# Issue Paper

**DATE:**
April 22, 2021

**AGENDA ITEM (ACTION ITEM):**
Consider/Approve all KCSD school to flex the set district calendar dates designated for Professional Development in the 2021-22 calendar according to individual school needs.

**APPLICABLE BOARD POLICY:**
8.3 School Calendar

**HISTORY/BACKGROUND:**
In accordance with KRS 158.0709, a local school board may approve a school's flexible professional development plan that allows 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 differentiated needs.

**FISCAL/BUDGETARY IMPACT:**
N/A

**RECOMMENDATION:**
Approval to  Approval of all KCSD schools to flex the set district calendar dates designated for Professional Development in 2021-22 calendar according to individual school needs.

**CONTACT PERSON:**
Shawna Harney

| | | |
|---|---|---|
| *Principal/Administrator* | *District Administrator* | *Superintendent* |

*Use this form to submit your request to the Superintendent for items to be added to the Board Meeting Agenda.*
*Principal –complete, print, sign and send to your Director. Director –if approved, sign and put in the Superintendent's mailbox.*

| **Beechgrove Elementary School**<br>**2021-22 Professional Development Summary** |
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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 needs assessment process for identifying professional development included analyzing MAP, common assessment, weekly assessment, and PBIS data. Administrator and teacher discussions following PPR walks also contributed to the next steps that are needed to continue growth. Our PPR Walk feedback indicates that our teacher strengths are eliciting products from all students while our teacher area of growth is creating appropriate and rigorous standards-based tasks. Current data shows that 77% of time students remain in the classroom and 65% of students are proficient in combined reading and math. Administrators and teachers analyzed student mastery of standards on a weekly basis to make adjustments in learning. There has been an intentional focus on the elements of the Quality Cycle of Instruction as teachers worked closely with district consultants and leadership to ensure effective Tier 1 instruction. Our PLC structure has been modified to include weekly discussions and analysis of assessment data to include class average, individual student averages, and average for each question on weekly assessments. We will continue to deconstruct standards and create assessments that align to standards and ensure the rigor of the standard.

Through PLCs and job-embedded PD, as well as, scheduled and flexible PD during the 2020-21 school year, next steps for the 2021-22 school year were determined with input from administration, teachers, SBDM members, and consultants. Results of the principal survey indicate that teachers need more training around evaluating student responses and adjusting instruction in real-time and analyzing and or using assessment results to inform instruction. According to the teacher survey, additional training needs to occur with deconstructing standards, vertical alignment of reading and math content, guided small group instruction and Kagan strategies. Administrators and teacher discussions following weekly Professional Learning Communities also contributed to the next steps that are needed to improve student achievement. In addition, teachers will continue to use MTSS beginning with content specific best practices, standard deconstruction, and creating question banks for weekly assessments in the areas of Math, Reading, Writing, Science, and Social Studies to strengthen Tier I instruction. Our goal is to tighten and strengthen our tier 1 instruction and decrease the number of students receiving interventions. Currently we have 12% of students receiving a reading intervention and 5% are receiving a math intervention. We continue to focus on strengthening specially designed instruction so that we increase proficiency with students with disabilities. Currently weekly assessment data shows that 56% of students with disabilities scored proficient in reading and 57% of students with disabilities scored proficient in math.

We will continue our intentional focus on standards and assessment by analyzing and utilizing grade level and individual data to make informed and appropriate instructional decisions. Teachers will continue job embedded learning on quality instruction within the Cycle of Instruction (engaging tasks, eliciting responses from all students, collaborative learning, and formatively assessing to adjust instruction) providing quality direct and small group instruction, implementation of interventions with fidelity, and varied learning tasks based on differentiation and individualized student learning will ensure all students perform at proficiency and higher.

## B. PROFESSIONAL DEVELOPMENT SCHEDULE
*Identify the activities for the four professional development dates in the approved district calendar:*

| District Calendar Date | Flexible Date Request, as applicable | CSIP Goal | Description of Content of Professional Development | Specific Supporting Resources, as needed |
|---|---|---|---|---|
| PD Day # 1 - August 17, 2021 6 hours | June 3 (K-1) June 4 (2-3) June 8 (4-5) 6 hours<br><br>OR<br><br>June 8 (3-4) 6 hours<br><br><br><br>OR<br><br><br>July 15 6 hours<br><br>OR<br><br>TBA<br><br>OR<br><br>TBA | Proficiency GAP Growth | Math - Deconstructing standards **by units** and create a bank of questions for each standard by unit for weekly assessments<br><br>OR<br><br>Social Studies- Deconstructing Standards **by Inquiry**. Write Common Assessments for inquiries. Begin creation of a bank of questions by standard for weekly assessments.<br><br>OR<br><br><br>Identified teachers will attend An Introduction to Literacy Stations (Smekens Institute)<br><br>OR<br><br>Special Area Content Specific (P.E.; Art; Music; Library/Media; PLTW)<br><br>OR<br><br>IA Summer Conference - NKCES | KAS, District Consultants, Grade Level Leaders, Smekens Institute, and NKCES. |
| PD Day # 2 - November 24, 2021 6 hours | June 9 (K-1) June 10 (2-3) June 11 (4-5) 6 hours<br><br>OR<br><br>June 10 (Gr. 5) 6 hours<br><br><br><br><br>OR<br><br>July16 6 hours | Proficiency GAP Growth | ELA - Deconstructing standards **by units** and create a bank of questions for each standard by unit for weekly assessments<br><br>OR<br><br>Social Studies- Deconstructing Standards **by Inquiry**. Finish writing Common Assessments for inquiries. Begin the creation of a bank of questions by standard for weekly assessments.<br><br>OR<br><br>Identified teachers will attend Teaching Small-Group Guided Reading (Smekens Institute)<br><br>OR<br><br>All SpED training | KAS, District Consultants, Grade Level Leaders, Smeken Institute, and District Special Education Staff. |

| | OR<br><br>July 28 or<br>August 12<br>6 hours | | | |
|---|---|---|---|---|
| PD Day #3 - February 21, 2022 6 hours | June 10 (Gr. 1)<br>2 hours | Proficiency<br>GAP<br>Growth | 1:1 Planning for the 2021-2022 School Year.<br>SAMR, technology tools, and methods to make sure we are using technology in a transformative manner. | District and School ITS, Early Childhood Director, KAS, District Consultants, Grade Level Leaders and District Special Education Staff. |
| | OR | | OR | |
| | June 10 (Gr. 4)<br>June 11 (Gr. 3)<br>6 hours | | Science -<br>Curriculum Map Redesign and begin deconstructing standards **by unit** beginning with those units with no CA. Finish all Common Assessments | |
| | OR | | OR | |
| | June<br>15,17,22,24<br>July 6, 8,13, 15<br>August 6<br>6 hours | | SCM Training Refresher | |
| | OR | | OR | |
| | July<br>20, 22<br>July<br>27, 29<br>August 2,3<br>12 hours | | SCM Initial Training | |
| | OR | | OR | |
| | TBA (STU Teachers) | | TEACCH Training-NKCES | |
| | OR | | OR | |
| | August 2<br>6hours | | Preschool-deconstructing standards and curriculum map design | |
| | OR | | OR | |
| | August 2<br>6 hours | | Training on S44 intervention so the intervention can be implemented with fidelity | |
| | OR | | OR | |
| | August 5<br>6 hours | | Edcamp Kenton County | |

| | OR<br><br>August 11 and 12<br>12 hours | | OR<br><br>Training on R180 intervention so the intervention can be implemented with fidelity. | |
|---|---|---|---|---|
| PD Day #4 - March 18, 2022 6 hours | August 5 3 hours<br><br>AND<br><br>August 9 3 hours | Proficiency GAP Growth | Todd Whitaker: What Great Teachers Do Differently<br><br>AND<br><br>PBIS School Reboot | Collective Efficacy of teachers across the district, PBIS Committee and district consultants. |

