition Readiness:** Reading, Math, Social Studies and Writing	Curriculum Analysis and Alignment Weekly PLCs that are focused on continuous curriculum analysis and development. Common grade level and department teams to meet on a consistent basis to make necessary adjustments to the curriculum.	Administrators Consultants Department Leads	Common Core Core Standards NGSS	X
Proficiency: Combined Reading and Math	Mental Health sessions with District staff	District mental health expert	Whole Child supports	
Proficiency **Gap:** Reading and Math **Growth:** Reading and Math **Transition Readiness:** Reading, Math, Social Studies and Writing	District mental health professional to meet with grade level teachers once a month to teach proactive strategies for how to educate students who have been impacted by trauma in their lives.	Administrators		

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: KPREP, MAP assessments, formative and summative assessments including common assessments, grade distributions, student work, Read 180 and Math 180 formative and summative assessments, and behavior data. Adjustments to the job-embedded needs will be made based off of this data as well as ongoing classroom observations and administrator/teacher discussions on instructional needs.

E. BUDGET PROJECTIONS FOR SCHOOL PL ALLOCATION

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 - SCH2053
Object – use code from above
Project – 140X, where the X signifies the fiscal year we are in. FY18=D, FY19=E

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN:
WMS Faculty and Staff: 3/21/18, SBDM meeting: 4/19/18

Dixie Heights High School
2018-19 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 AP, ACT, and CERT data that we received throughout the year led to continual adjustments in job-embedded needs. Analyzing our 16-17 ACT data showed that All Students scored higher on reaching benchmarks than our Gap Students. See graph below.

	English	Math	Reading	Science
All students	66%	41%	49%	43%
Hispanic	27%	9%	18%	9%
Asian	43%	36%	36%	29%

Through job-embedded PD as well as scheduled & flexible PD during the 2017-18 school year, next steps for the 2018-19 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. Content-specific best practices in the areas of math, English, science, SS, WL, PLCS, and A/H will improve instruction and learning. For Tier II and Tier III interventions, R180 and S44 teachers will continue their PD 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 individual, 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 "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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
PD Day # 1- 6 hours	WL- 6/5 Art- 6/6 PLCS- 6/6 Sci- 6/6 Math- 6/5 Eng-6/5 SocSt- 8/7	Transition Readiness/ Achievement Gap	All dates to include training on what to do when students are not achieving (including "Gap" students).	Consultants Administrators	Common Core Standards, Best Practices, MDC/LDC	X
PD Day # 2- 6 hours	WL- 6/6 Art- 6/7 PLCS- 6/7 Sci-6/11 Math- 6/6 Eng- 6/6 SocSt- 8/9	Transition Readiness/ Achievement Gap	All dates to include training on what to do when students are not achieving (including "Gap" students).	Consultants Administrators	Common Core Standards, Best Practices, MDC/LDC	X
PD Day # 3- 6 hours	Aug 1-3 ½ day at PGA & ½ day at DX OR Curricula Dev. For math & Eng	Transition Readiness/ Achievement Gap	Technology- Learning How to Use Chromebooks & PGA	Various Presenters & Administrators	Best Practices	X
PD Day #4- 6 hours	July 26th or Aug 2nd	Transition Readiness/ Achievement Gap	Quality Instruction- Tier 1,2,3	Administrators	Common Core Standards Best Practices	X

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
Transition Readiness/ Achievement Gaps	Data Analysis (Data reviews to include analysis of students in the Gap)	Consultants, Administrators, Assessment results (ACT, CERT, AP, dual credit)	Best Practices	X
Transition Readiness/ Achievement Gaps	Effective Instructional Practices (To include training on what to do when all students are not achieving, including students identified as Gap)	Consultants and Administrators	Common Core Standards, Best practices, MDC/LDC, R180, S44	X
Transition Readiness & Achievement Gaps	RTI & Differentiation	Consultants & Administrators	R180, S44, Best practices	
Transition Readiness & Achievement Gaps	Curriculum Analysis & Alignment	Consultants & Administrators	Common Core Standards, NGSS, Gates Study	X
Transition Readiness	Discipline Data Analysis & Behavior Support	Administrators	PBIS	
Transition Readiness	Mentoring	Administrators, Adult Advocates	Best Practices	

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 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 PL ALLOCATION