## C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

| CSIP Goal (Name) | Description of Job-Embedded PD | Specific Supporting Resources, as needed |
|---|---|---|
| Proficiency GAP Growth | Data Analysis &/or Analysis of Student Work - Utilizing Beechgrove and District Data Dashboard to analyze formative and summative assessment data: MTSS: Data Collection & Progress Monitoring | MAP, Common Assessment and Weekly Assessment Data; Admin, KCSD MTSS Expectations, MTSS Progression Charts, Intervention Data, District Consultants; Team Leads. |
| Proficiency GAP Growth | Data Analysis and Analysis of PBIS and 5 to Thrive. Mental Health and Trauma Care training: Strategies Teachers can use to Support Students Who Have Identified Risk Indicators and Trauma Informed Care-Part 2 | Admin, KCSD TIC Training, District consultants, PBIS Committee, and District Leadership. |
| Proficiency GAP Growth | Effective implementation of the Quality Cycle of Instruction: Cycle of Quality Instruction | Admin, District Consultants, District Leadership/KCSD Instructional Videos, and PPR Walk Feedback. |
| Proficiency GAP Growth | Incorporation of rigorous standards-based tasks. Quality assessments and streamline process to analyze assessment data: Analyzing Common/Weekly Assessment Proficiency Results to Inform Instruction | KAS, Admin, CA and Weekly Assessment Data, and IEP Progress Data |

## D. IMPLEMENTATION AND IMPACT

Impact will be assessed and shared at monthly SBDM meetings. Council will analyze the following data: KPREP, MAP assessments, common assessments, weekly assessments, grade distributions, software data, and student work. Adjustments to the job-embedded needs will be made based off of this data as well as PPR walk findings and

administrator/teacher discussions on instructional needs. SBDM Council will review data each month.

## E.    BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT
*Indicate approximate percentages for each of the following general expense categories:*

| Type of Expenditure | Munis code | Percentage of Your Budget |
|---|---|---|
| **Certified Substitutes (for both on and off – site Professional Learning)** | **0120 D** | *70%* |
| **Certified Extra Service** | **0113** | |
| **Educational Consultant** | **0322** | |
| **Registrations** | **0338** | *10%* |
| **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 PD funds:
Org - SCH1118
Object – use code from above
Project – 7000

## F.  DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Staff Survey on 3/19/21 and SBDM Council 4/20/21.

# Caywood Elementary School
# 2021-22 Professional Development 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

School Goals:

## 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.):*

Intentional data analysis has been conducted to support the needs assessment process for identifying professional learning. Based on the results of the Caywood PD Staff Survey, 90% of teachers would benefit from vertical alignment of ELA and Math curriculum and deconstruction of standards as well as the opportunity to develop weekly assessments aligned with standards at each grade level. More than 75% of teachers surveyed also indicated a need for providing targeted instruction in reading and math interventions (MTSS) that aligned to skill deficits and using aligned resources. Teachers also indicated the need for further technology training and continued work with trauma informed care to assist with strategies for students with significant behavior issues. The administration and staff at Caywood Elementary have collaborated to examine student learning results from screening data such as Brigance, Dibels, MAP, Reading Inventory and Phonics Inventory, summative assessments such as Common Assessments and grade level end of unit assessments; as well as formative assessment measures such as weekly formative assessments and student work samples. Our most recent state assessment data indicates a need for closing the achievement gap between all students including those identified as Special Education, as well as increasing reading proficiency across all grade levels. In the fall 2020-21 administration of MAP, our percentage of students with IEPs scoring above the 50th percentile in reading was 25.45% . Our percentage of students with IEPs scoring above the 50th percentile in math was 30.91%. In addition, MAP data demonstrates the need to accelerate student mastery of Kentucky Core Academic Standards, specifically in reading and math for all students. In the fall administration of MAP, overall 60.55% of students scored at or above the 50th percentile in reading and only 51.81% scored at or above the 50th percentile for math. This data is commensurate with our analysis of common assessment and weekly assessment data. Combined common and weekly assessment data indicates approximately 54% of our students are scoring proficient in reading and only 60.69% are scoring proficient in math. Grade level teams, along with our SBDM council, have analyzed data on a monthly basis and determined the need for further development in the aforementioned areas (mastery of grade level standards in reading, math, while closing the achievement gap for students in special education) in order to satisfy the expectations embedded within our school's 2021-2022 trajectory goals. Data (including quantitative and qualitative data) indicates a strong need for vertical and horizontal alignment of high quality instructional resources and instructional activities in order for students to access the

KAS with standards (especially with reading foundational skills in grades K-2). In order to increase our overall achievement in these areas, we have identified some fundamental gaps to be addressed including standard analysis and breakdown, alignment of instructional activities to access the rigor of the grade level standards, and creating formative assessments to clearly measure the ongoing mastery grade level standards.

# B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

| District Calendar Date | Flexible Date Request, as applicable | CSIP Goal | Description of Content of Professional Development | Specific Supporting Resources, as needed |
|---|---|---|---|---|
| PD Day # 1 - August 17, 2021 6 hours | June 3, 4, 8, 2021 **(math)** June 9, 10, 11, 2021 **(ELA)** June 8, 10, 2021 **(Social Studies)** June 10, 11, 2021 **(Science)** 6 hours (all) | Proficiency | **Grades K-5 Teachers** Deconstruct standards by units to create formative assessment questions for Math, ELA, Social Studies, Science **(at least 1 rep per grade level-additional welcome)** | District Consultants, Teachers, Administration |
| | June 10, 2021 2 hours | | OR 1:1 Planning for 21-22 School Year *(1st Grade only)* | District Consultants, First Grade Teachers |
| | June 2nd, 2021 6 hours | | OR PE Teachers Session OR | KCSD PE Teachers |
| | June 7 - 8, 2021 6-12 hours | | Conscious Discipline Training **(PreK, Kindergarten, Sped IA's and Teachers)** OR | District Preschool Staff, Building Level, Preschool staff, Kindergarten teachers, and IA's |
| | Aug. 3, 2021 6 hours | | New Teacher Orientation OR | District Staff, New Teachers |
| | August 11, 2021 4 hours | | Lexia and Rosetta Stone Training (EL teachers and IAs required) | |

| | | | OR | District EL Staff, Building Level EL Teachers and IA's |
|---|---|---|---|---|
| | August 2 ( 6 hours) | | New Teacher System 44 Training-or those who got crash course | |
| | | | OR | District Consultants,Teachers |
| | August 11 & 12 (12 hours) | | New Teacher Read 180 Training or those who got crash course | |
| | | | OR | District Consultants, Teachers |
| | July 28 or August 12 6 hours | | Special Education Teacher Training **(all Sped Teachers- required)** | |
| | | | | District Spec. Ed Staff, Building Level Spec Ed Teachers |
| PD Day # 2 - November 24, 2021 6 hours | August 2, 2021 6 hours | Proficiency , GAP, Growth | Caywood Vertical Alignment of **ELA** Curriculum; Deconstructing Standards by unit **K-2 and 3-5 Teachers & Instructional Assistants; Special Area and Special Ed Teachers; Interventionists** | District Consultants, Teachers, Administration;**KCSD Created Session:** Element 1: Process for Deconstructing Standards/Using Deconstructed Standards Documents |
| | August 2, 2021 6 hours | | OR Deconstructing standards and curriculum map design (required) **Preschool Teachers** | |
| PD Day #3 - February 21, 2022 6  hours | August 9, 2021 6 hours | Proficiency, Gap, Growth | Caywood Vertical Alignment of **MATH** Curriculum; Deconstructing Standards by unit **K-2 and 3-5 Teachers (All Classroom Teachers & Interventionists Required)** OR | District Consultants, Teachers, Administration; **KCSD Created Session:** Element 1: Process for Deconstructing Standards/Using Deconstructed Standards Documents |
| | June 16, 17, 23, 24 July 7, | | **SCM-Refresher** Training-Core Team; Admin,SpED,IA's | District Staff, Sped Teachers and IA's. |