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%**

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

Input requested from all teachers on the weekly memo- 2/11. 2/19, 2/26, 3/5, 3/12, 3/19

Input requested from all department chairs- 3/14; Input requested by SBDM- 4/16

Scott High School
2018-19 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 EOC data, EPAS data, AP data, CERT data, PBIS 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 2017-2018 school year, next steps for 2018-19 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 and Curriculum Committee Meetings. This past year teachers have been conducting teacher lead PLC's focusing on quality instruction, quality lesson plans, and interventions targeted at low performing students. For Tier II and Tier III interventions, R180, CERT, and S44 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 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 and target the needs of students in "Gap" populations and students who experience personal emotional trauma.

This is representative of Overall Accountability Scores of 71.4 in 2014, to 75.1 in 2015, to 74.0 in 2016 to in 2017. Although there was a slight decrease in the overall score from 2015 to 2016, there are several indicators which continue to improve and both of the last two years place Scott above the 80th percentile.

Our most significant challenges seem to be in the areas of improving the performance of GAP students, Reading Comprehension, and Career Ready.

	Level - Performance Type	Reading	Math	Science	Social Studies	Writing
2016-2017	NAPD Calculation	58	57.7	75.4	69.9	72.5
	Points	11.6	11.5	15.1	14.0	14.5
2015-2016	NAPD Calculation	66.5	67.3	68.4	77.4	67.4
	Points	13.3	13.5	13.7	15.5	10.8
2014-2015	NAPD Calculation	65.1	61.1	75.8	78.1	74.1
	Points	13	12.2	15.2	15.6	11.9

	Level - Performance Type	Reading	Math	Science	Social Studies	Writing
2016-2017	NAPD Calculation	41.1	28.2	47.4	48	40
	Points	8.2	5.6	9.5	9.6	8.0
2015-2016	NAPD Calculation	42.2	29.9	27.6	48.9	29
	Points	8.4	6	5.5	9.8	4.6
2014-2015	NAPD Calculation	47	28.4	40.9	48.1	39.5
	Points	9.4	5.7	8.2	9.6	6.3

	College Ready						Career Ready						
	Number of Graduates - Students with High School Diploma or Certificate of Attainment			Number College Ready[1]			Number Career Ready Academic[2]			Number Career Ready Technical[2]			Number Career Ready Total[2]		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
2016-2017	No detail reported														
2015-2016	188	910	44,756	136	600	26,868	1	36	12,757	21	120	16,746	1	22	9,866
2014-2015	226	962	43,942	141	586	25,683	2	42	11,261	29	145	15,517	1	29	9,107

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
PD Day # 1- Aug. 14, 2018 6 hours	6/6/18 (ELA, SCI), 6/7/18 (SS), 6/12/18 (WL), 7/22/18 – 7/25/18 (CTE) 7/30/18 (H/PE), 7/31/18 (H/PE), 8/1/18 – 8/3/18 (PGA), 8/2/18 (SpEd), 8/6/18 (SpEd), 8/9/18 (SpEd), 8/28/18 (SpEd), 8/30/18 (SpEd), 9/20/18 (SpEd), 9/25/18 (SpEd)	Proficiency, GAP, Graduation Rate, Transition Readiness	Special Education Department – District Summer PD and/or IC for New SpEd Teachers English – Curriculum Development & Alignment (Curriculum Map, Unit Development, Resource Development) Math - Curriculum Development & Alignment (Curriculum Map, Unit Development, Resource Development) Social Studies – Curriculum Mapping, Activity-based lessons, historical/argumentative writing practices, google classroom Science - Curriculum alignment to NGSS, NGSS Resources, Review & analyze Biology EOC samples, Develop common	Consultants, Dept Heads, Administrators	Common Core Standards, CERT, Cycle of Quality Instruction and Resources, Best practices, Best technology instructional practices, Individual/Personalized Learning, MDC/LDC, PBIS	X
			assessments for Integrated Science and BIO SCM Trainings KWLA (World Language Conference) KACTE Conference			