| | 8,14,15<br>August 6<br>6 hours | | | |
|---|---|---|---|---|
| | August 5, 2021<br>3 hours | | OR<br><br>**Todd Whitaker-What Great Teachers do Differently**<br><br><br>**OR**<br><br><br>**KCSD Ed Camp** | District Team, Teachers, IA's |
| | August 4 & 5, 2021<br>6 hours | | | District EdCamp Team, Consultants, Teachers |
| PD Day #4 - March 18, 2022<br>6 hours | **Sept 1,2021** (1 hour)<br><br>**Oct. 6,2021** (1 hour)<br><br>**Nov. 3, 2021** (1 hour)<br><br>**Jan 5, 2022** (1 hour)<br><br>**Feb 2, 2022** (1 hour)<br><br>**March 2,2022** (1 hour) | Proficiency, Gap, Growth | Caywood Quality Cycle of Instruction:<br>**ALL Certified Teachers**<br><br>● Element 1:Deconstructing Standards- Quick checks vs. Quality, High Demand Tasks<br>● Element 2:Products from ALL Students<br>● Element 2:Using Technology to more efficiently get products/Adjust Instruction<br>● Element 3: After an Individual Product, Meaningful Collaboration<br>● Element 4: Adjusting Instruction in Real Time<br>● Element 4: Adjusting Instruction in Collaborative Classrooms<br><br>**OR** | Administration, Teachers and Resources from **KCSD Landing Page:**<br>**Sept 1:** Element 1: Tasks of Varying Complexity<br>**Oct. 6:** Element 2: Products from All Students:<br>**Nov. 3:** Element 2/4- Using Technology to More Efficiently Get Products<br>**Jan 5:** Element 3: After an Individual Product: Meaningful Collaboration |

| | | | | |
|---|---|---|---|---|
| 6 hours<br>June 15,<br>2021 | | | **IA Summer Conference-NKCES** | **Feb. 2:** Element 4: Adjusting Instruction in Real Time<br>**Mar 2:** Element 4: Adjusting instruction in real time with focus on Collaborative Classrooms<br><br>NKCES Consultants, Caywood IA's |

## C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

| CSIP Goal<br>(Name) | Description of Job-Embedded PD | Specific Supporting Resources,<br>as needed | |
|---|---|---|---|
| Proficiency, Separate Academic Indicator, Growth, Gap Goals | **Technology -** Utilize our Instructional Technology Coach to provide ongoing training and tools to support technology implementation in the classroom to enhance student learning and achievement. We will utilize the KCSD created session: 'Using Technology to more efficiently get products and adjust instruction' to guide this work. | Teachers, Administrators | MTSS Progress Mon.Data, MAP, KPREP, Weekly & Common Assessments |
| Proficiency and Gap Goals | **Weekly Data Analysis** Teachers and administrators collaborate weekly to analyze data and determine progress in all content areas. Weekly PLC's also include careful examination of formative & summative data to guide instruction in ELA/Math. We will utilize the KCSD created session for analyzing common/weekly assessment results to inform instruction and guide this work. | Teachers, Administrators, District Consultants | MTSS Progress Monitoring Data, MAP, KPREP, Weekly & Common Assessments |
| Proficiency, GAP, Growth, Separate Academic Indicator | **Writing Calibration and Student Work Analysis-** Working with student writing samples to review, share, and analyze for mid-year and end of year reviews. Next steps discussed to move writing instruction forward and to help increase student achievement in writing. Continue with on-demand monthly scrimmages and recognizing student successes with recognition. | Writing Cluster Leader, Admin and Teachers | KPREP, Common Core Standards, Best Practices, Tools developed by Caywood |

| | | | Writing Committee |
|---|---|---|---|
| Separate Academic Indicator and Transition Ready Goals | **Design and Align Curriculum to Standards** Ongoing conversation and collaboration around implementation of all content standards and use of high quality instructional resources to meet the intent of standards. We will utilize the KCSD created sessions related to Instruction: 'Process for Deconstructing Standards, Assignment Review Protocol and Tasks with varying Complexity.' | Teachers, Administrators, District Consultants | KPREP Data, Common Assessments |
| Proficiency and Gap Goals | **Effective Instructional Practices** Ongoing learning and curriculum design around the Quality Cycle of Instruction and high quality instructional strategies to enhance Tier 1, core instruction including (but not limited to) student products, meaningful collaboration, and appropriate and varying tasks, with emphasis on ELA and Math content and adjusting instruction. We will utilize the KCSD Created sessions 'Assignment Review Protocol; Getting Products from all Students; and Adjusting instruction in Real Time' to support this ongoing work. | Teachers, Administrators,District Consultants | MTSS Progress Monitoring Data, MAP, KPREP, Common Assessments |
| Proficiency, Gap, and Growth Goals | **MTSS -** Ongoing analysis of student intervention data to determine student progress. Apply student data to progression charts to determine appropriate placement in interventions and then requirements for referral to Special Education. We will utilize the KCSD sessions related to MTSS: Progression Charts and Data Collection and Progress Monitoring. | Teachers, Administrators, | MTSS Progress Monitoring Data, MAP, KPREP, Common Assessments |
| Gap and Growth Goals | **Co-Teaching and Collaboration -** Ongoing conversations around best practice as it relates to effective co-teaching models for special education and regular education teachers. Monthly PLC's focused on data analysis around IEP goals and special education progress data will continue to be refined to ensure current special education supports are aligned with needs. | Teachers, Administrators, District Consultants | MTSS Progress Monitoring Data, MAP, KPREP, Common Assessments |
| Proficiency and Transition Readiness Goals | **Behavior Interventions and PBIS -** Ongoing analysis and conversations around effectiveness of behavior interventions as they relate to PBIS, mental health, SEL, and overall school safety. Monthly monitoring of data to ensure that students in Tier II and Tier III behavior interventions are making progress. Continue work with Trauma-Informed Care and understand school-level implications of students in trauma and Terrace Metrics Resiliency and Risk Factors. We will utilize the KCSD Sessions: 'Trauma Informed Care Part II' and then 'Terrace metrics Screener- | Teachers, Administrators, District Consultants | MTSS Progress Monitoring Data, MAP, KPREP, PBIS Data; Discipline referrals |

| | Strategies to support students who have identified risk factors' in order to lead this work. | | |
|---|---|---|---|
| Proficiency, Growth, Gap, Transition | **School Safety -** Ongoing collaboration and training around increasing overall safety of our building processes and procedures. | Teachers, Admin, District Staff ; SRO | School safety data |

## D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year with ongoing weekly, systematic review of data including weekly and common assessments, KPREP, MAP, Dibels, special education IEP progress data, and Tier II and Tier III intervention data as well as qualitative data from observed classroom walks. Teacher feedback and input from professional development reflections, PLC work, teacher leader meetings, and professional growth plans will be used consistently to reflect on implementation and progress of the work we are doing. SBDM Council will review student achievement data and school improvement planning monthly to monitor overall progress and make recommendations for improvement. Adjustments to job-embedded needs will be made based on student data and trends from PPR walks.

## E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT
*Indicate approximate percentages for each of the following general expense categories:*

| Type of Expenditure | Munis code | Percentage of Your Budget |
|---|---|---|
| **Certified Substitutes (for both on and off – site Professional Learning)** | **0120 D** | *30%* |
| **Certified Extra Service** | **0113** | |
| **Educational Consultant** | **0322** | |
| **Registrations** | **0338** | *20%* |
| **General Supplies/Professional Books** | **0610** | *30%* |

| Food | **0616** | *10%* |
|---|---|---|
| **Travel In District** | **0581** | *10%* |
| **Travel Out of District** | **0580** | |
| **Total of your budget** | | **100%** |

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

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

March 9, 2021- Teacher Leader Meeting
March 17, 2021- Staff Google Survey (All staff completed)
April 5, 2021- Teacher Leader Meeting
April 20, 2021 @ Special SBDM Meeting

# Fort Wright Elementary School
# 2021-22 Professional Development 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 development (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.):*

The needs assessment process for identifying professional learning involved analyzing MAP data, teacher surveys, Professional Practices Growth Plans, Common Assessments, weekly assessments, and PPR walks. In Fall of 2020, 64.48% of students scored proficient in reading on the MAP assessment and 59.55% scored proficient in math on the MAP assessment. Teachers analyze student mastery of standards on a weekly basis.to make continual adjustments in learning experiences and deepen the standard knowledge of each content.. Teachers and staff utilized a lot of job embedded professional learning time creating and analyzing weekly assessments, calibrating scoring of short answer responses and extended responses, as well as a heavy focus on each element of the Quality Cycle of Instruction. According to the Fort Wright Data Dashboard, 74.33% of students scored proficient in reading on weekly assessments and 76.41% of students scored proficient in math on weekly assessments.

Through PLCs and job-embedded PD, as well as, scheduled and flexible PD during the 2021 school year, next steps for the 2022 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 improve student achievement.. Likewise, staff will continue to use the Multi-Tiered System of Support beginning with content specific best practices, standard deconstruction, and creating question banks for weekly assessments in the areas of Math, Reading, Writing, Science, and Social Studies to strengthen Tier I instruction. The goal of strengthening Tier I instruction is to minimize the number of students needing layered interventions. At this time, 12% of students receive a reading intervention and 6% of students receive a math intervention. Teachers need continued professional learning to increase the effectiveness of all tiered interventions ensuring the interventions are implemented with fidelity and appropriate data probes used to track data. In addition, special educators will continue improving knowledge of specially designed instruction to improve proficiency of students with disabilities. When analyzing weekly assessment data, 53.48% of students with disabilities scored proficient in reading and 50% of students with disabilities scored proficient in math.

With our increased access to assessment data of student groups as well as individuals, structured time to learn and analyze what the data is telling us is an additional need that we have identified to increase student achievement. This data analysis effort will continue to focus on how to identify needs of students to ensure growth for ALL students. Teachers will continue job embedded learning on quality instruction within the Cycle of Instruction (engaging tasks, eliciting responses from all students, collaborative learning, and formatively assessing to adjust instruction), Project Based Learning, and personalized learning to ensure all students reach proficiency.

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

| District Calendar Date | Flexible Date Request, as applicable | CSIP Goal | Description of Content of Professional Development | Specific Supporting Resources, as needed |
|---|---|---|---|---|
| PD Day # 1 - August 17, 2021 6 hours | K-1: June 3 2-3: June 4 4-5: June 8 6 hours<br><br>OR<br><br>3rd - 4th: June 8 6 hours<br><br>OR<br><br>July 15 6 hours<br><br>OR<br><br>TBA | Proficiency Growth GAP | Math - Deconstructing standards **by units** and create a bank of questions for each standard by unit for weekly assessments<br><br>OR<br><br>Social Studies- Deconstructing Standards **by Inquiry.** Write Common Assessments for inquiries. Begin creation of a bank of questions by standard for weekly assessments.<br><br>OR<br><br>Identified Teachers will attend An Introduction to Literacy Stations (Smekens Institute)<br><br>OR<br><br>IA Summer Conference-NKCES | KAS, Grade Level Colleagues, District Consultants, Smekens Institute |
| PD Day # 2 - November 24, 2021 6 hours | K-1: June 9 2-3: June 10 4-5: June 11 6 hours<br><br>OR<br><br>5th: June 10 6 hours<br><br>OR<br><br>July16 6 hours<br><br>OR<br><br>July 28 or August 12 6 hours | | ELA - Deconstructing standards **by units** and create a bank of questions for each standard by unit for weekly assessments<br><br>OR<br><br>Social Studies- Deconstructing Standards **by Inquiry.** Finish writing Common Assessments for inquiries. Begin the creation of a bank of questions by standard for weekly assessments.<br><br>OR<br><br>Identified Teachers will attend Teaching Small-Group Guided Reading (Smekens Institute)<br><br>OR<br><br>All SpED training | KAS, Grade Level Colleagues, District Consultants and District Special Education Staff, Smeken Institute |
| PD Day #3 - February 21, 2022 6 hours | 1st: June 10 2 hours | | 1:1 Planning for the 2021-2022 School Year. SAMR, technology tools, and methods to make sure we are using technology in a transformative manner. | District and School ITS, Early Childhood Director, KAS, Grade Level Colleagues, District Consultants and District Special Education Staff, Smeken Institute |

| | | | |
|---|---|---|---|
| | OR<br><br>4th: June 10<br>3rd: June 11<br>6 hours | | OR<br><br>Science -<br>Curriculum Map Redesign and begin deconstructing standards **by unit** beginning with those units with no CA. Finish all Common Assessments | |
| | OR<br><br>June 15,17,22,24<br>July 6, 8,13, 15<br>August 6<br>6 hours | | OR<br><br>SCM Training Refresher | |
| | OR<br><br>July 20, 22<br>July 27, 29<br>August 2,3<br>12 hours | | OR<br><br>SCM Initial Training | |
| | OR<br><br>August 2<br>6hours | | OR<br><br>Preschool-deconstructing standards and curriculum map design | |
| | OR<br><br>August 2<br>6 hours | | OR<br><br>Training on S44 intervention so the intervention can be implemented with fidelity | |
| | OR<br><br>K-2:August 3;<br>3-5: August 4<br>6 hours | | OR<br><br>Launching the Writer's Workshop (Smekens Institute) | |
| | OR<br><br>August 5<br>6 hours | | OR<br><br>Edcamp Kenton County | |
| | OR<br><br>August 9<br>6 hours | | OR<br><br>SIOP Methods for ELs | |
| | OR<br><br>August 11 and 12<br>12 hours | | OR<br><br>Training on R180 intervention so the intervention can be implemented with fidelity. | |

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|---|---|---|---|---|
| PD Day #4 - March 18, 2022 6 hours | August 5 3 hours | | Todd Whitaker: What Great Teachers Do Differently | Collective Efficacy of teachers across the district, software program, lead teachers |
| | AND | | AND | |
| | August 9 3 hours | | IXL software training to improve Tier I instruction as well as individualized paths for interventions. | |

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

| CSIP Goal (Name) | Description of Job-Embedded PD | Specific Supporting Resources, as needed |
|---|---|---|
| Proficiency, Gap, Growth, SAI; Impact | Cycle of Quality Instruction: KCSD PD Landing Page: Cycle of Quality Instruction: Element 1- Process for Deconstructing Standards/Using Deconstructed Standards Documents, Assignment Review Protocol; Full session, Tasks of Varying Complexity; Element 2: Products from ALL Students; Element 2/4: Using Technology to More Efficiently Get Products/Adjust Instruction; Element 3: After an Individual Product, Meaningful Collaboration; Element 4: Adjusting Instruction in Real-Time Full session, Abbreviated Session | KAS; KCSD Instructional Videos; District Consultants; Content Specific Tools and Assignments to Calibrate; Various Technology Tools; KCSD Cycle of Instruction Lesson Plan Template and other Graphic Organizers |
| Proficiency, Gap, Growth; Impact | Assessment: KCSD PD Landing Page: Common Assessment Protocol for All Classrooms-Before/During/After the AssessmentPreviewing Common Assessments/Look fors for SA/ER for planning instruction;Analyzing Common/Weekly Assessment Proficiency Results to Inform Instruction; Analyzing IEP Goals/Progress; | KCSD CA Protocols, Common Assessments and Weekly Assessments; IEP Progress Data |
| Proficiency, Gap, Growth, SAI | Technology: KCSD PD Landing Page: Google Tools Training; Chromebooks Basics; Google Classroom (Learn Basics) | Technology Device, ITC |
| Proficiency, Gap, Growth | MTSS: KCSD PD Landing Page: Intro to MTSS, Progression Charts, Data Collection and Progress Checks | MTSS Expectations for all Tiers; Progression Charts, Student Intervention Data |
| Proficiency, Gap, Growth | EL: KCSD PD Landing Page: Understanding English Language Proficiency Levels and Strategies to Engage ALL EL Students with Grade Level Content;Tools and Strategies for Communicating with EL Students and Families; Cycle of Quality Instruction and ELs: Strategies for Engaging ELs in all Elements of the Cycle | English Language Proficiency Levels, PSP, Technology, KCSD Videos, Lesson Plans to add strategies for EL Learners |
| Proficiency, Gap, Growth | Behavior Support: KCSD Landing Page: Understanding Terrace Metrics Screener: Strategies Teachers can use to Support Students Who Have Identified Risk Indicators: Ostracism, Anxiety, Trauma and Hopelessness; Adult Advocate vs. Mentoring Implementation and Fidelity; Trauma Informed Care- Part 1 Refresher and Part 2 | Terrace Metrics Results; Strategies and Supports for Terrace Metrics Results; KCSD TIC Trainings |