			PGA AP Training New Teacher Orientation			
PD Day # 2-Nov. 5, 2018 6 hours	6/5/18 (WL), 6/8/18 (SCI), 6/12/18 – 6/18/18 (WL), 7/22/18 – 7/25/18 (CTE), 8/1/18 – 8/3/18 (PGA), 8/7/18 (SpEd) 8/8/18 (SS, ELA), 11/13/18 (ELA), 2/12/18 (ELA), 5/22/18 (ELA)	Proficiency, GAP, Graduation Rate, Transition Readiness	English – Curriculum Development & Alignment, Writing Reviews Math - Curriculum Development & Alignment (Curriculum Map, Unit Development, Resource Development) Social Studies – Curriculum Mapping, Activity-based lessons, historical/argumentative writing practices, google classroom Science - Develop & evaluate NGSS assignments utilizing Google Classroom or other tech-based resource KY Go Digital PGA KACTE Conference	Consultants, Dept Heads, Administrators	Common Core Standards, CERT, Cycle of Quality Instruction and Resources, Best practices, Best technology instructional practices, Individual/Personalized Learning, MDC/LDC, PBIS	X
			AP Training Special Education – SDI best practices			
PD Day # 3-Nov. 21, 2018 6 hours	8/9/18	Proficiency, GAP, Transition Readiness	Reading Apprenticeship (5 hrs) – common practices across curricular areas for reading instruction and improvement	Consultants, Dept Heads, Reading Apprenticeship team, Administrators	Common Core Standards, CERT, Cycle of Quality Instruction and Resources, Best practices, Best	X

					technology instructional practices, Individual/Perso nalized Learning, MDC/LDC, PBIS, Reading Apprenticeship resources	
			Review of Tier II & III Interventions & Supports/Special Education (1 hr)			
PD Day #4- March 15, 2019 6 hours	9/11/18 11/13/18 1/15/18	Proficiency, GAP, Graduation Rate, Transition Readiness	Cycle of Quality Instruction – To be covered in three 2 hour sessions	Consultants, Dept Heads, Administrators	Common Core Standards, CERT, Cycle of Quality Instruction and Resources, Best practices, Best technology instructional practices, Individual/Perso nalized Learning, MDC/LDC, PBIS	X

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
Proficiency, GAP, Graduation Rate, Transition Readiness	Integrating Reading Apprenticeship Activities (All content areas)	Reading Apprenticeship resources	Reading Apprenticeship resources	X
	Curriculum Development (English & Math)	Google Docs, Core Content Standards	Curriculum/Tech nology Resources	
GAP, Graduation Rate	SDI Best Practices (Special Ed)	Special Education consultants and State SE Resources	SDI Best Practices and Strategies	X
Proficiency, GAP, Graduation Rate, Transition Readiness	RTI and Differentiation	R180, S44, Reading Apprenticeship resources, Best practices, Formative Assessment, Accountable Talk, Collaborative Learning,	R180, best practices & Reading App	

		Meaningful Engagement,		
GAP, Graduation Rate	PBIS and Tier II behavioral interventions	Consultants, Counselors, Administrators	PBIS	
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	X
GAP	Understanding, Intervening & working with low performing GAP students in the general education setting	Social Emotional Support Systems and PBIS consultants	Best Practice Strategies	X
GAP, Graduation Rate, Transition Readiness	Mental Health First Aid	Social Emotional Support Systems and PBIS consultants	Mental Health First Aid Program	X
GAP, Graduation Rate, Transition Readiness	Mentorship	Social Emotional Support Systems and PBIS consultants	Best Practice Strategies	
Proficiency, GAP, Graduation Rate, Transition Readiness	Cycle of Quality Instruction	PPR and Quality Cycle of Instruction	Danielson	X
Proficiency, GAP, Graduation Rate, Transition Readiness	Data Analysis	Consultants, Counselors, Administrators	Data from formative and summative assessments	X

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: CERT, ACT, EOC, 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 PL ALLOCATION

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 - SCH2053
Object – use code from above
Project – 140X, where the X signifies the fiscal year we are in. FY18=D, FY19=E

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

Teacher PLC - 3/16/18
Curriculum Committee Meeting - 3/21/18
SBDM April - 4/3/18

Simon Kenton High School
2018-19 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 EOC data, EPAS data, AP data, ACT data and CERT 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 2017-18 school year, next steps for 2018-19 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.

Curriculum revision is needed in all content areas, but especially in math and English as we go away from Springboard. Likewise, content specific best practices in the all content areas will improve instruction and learning. For Tier II and Tier III interventions, R180 and S44 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.

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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
PD Day # 1- Aug. 14, 2018 6 hours	6 hours flexible by instructional need	Transition Readiness Achievement Gaps Quality instruction	School and District Improvement goals and improvement plan/Teacher Instructional Assignment/Individual professional Growth Plan Aug 1-3: PGA –Ind. PD sessions based on teacher need/admin approved. This includes R180 and S44 utilized as Tier II and Tier III interventions for students included in gap groups for F/R and students with disabilities. Curriculum Development Quality Instruction Other as approved	Various presenters Administrators Assessment Data	Common Core Standards, Best practices, R180, S44, MDC/LDC, EPAS, EOC, AP, CIA work	X
PD Day # 2- Nov. 5, 2018 6 hours	6 hours flexible by instructional need	Transition Readiness Achievement Gaps Quality instruction	School and District Improvement goals and improvement plan/Teacher Instructional Assignment/Individual professional Growth Plan Aug 1-3: PGA –Ind. PD sessions based on teacher need/admin approved. This includes R180 and S44 utilized as Tier II and Tier III interventions for students included in gap groups for F/R and students with disabilities. Curriculum Development Quality Instruction Other as approved	Various presenters Administrators Assessment Data	Common Core Standards, Best practices, R180, S44, MDC/LDC, EPAS, EOC, AP, CIA work	X
PD Day # 3- Nov. 21, 2018 6 hours	June 7 June 8 or June 11 (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 English – June 7 Math – June 7 PLCS – June 8 Science – June 7 Social Studies – June 7 Special Education – August 9 VPA – June 6 World Language – June 11	Consultants Administrators Department Chairs	Curriculum Standards, KCAS, Common Core, State Accountability	X
PD Day #4- March 15, 2019 6 hours	September 11, 2018 (2 Hours) November 14, 2018 (2 Hours) January 31, 2019 (2 Hours)	Tier 1 Tier 2 Tier 3 Instruction	Best practices and current trends in education. Quality instruction (meaningful engagement, formative assessment, accountable talk, effective collaborative learning. New requirements in education.	Consultants Administrators CO Staff	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	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
Transition Readiness / Achievement Gaps	Data Analysis (Data reviews to include analysis of students in "Gap").	Consultants, Administrators, Assessment results (CERT, EOC, EPAS, AP)	Best practices, CERT, EPAS, EOC, AP	X
Tell Survey	PBIS/Adult Advocate	KYCID committee, Behavior Consultant	KYCID	
Transition Readiness / Achievement Gaps	Effective Instructional Practices (To include training on what to do when students are not achieving and including those "Gap" students).	Consultants, Administrators	Common Core Standards, Best practices, MDC/LDC, R180, S44	X
Transition Readiness / Achievement Gaps	RTI and Differentiation	Consultants, Administrators	R180, S44, Best practices	
Transition Readiness / Achievement Gaps	Curriculum Analysis and Alignment EL/Transition Ready	Consultants, Administrators	Common Core Standards, NGSS, Gates Study	X

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: ACT, EOC, 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 PL ALLOCATION

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 - SCH2053
Object – use code from above
Project – 140X, where the X signifies the fiscal year we are in. FY18=D, FY19=E

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

The staff was surveyed the week of March 26 – March 30. On 3/29/2018, a professional learning input meeting was held. All staff were invited. Professional Learning Plan was discussed and approved at the SBDM meeting on 4/19/2018.

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 development (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)