## D. IMPLEMENTATION AND IMPACT

Impact will be assessed and shared during monthly SBDM Council meetings. Council will analyze the following data: K-PREP, MAP assessments, common assessments, weekly assessments, grade distributions, software data, and student work samples. The analysis of this triangulated data as well as instructional feedback from classroom PPR walks will result in adjustments to the job-embedded professional learning. SBDM Council will review data each month.

**E.        BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT**
*Indicate approximate percentages for each of the following general expense categories:*

| Type of Expenditure | Munis code | Percentage of Your Budget |
| --- | --- | --- |
| **Certified Substitutes (for both on and off –site Professional Learning)** | 0120 D | *70%* |
| **Certified Extra Service** | 0113 | |
| **Educational Consultant** | 0322 | |
| **Registrations** | 0338 | *15%* |
| **General Supplies/Professional Books** | 0610 | |
| Food | 0616 | |
| **Travel In District** | 0581 | |
| **Travel Out of District** | 0580 | *15%* |
| **Total of your budget** | | **100%** |

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

**F.        DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: FW Staff Survey 3/6/2021 and  SBDM Council 3/25/2021 AND 4/20/2021**

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# RC Hinsdale Elementary School
# 2021-22 Professional Development 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 development (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.):*

Our focus this year has been on growth for all students in reading and our weekly/bi-weekly and Common Assessments have shown positive results around this work. We are utilizing a data tracking system for each grade level to monitor and measure proficiency and growth. We set a school goal of 75% of all students growing in reading through their Data Dashboard Assessments including MAP. Our current reading growth percentages for K-5 respectively are 73%, 75%, 77%, 73%, 82%, and 74% which is an average of 75.66%. We are currently on track to meet our goal, and this data is important to inform our Professional Development Planning. Although we have focused on reading, we have been monitoring math proficiency and growth and our assessment data shows a need for more focus on math. Our current math proficiency scores by K-5 grade levels are 94%, 97%, 74%, 76%, 57%, and 65%. Our Fall MAP grade level proficiency was 78.20% in reading as compared to 75.05% for Math. We adopted a new math series this year and although we are seeing the positive impact of a more rigorous curriculum, our grade level timelines do not necessarily align with the resources provided.

Another source of data has been our monthly walkthroughs as we monitor evidence of The Cycle of Quality Instruction. We have walked 100% of classrooms since school began, and the data shows an average of 43% of those walks are strongly reinforcing the Cycle. An average of 47% of those walks show some evidence of the Cycle with partial implementation and on an average of 10% of those, we are seeing evidence of recommendations with minimal to no implementation. When teachers were asked to identify areas of opportunity regarding the Cycle of Quality Instruction, 60% of respondents indicated student collaboration, 24% identified eliciting responses/products from all students and 16% chose teacher uses responses to adapt instruction.

Finally, the third critical source of data regarding our Professional Development Needs has come through surveys consisting of the Impact KY Survey and our own school level Feedback Survey regarding Professional Development needs of our staff. According to the Impact KY results from February 2020, only 26% of certified staff rated the value of PD opportunities as favorable. Only 38% responded favorably to learning from the leaders of the school, and only 38% reported favorable responses to the relevance of PD opportunities to the content they teach. We further explored this data through our own school level survey. 76% of responses indicated a drawback

of professional learning is a one-size fits all approach. When given a menu of topics to choose from, 42% indicated instruction and assessment and 58% listed technology.

## B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

| District Calendar Date | Flexible Date Request, as applicable | CSIP Goal | Description of Content of Professional Development | Specific Supporting Resources, as needed |
|---|---|---|---|---|
| PD Day # 1 - August 17, 2021 6 hours | June 3-5 2021 (Math)<br><br>June 9-11, 2021 (ELA)<br><br>June 8 or 10, 2021 (Social Studies)<br><br>June 10, 11, 2021 (Science) 6 hours Each<br><br>July 28 or Aug. 12, 2021 6 hours<br><br>June 2 or Aug. 3, 2021 6 hours<br><br>June 12-13, 2021 6 hours | Proficiency, Growth & Separate Academic Indicator | Deconstruct standards by units to create formative assessment questions for Math, ELA, Social Studies, Science<br><br><br>OR<br><br><br>Special Education Teacher Training (all sped)<br><br>OR<br><br>PE/Music Teachers Session | District Consultants |
| PD Day # 2 - November 24, 2021 6 hours | July 22, 2021 6 Hours<br><br><br>June 15, 17, 22, 24, July 6, 8, 13, 15 August 6, 2021 6 hours | Proficiency | Math Curriculum Series Training: Aligning current practices through the Cycle of Quality Instruction and KY Math Standards, and KCSD timeline with Envisions curriculum materials.<br>OR<br><br>SCM Refresher (core team) | School Administrators, Grade Level Team Leaders Envisions Trainer |

| PD Day #3 - February 21, 2022 6 hours | Sept 2, 2021 Nov 22, 2021 Feb 17, 2022 (2 hrs each) | Gap & Growth | Make It Plain Consulting - KCSD Required Diversity & Inclusion Training | Diversity & Inclusion Consultants |
|---|---|---|---|---|
| PD Day #4 - March 18, 2022 6 hours | August 12, 2021 6 Hrs Non-Flex for RCH Cert | Proficiency, & Growth | Hinsdale Instructional Practices Professional Learning Day (QI Cycle, SEL, MTSS, Team Building) (Non-flex for all HN Cert)<br><br>Differentiated Sessions to include:<br>• Element 1, 2, 2/4, 3,& 4<br>• MTSS Progression Charts<br>• TIC - Part 1 | School Administrators, District Consultants to t, District Staff, Teacher Leaders |

## C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

| CSIP Goal (Name) | Description of Job-Embedded PD | Specific Supporting Resources, as needed |
|---|---|---|
| Proficiency, Growth | **PLCs**: Teachers and administrators collaborate to analyze data to guide instruction in ELA/Math. *KCSD Sessions: CA Protocol for All Classrooms & Analyzing Assessment Results to Inform Instruction* | Administrators, Teacher Leaders, District Consultants |
| Proficiency, Separate Academic Indicator | **Instructional Practices:** Ongoing learning and reflection around the Cycle of Instruction and high quality instructional strategies for Tier 1 and follow-up from our Instructional Practices PD day. *Use KCSD QI Sessions (Elements 1-4)* to differentiate needs and guide our work. | Administration, Teacher Leaders, District Consultants |
| Proficiency, Gap, Growth | **Behavior Support:** Continue to analyze the effectiveness of our PBIS, Social Emotional Learning, Mental Health supports. Use the KCSD created Trauma Informed Care Sessions. *KCSD Session: TIC - Part 2* | District Behavior Support Personnel |
| Gap & Proficiency | **SPED Co-Teaching & Collaboration:** Continue to analyze and evaluate our knowledge and practices. *KCSD IEP Goals/Progress session* | District Consultant |
| Proficiency & Growth | **MTSS:** Building upon current practices and understanding, we will differentiate based on teacher needs and utilize the KCSD MTSS created sessions to inform and adjust our practices. | District Consultants |

| School Climate & Culture | **School Safety:** Ongoing collaboration and training around increasing overall safety of our building processes and procedures. | SRO, Administration, District Personnel |
|---|---|---|

## D. IMPLEMENTATION AND IMPACT

This PD plan will be monitored through a systemic process of documentation including the PGP, PPR, lesson plan feedback, walk-through feedback, monthly faculty meetings, weekly PLCs, staff surveys and monthly SBDM review of data. Evaluation and feedback tools will be used to gauge the success of implementation and impact and to determine next steps. All staff will complete an individual PD plan by June, 2021 which will be reviewed and approved with a school administrator.