The Kenton County Academies of Innovation and Technology (KCAIT) was implemented in the 2012-13 school year. Reflection of the first year led to professional development growth in the second year (2013-14) of teacher understanding of formative and summative assessment, PBL methodology, student presentation skills, and collaboration. Further analysis of EOC data, AP data, MAP data, and KOSSA 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 2013-14, 2014-15, 2015-16, 2016-17, 2017-18 school years, next steps for 2018-19 were determined with input from administration, teachers, students, and consultants. Further content specific best practices in the areas of Science and CTE curriculum will improve instruction and learning. The academy teachers will continue their professional development to increase effectiveness with project based, presentation based, inquiry based, and competency/performance based learning methodologies. Academy teachers will learn more about CTE, teacher collaboration, and co-curricular education. The PD growth of the teachers will lead to CCR for 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 PD	Specific Supporting Resources, as needed	Research Base for the Content of PD	Mark an "x" in the box if it supports A and H, PL, CS, Writing or K-3 Program Reviews
PD Day # 1 6 hours 8/14/18	June 6, 18, 25, 27, July 8, 16, 23, 25, August 1, 6, 7, 2018 (6 hrs.)	College Career Readiness/ Program Reviews/ Achievement Gaps	* Dates to include training on what to do when students are not achieving (including "Gap" students). June 6 – LKY Elevate KY June 18 - KAGAN June 18 – PLTW – ES, MI, POE June 25 – PLTW CS June 25 – JROTC Brigade Training June 27 – Tools for Teaching July 8 – AP CSA July 8 – National Drill Camp July 16 – NEXTGEN July 16 – AP CSP & BIO July 23 - KACTE July 25 - KASA August 1 – PGA August 6 – District: Math, Sci, English August 6 – New KCAIT Teachers MBE	Consultants, Administrators	Common Core Standards, PBL, Best practices, MDC/LDC	X

PD Day # 2 6 hours 11/5/18	June 7, 19, 26, 28, July 9, 17, 24, 26, August 2, 2018 (6 hrs.)	College Career Readiness / Achievement Gaps	* Dates to include training on what to do when students are not achieving (including "Gap" students). June 7 – LKY Elevate KY June 19 - KAGAN June 19 – PLTW – ES, MI, POE June 26 – PLTW CS June 26 – JROTC Brigade Training June 28 – Tools for Teaching July 9 – AP CSA July 9 – National Drill Camp July 17 – NEXTGEN July 17 – AP CSP & BIO July 24 - KACTE July 26 - KASA August 2 – PGA	Consultants, Administrators	Common Core Standards, PBL, Best practices, MDC/LDC	X
PD Day # 3 6 hours 11/21/18	Aug 7, 2019 (6 hrs.)	College Career Readiness / Achievement Gaps	Aug. 7 – KCAIT All Teachers MBE – seven area report card, meaningful engagement, accountable talk, assessment, and collaboration	KCAIT Staff	Common Core Standards, PBL, Best practices	X
PD Day #4 6 hours 3/15/19	Sept. 20 Oct. 4 Oct. 18 2 hrs. each (6 hrs.)	College Career Readiness/ Achievement Gaps	Cycle of Quality Instruction	Consultants, Administrators	Common Core Standards, PBL, Best practices	X

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

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

CSIP Goal	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD	Mark an "x" in the box if it supports PLCS
College Career Readiness/ Achievement Gaps	Effective Instructional Practices (To include training on what to do when students are not achieving and including those "Gap" students).	Consultants, Administrators	Common Core Standards, PBL, Best practices, MDC/LDC,	X
Proficiency and Achievement	Content alignment meetings in the areas of math, science, and English	District Consultants	Competency, Performance Based Ed	X
Proficiency and Achievement	Continued Trainings on Motivational based education and the 7 area report card with Meaningful engagement, Accountable Talk, Assessment, and Collaboration being the focus	School Administration and Staff/ District Consultants	Competency, Performance Based Ed	X
Proficiency and Achievement	Continuation of PLTW/ AP curriculum alignment with core classes	School Administration and Staff	Competency, Performance Based Ed	X
Proficiency and Achievement	State required for CCR focus on improving ACT, KOSSA, ASVAB, and Industrial Certification	School Administration and Staff	Best Practices	X
Proficiency and Achievement	Job embedded on school safety, mental health, PBIS, data analsis	School Administration and Staff	Best Practices	X

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: ACT, EOC, CERT, common assessments, grade distributions, 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 PL ALLOCATION

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)	9032118 - 0120D – 106E 9032118 - 0120D – 106X 9032118 - 0120D – 348E	5%
Technology Hardware	9032118 – 0735 – 106E 9032118 – 0735 – 106X 9032118 – 0735 – 348E	10%
Instructional Equipment	9032118 – 0738 – 106E 9032118 – 0738 – 106X 9032118 – 0738 – 348E	10%
Registrations	9032118 – 0338 – 106E 9032118 – 0338 – 106X 9032118 – 0338 – 348E	10%
General Supplies/Professional Books	9032118 – 0610 – 106E 9032118 – 0610 – 106X 9032118 – 0610 – 348E	20%
Food	9032118 – 0616 – 106E 9032118 – 0616 – 106X	5%
Travel In District	9032118 – 0581 – 106E 9032118 – 0581 – 106X 9032118 – 0581 – 348E	20%
Travel Out of District	9032118 – 0582 – 106E 9032118 – 0582 – 106X 9032118 – 0582 – 348E	20%
Total of your budget		100%

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: 4/5/18 Staff Meeting

G. ADDENDUM

The following are encouraged, stipend paid, Academy training opportunities.