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## E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

| Type of Expenditure | Munis code | Percentage of Your Budget |
|---|---|---|
| **Certified Substitutes (for both on and off – site Professional Learning)** | **0120 D** | *40%* |
| **Certified Extra Service** | **0113** | *5%* |
| **Educational Consultant** | **0322** | *0%* |
| **Registrations** | **0338** | *0%* |
| **General Supplies/Professional Books** | **0610** | *30%* |
| **Food** | **0616** | *20%* |
| **Travel In District** | **0581** | *5%* |
| **Travel Out of District** | **0580** | *0%* |
| **Total of your budget** | | **100%** |

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

## F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: __3/16/21, 3/23/21, and 3/29/21_____

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# Kenton Elementary School
# 2021-22 Professional Development Summary
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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.):*Kenton Elementary utilizes the following types of data for analysis: KPREP, DIBELS, AIMSweb, MAP, Reading Inventory, Phonics Inventory, iRead, Read Naturally, Reading Intervention, Common Assessments, Weekly Assessments, Compass Learning, and STMath, behavior referral data, attendance data for the majority of our data collection. Kenton Elementary uses this data throughout the school year to plan for required Professional Development (PD) hours and job-embedded PD. Professional Learning (PD) was also identified for the 2021-2022 school year through feedback obtained from stake-holders. This took place at PLC meetings, Lead Teacher meetings and SBDM Council meetings. Staff survey results determined that 68.4% of teachers need support in Tier I SEL/behavior support and 79.5% need support in Tier II and Tier III. Along with the teacher survey, behavior referrals, PBIS data and MTSS data for behavior/SEL determine teachers need further support in trauma informed care, mental health issues (including matching interventions to skill), also school safety. The staff survey also indicated that 79% of teachers reported they need further assistance with Tier II and Tier III support in Reading and 100% in math. Over the past two years the common assessment/Friday assessment scores for all students in reading have improved from 54.59% P/D to 61.66% and in math 64.89% to 66.54%  Over the past two years our special education students reading assessment scores have increased from 35% P/D to 38.36% P/D and math 50.52% to 60.78%. While we have seen an increase in both populations, we want to continue to ensure that assessments are aligned to the correct standards and that students receive the correct target based instruction in order to make progress towards mastery of standards and progress towards goals on IEP. Staff will receive training on how to deconstruct standards in order to plan lessons that are rigorous and have assessments that are fully aligned to standards. Along with deconstructing standards, teachers will receive additional training on Tier II and Tier III programs that are aligned to standards. All teachers will have opportunities to enhance instructional practices related to improving the Quality Cycle of Instruction throughout the school year. The plan developed is aligned to the Kenton Elementary CSIP and has been approved by the SBDM Council.

## B. PROFESSIONAL DEVELOPMENT SCHEDULE
*Identify the activities for the four professional development dates in the approved district calendar:*

| District Calendar Date | Flexible Date Request, as applicable | CSIP Goal | Description of Content of Professional Development | Specific Supporting Resources, as needed |
|---|---|---|---|---|
| PD Day # 1 - August 17, 2021 6 hours | August 10th 2021 | Proficiency Goal 1, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | **Tiered Intervention Support**<br><br>Tier I: Curriculum Analysis, including deconstruction of standards, and assessment alignment to standards. Working with standards and aligning | District Consultants, requesting Courtney Pitts Kenton Principals, Compass and Zearn Consultants,Map Data, RI, PI, Read180, |

| | | | materials and programs to instruction and assessments. Creation and development of new resources, assessments and materials to align to the standards.

Element 1: Process for Deconstructing Standards/Using Deconstructed Standards Documents | System44, Grade level standards |
| | **6 Hours** | | Tier II and Tier III supports Teachers will learn the process of assigning individual assignments and reading progress reports to support students in Tier II and Tier III: Data analysis to create RTI groups that meet the individual needs of students in the areas of academics and behavior. | |
| PD Day # 2 - November 24, 2021 6 hours | K,1st: June 3rd 2021 2nd, 3rd : June 4th 2021 4th, 5th: June 8th 2021 6hrs | Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | **Differentiated Professional development Sessions:**

**General Education:**

Math - Deconstructing standards **by units** and create a bank of questions for each standard by unit for weekly assessments | District Consultants MTSS Data in Reading, Math SEL/Behavior Current standards,lesson plans, common assessments and weekly assessments. KCSD Summer Offering |
| | June 2nd 2021 6 Hrs | | Physical Education session | |
| | 3rd and 4th: June 8th 2021 6hrs | | Social Studies- Deconstructing Standards **by Inquiry.** Write Common Assessments for inquiries. Begin creation of a bank of questions by standard for weekly assessments. | |
| | Preschool, K, Sped June 7th 2021 & 8th 2021 12hrs | | Conscious Discipline Training for preschool & Kindergarten teachers, sped as appropriate. | |

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|---|---|---|
| K, 1st:<br>June 9th<br>2021<br>2nd, 3rd:<br>June 10th<br>2021<br>4th, 5th:<br>June 11th<br>6hrs | ELA -<br>Deconstructing standards **by units** and create a bank of questions for each standard by unit for weekly assessments | |
| 3rd-4th:<br>June 8th<br>2021<br>6 hrs.<br>5th:June<br>10th 2021<br>6hrs | Social Studies-<br>Deconstructing Standards **by Inquiry.** Finish writing Common Assessments for inquiries. Begin the creation of a bank of questions by standard for weekly assessments. | |
| 3rd: June<br>11th 2021<br>4th: June<br>10th 2021<br>6 hrs | Science -<br>Curriculum Map Redesign and begin deconstructing standards **by unit** beginning with those units with no CA. Finish all Common Assessments | |
| 1st: June<br>10th 2021<br>2 hrs | 1:1 Planning session 2021-2022 | |
| Aug. 2nd<br>2021<br>6hrs | New S44 teachers- including those that got crash course trainings during year<br>**Required** | |
| Aug 3rd<br>2021<br>6hrs | New Teacher Orientation | |
| Aug.11th<br>2021 Aug.<br>12th 2021<br>12 hrs | New R180 teachers- including those that got crash course trainings during year<br>**Required** | |
| June 15th<br>2021,<br>17th, 22nd<br>2021, 24th<br>2021<br>July 6th<br>2021, 8th<br>2021 ,13th<br>2021 ,15th<br>2021<br>August 6th<br>2021<br>6 hrs | **Special Education**<br><br>SCM Refresher | |