18 hrs. x 1 Teachers = 18 Hours (6 Stipend 12 PD)	June 6 – 8 (June 6 & 7 – PD Days)	Leadership	LKY Elevate Training	Dean	Leadership KY	X
30 hrs. x 3 Teachers = 90 Hours (54 Stipend 36 PD)	June 18 – 22 (June 18 & 19 – PD Days)	College & Career Readiness	KAGAN	Science, Math, & English Teachers	KAGAN	X
80 hrs. x 1 Teachers = 80 Hours (68 Stipend 12 PD)	June 18 - 29 (June 18 & 19 – PD Days)	College & Career Readiness/ Program Reviews	PLTW ES Training	Engineering Academy Teacher	PLTW	X
80 hrs. x 1 Teachers = 80 Hours (68 Stipend 12 PD)	June 18 - 29 (June 18 & 19 – PD Days)	College & Career Readiness/ Program Reviews	PLTW MI Training	Biomedical Sciences Academy Teacher	PLTW	X
80 hrs. x 1 Teachers = 80 Hours (68 Stipend 12 PD)	June 18 - 29 (June 18 & 19 – PD Days)	College & Career Readiness/ Program Reviews	PLTW POE Training	Mathematics Teacher	PLTW	X
40 hrs. x 1 Teacher = 40 Hours (28 Stipend 12 PD)	June 25 – 29 (June 25 & 26 - PD Days)	College & Career Readiness/ Program Reviews	PLTW CS Training	Computer Science Teacher	PLTW	X
40 hrs. x 1 Teacher = 40 Hours (28 Stipend 12 PD)	June 25 – 29 (June 25 & 26 - PD Days)	College & Career Readiness/ Program Reviews	JROTC Brigade Training	Military Teacher	JROTC	X
12 hrs. x 2 Teacher = 24 Hours (24 PD)	June 27 – 28	College & Career Readiness/ Program Reviews	Tools for Teaching Training	Future Educator Teacher & Mathematics Teacher	KDE TLP	X
30 hrs. x 1 Teachers = 30 Hours (30 Stipend)	July 8 – 12	College & Career Readiness/ Program Reviews	AP CSA Training	Computer Science Teacher	AP	X
30 hrs. x 1 Teachers = 30 Hours (30 Stipend)	July 7 - 14	College & Career Readiness/ Program Reviews	National Drill Camp	Military Teacher	JROTC	X
12 hrs. x 7 Teachers = 82 Hours (8 Stipend 48 PD)	July 16 – 17	College & Career Readiness/ Program Reviews	NEXGEN	Director, Asst. Principal, Dean, Internship Coor, Seminar, Math, and English Teachers	UK	X
30 hrs. x 2 Teachers = 60 Hours (60 Stipend)	July 16-20	College & Career Readiness/ Program Reviews	AP CSP & BIO Training	Computer Science Teacher	AP – U of L	X

18 hrs. x 4 Teachers = 72 Hours	July 23 - 25	College & Career Readiness/ Program Reviews	KACTE	Director, Asst. Principal, Counselor, Secretary	KDE CTE	X
18 hrs. x 2 Teachers = 36 Hours	July 25 -27	College & Career Readiness/ Program Reviews	KASA	Director & Asst. Principal	KASA	X
Possible Hours for PD if Approved	Aug. 1 -3	College & Career Readiness/ Program Reviews	District PGA	District	Best Practices	X
6 hrs. PD	Aug. 6	College & Career Readiness	Academy MBE New Teacher Training	New Academy Teachers	Best Practices	X
6 hrs. x 10 = 60 Hours (Stipend)	Aug. 6	College & Career Readiness/ Program Reviews	Math, Science, English Teachers	District	Best Practices	X
6 hrs. PD for all Academy Teachers	Aug. 7	College & Career Readiness/ Program Reviews	All Staff KCAIT Training MBE	District	Best Practices	X