| | | | | |
|---|---|---|---|---|
| | July 20th 2021, 22nd 2021 July 27th 2021, 29th 2021 August 2nd 2021, 3rd 2021 12 hrs | | SCM Initial | |
| | Aug. 2nd 2021 6hrs | | Preschool - deconstructing standards and curriculum map design ( Required) | |
| | Aug. 3rd 2021 6 hrs | | Music Session | |
| | July 27th-29th 2021 and August 3rd 2021 8:30-10:30 and 12:00-2:30 and August 4th 2021 8:30-10:30 18 hrs | | TEACCH Training-NKCES | |
| | July 28th 2021 or August 12th 2021 6hrs | | SpEd Teachers, School Psychologists ***Required*** | |
| | | | **All Staff** | |
| | August 4th 2021 6hrs | | EdCamp | |
| | August 5th 2021 3hrs | | Todd Whitaker Presentation | |

| | TBA<br>6hrs<br><br>6 Hours | | **Instructional Assistants**<br>Summer PD Sessions | |
|---|---|---|---|---|
| PD Day #3 -<br>February 21, 2022<br>6 hours | August 9th 2021<br><br><br><br><br><br><br><br><br><br><br>6 Hours | Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | Mental Health issues, MTSS Behavioral Support<br><br>Trauma Informed Care-Part 1 and Adult Advocate vs. Mentoring Implementation and Fidelity<br><br>SEL Supports for the classroom: Discussion of how to match an intervention with progress monitoring. Strategies to use in the classroom for students with behavior/SEL needs. | MTSS SEL/Behavior Data Behavior Referrals School Based Therapy referrals, Terrace Matrix Data, PBIS Data, requesting Amber Schmidt |
| PD Day #4 -<br>March 18, 2022<br>6 hours | August 11th, 2021<br>2 Hours<br>October 28th, 2021<br>2 Hours<br>February 24th, 2022<br>2 Hours<br><br>6 Hours | Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | Diversity and Inclusion Training through Make It Plain | Make It Plain staff Kenton Principals Cultural Awareness Committee Minutes |

# C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

| CSIP Goal (Name) | Description of Job-Embedded PD | Specific Supporting Resources, as needed |
|---|---|---|
| Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | Data analysis weekly at PLC and MTSS and analysis of student work samples, progress monitoring data and assessment data to determine next steps for students. Discussion of strategies and programs to use with students. | District Consultants, Administrative Team, Assessment measures |
| Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | PBIS strategies focusing on implementation of Tier I, Tier II and Tier III strategies. Refining progress monitoring and supporting student goals that lead to success. This includes matching the intervention to the progress goal being monitored. | PBIS Data, MTSS data, Progress monitoring data |
| Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | Support with the MTSS process and progress monitoring - tracking and determining progress , This includes the use of AIMSweb and DIBELS, Quality Cycle of Instruction, and supporting differentiation, Tier I, Tier II, and Tier III supports. Follow up on resources from summer professional learning sessions for Tiered interventions to determine next steps for teachers to implement instructional materials. | Standards, Lesson plans, Tiered intervention programs for math, reading and SEL/behavior<br><br>Landing page |
| Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | Curriculum Analysis, including deconstruction of standards, and assessment alignment to standards. Working with standards and aligning materials and programs to instruction and assessments. Creation and development of new instructional supplies, assessments and materials to align to the standards. | District Consultants and Administrative Team,<br><br>Lesson plans, current standards<br><br>Requesting, Courtney Pitts |

| | | |
|---|---|---|
| Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 | School Safety training and updates, as needed. | District Consultants, Administrative Team, School Safety Team, Safety assessment |
| Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 | Ongoing training on the PPR document and the district evaluation cycle. | Administrative Team |
| Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 | Working with student writing samples to review, share, and analyze for mid-year and end of year reviews. Next steps discussed to move writing instruction forward and to help students progress with writing achievement. Writing in all content areas and for a variety of purposes is supported through this work. | District Consultants, Writing Cluster information and Administrative Team |
| Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | Training on technology platforms and supports. Learning to use technology to enhance instruction in the classroom. Work with technology standards to ensure students have knowledge of technology skills needed in the 21st Century. This includes personalized learning. Which allows students to take ownership of their work. | District Consultants, Technology Committee, Administration Team, Lead Teachers, Requesting Joe Chavez |
| Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | Mental Health issues, MTSS Behavioral Supports<br><br>Social Emotional Learning – Continuous review of effective practices for social emotional learning as well as effective frameworks to present SEL to students. | Administrative team, Make it Plain staff, Cultural Awareness committee minutes, SEL data from MTSS, Behavior Referrals, |

| | | District Consultants, requesting Amber Schmidt |
|---|---|---|
| | Trauma Informed Care-Session 2 | |
| | Diversity – Continuous and ongoing review of practices to create a culturally responsive education for all students.  Make It Plain | |

# D. IMPLEMENTATION AND IMPACT

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

# E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT
*Indicate approximate percentages for each of the following general expense categories:*

| Type of Expenditure | Munis code | Percentage of Your Budget |
|---|---|---|
| **Certified Substitutes (for both on and off – site Professional Learning)** | **0120 D** | *60%* |
| **Certified Extra Service** | **0113** | |

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

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

## F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: PLC 3/4/21, SBDM 3/11/21, Staff Survey 3/7/21 Lead Teacher Meeting 3/23/2021, SBDM 3/19/21

# Piner Elementary School
# 2021-22 Professional Development 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 development (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.):*

Administrator completed the KCSD principal survey for professional development needs. Additionally, a survey was given to the staff to complete on March 15-16, 20201. The results from both surveys demonstrated a need for additional professional development opportunities in the areas of: instruction, SEL, behavior, and standards deconstruction and alignment work. Our overall MAP data in reading proficiency was 64.56% for all students and 18.75% for students with IEPs. In math, our overall proficiency was 59.96% and for students receiving special education services, proficiency was 37.50%. This data indicated that both reading and math core instruction and MTSS/special education targeted instruction needed continual development. Collaborative analysis of Common and Weekly Assessment Data also indicate an overall discrepancy in both areas of reading and math between all students scoring proficient/distinguished and students who receive special education services scoring proficient/distinguished. Through PLCs and job-embedded PD, as well as scheduled and flexible PD during the 2020-21 school year, next steps for 2021-2022 were determined with input from administration, teachers, SBDM members, and consultants. Weekly review of formative assessment data and MTSS progress monitoring data allowed us to identify areas of teacher needs in terms of specific instructional strategies. Administrator and teacher discussions following PPR walks also contributed to the next steps that are needed to continue to grow. Content specific best practices in the areas of Science, SS, and Writing will improve instruction and learning. For MTSS Tier II and TIER III interventions, teachers providing interventions (including but not limited to: RTA, iRead, R180, and System 44) will continue their professional development to increase effectiveness with students in MTSS, 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 DEVELOPMENT SCHEDULE
*Identify the activities for the four professional development dates in the approved district calendar:*

| District Calendar Date | Flexible Date Request, as applicable | CSIP Goal | Description of Content of Professional Development | Specific Supporting Resources, as needed |
|---|---|---|---|---|
| PD Day # 1 - August 17, 2021 6 hours | June 10, 2021 6 hours | MAP and KPREP Combined Proficiency, Achievement Gaps | Teachers in grades K-5 will collaborate in grade level/department subject teams with district colleagues to deconstruct standards and develop assessment questions for the 2021-2022 school year in the following areas and grade-levels: | Teachers, District Consultants, Administrators, Kentucky Academic |

| | | | | |
|---|---|---|---|---|
| | July 11 or Aug. 12, 2021 | | Math- <br> • K-1: June 3 <br> • 2-3: June 4 <br> • 4-5: June 8     ELA- <br>              • K-1: June 9 <br>              • 2-3: June 10 <br>              • 4-5: June 11 <br> OR <br><br> Special Education Teacher PD- customized for all special education teachers and related service personnel. | Standards, District and school timelines <br><br><br><br> Teachers, District Consultants, KAS |
| PD Day # 2 - November 24, 2021 6 hours | June 11, 2021 6 hours | MAP and KPREP Combined Proficiency, Achievement Gaps | Teachers in Grades 3, 4, and 5 will collaborate in grade level/ department subject teams with district colleagues to deconstruct standards and develop assessment questions for the 2021-2022 school year in the following areas and grade-levels: <br><br> Social Studies-       Science- <br> • 3rd-4th: June 8    • 3rd: June 11 <br> • 5th: June 10        • 4th: June 10 <br> OR <br><br> Teachers in Grade 1 will be trained on SAMR, technology tools, and methods to expand instructional practices using technology. <br> • June 10- (2 hours) <br><br> AND/OR <br><br> Teachers in Grades K, 1, and 2 will collaborate in grade level/department teams and/or vertically aligned teams to align **phonics** curriculum, revise timelines, and develop grade level schedules and assessments for the 2021-2022 school year. This will be held at Piner led by administrators and teacher leads. <br><br> OR | Teachers, District Consultants, Administrators, Kentucky Academic Standards, District and school timelines |
| | June 16, 17, 23, 24 July 7, 8,14,15 or August 6, 2021 | | Safe Crisis Management Training - Refresher. Staff will work with trainers to complete SCM (a comprehensive continuum of prevention, de-escalation and safe emergency intervention strategies for responding to aggressive behavior in social service agencies and schools.) | SCM Team members, District SCM Trainers |
| PD Day #3 - February 21, 2022 6 hours | August 4, 2021 6 hours | MAP and KPREP Combined Proficiency, Achievement Gaps | Teachers in Grades K-5 will collaborate in grade level/department teams and/or vertically aligned subject teams to deconstruct standards, align **math, reading, math, science, SS** and **writing** curriculum, revise timelines, and develop grade level schedules and assessments for the 2021-2022 school year. This will be held at Piner led by administrators and teacher | Teachers, District Consultants, Administrators, Kentucky Academic Standards; |

| | | | leads. (Element 1: Process for Deconstructing Standards/Using Deconstructed Standards Documents) | KCSD PD Landing Page |
|---|---|---|---|---|
| PD Day #4 - March 18, 2022 6 hours | Aug. 10, Oct. 26, 2021 and Jan. 25, 2022 6 hours | MAP and KPREP Combined Proficiency, Achievement Gaps | Make it Plain Diversity and Inclusion Training | Teachers, Administrators, Make It Plain Staff |

## C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

| CSIP Goal (Name) | Description of Job-Embedded PD | Specific Supporting Resources, as needed |
|---|---|---|
| MAP and KPREP Combined Proficiency, Achievement Gaps | Data Analysis &/or Analysis of student work. (Data reviews to include analysis of students in "Gap/Special Education".) | Consultants, Administrators, Assessment results (MAP, KPREP) |
| MAP and KPREP Combined Proficiency, Achievement Gaps | Quality Cycle of Instruction Practices and Curriculum Design aligned to standards (To include: Element 1: Tasks of Varying Complexity, Element 2: Products from ALL Students; Element 4: Adjusting Instruction in Real-Time) | Consultants, Administrators, KCSD Professional Development Landing Page |
| MAP and KPREP Combined Proficiency, Achievement Gaps | Improving MTSS practices (including SEL, Mental Health, and Behavioral) and Progress Monitoring Data | Consultants, Administrators, Counselors, Teachers; KCSD Professional Development Landing Page |
| MAP and KPREP Combined Proficiency, Achievement Gaps | School Safety | SRO, Teachers, Administrators |
| MAP and KPREP Combined Proficiency, Achievement Gaps | Improving Instruction and Designing Assessments to Align to Standards | Consultants, Administrators; KCSD Professional Development Landing Page |
| MAP and KPREP Combined Proficiency, Achievement Gaps | Diversity Training | Counselor, Administrators |

## 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 2021-2022 school year prior to June 1, 2021. Impact will be assessed throughout the year through the following data being analyzed in faculty meetings, PLC meetings, and MTSS meetings: KPREP, three MAP assessments, DIBELS data, Brigance data, MTSS 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 PROFESSIONAL DEVELOPMENT
*Indicate approximate percentages for each of the following general expense categories:*

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

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

## F.  DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN:
- Staff Survey (3/15/21-3/16/21)
- SBDM Meeting for Approval (3/24/21)

## River Ridge Elementary School
## 2021-22 Professional Development 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 development (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.):*

Significant data analysis has been conducted to support the needs assessment process for identifying professional learning. Based on principal survey results analyzing professional development needs, 75% or more of teachers would benefit from additional training in the areas of adjusting instruction in real time, student collaboration, analyzing and planning according to assessment results, and adapting instruction to meet the needs of English language learners. The administration and staff at River Ridge Elementary have collaborated to examine student learning results from summative assessment measures, such as KPrep, as well as formative assessment measures, such as MAP, common unit assessments, and weekly formative assessments. Our most recent state assessment data indicates a need for closing the achievement gap between all students and those identified as Special Education, as well as increasing reading proficiency across all grade levels. In reading, our students with disabilities scoring P/D was 34% less than our all student group. In math, our students with disabilities scoring P/D was 41% less than our all student group. On the winter administration of MAP, our percentage of students with IEPs scoring above the 50th percentile in reading was 32.08%. Our percentage of students with IEPs scoring above the 50th percentile in math was 33.96%. In addition, MAP data demonstrates the need to accelerate student mastery of Kentucky Core Academic Standards, specifically in reading and math for all students. On the winter administration of MAP, overall 61.15% of students scored at or above the 50th percentile in reading and only 55.91% scored at or above the 50th percentile for math. Furthermore, continuous analysis of common unit assessment and weekly formative data supports the need to focus improvement efforts on increasing mastery of ELA and Math KCAS standards in order to satisfy the expectations embedded within our school's 2021-2022 trajectory goals. This data indicates approximately 55% of students scoring proficient in reading and only 50% scoring proficient in math. Grade level teams, along with our SBDM council, have analyzed data on a monthly basis and determined the need for further development in the aforementioned areas (Reading, Math, and Closing the Achievement Gap). According to the most recent state assessment data, our writing achievement scores increased by 15%. In order to sustain and continue this growth, we have determined the need for continued collaboration in this area to further align our school-wide writing curriculum across all grade levels, both horizontally and

vertically. That same will be true for strengthening alignment both vertically and horizontally in ELA and math instruction. In order to increase our overall achievement in these areas, we have diagnosed some fundamental gaps to be addressed including standard analysis and breakdown, alignment of instructional activities with standards, and creating formative assessments according to a firm understanding of grade level standards.

## B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

| District Calendar Date | Flexible Date Request, as applicable | CSIP Goal | Description of Content of Professional Development | Specific Supporting Resources, as needed |
|---|---|---|---|---|
| PD Day # 1 - August 17, 2021 6 hours | June 3, 4, 5, 2021 (math) June 9, 10, 11, 2021 (ELA) June 8, 10, 2021 (Social Studies) June 10, 11, 2021 (Science) 6 hours (all) | Proficiency | Deconstruct standards by units to create formative assessment questions for Math, ELA, Social Studies, Science<br><br>OR | District Consultants, Teachers, Administration |
| | June 10, 2021 2 hours | | 1:1 Planning for 21-22 School Year *(1st Grade only)*<br><br>OR | District Consultants, 1st Grade teachers |
| | July 28 or Aug. 12, 2021 6 hours | | Special Education Teacher Training (all sped)<br><br>OR | District special education staff, Building level special education staff |
| | June 2nd, 2021 6 hours | | PE Teachers Session<br><br>OR | KCSD PE Teachers |
| | June 7 - 8, 2021 12 hours | | Conscious Discipline Training (PreK, Kindergarten, Sped)<br><br>OR | District Preschool staff, Building level Prek, Kindergarten, and Special Ed Teachers |
| | Aug. 3, 2021 6 hours | | New Teacher Orientation<br><br>OR | District Staff, New teachers at RR |

| | | | | |
|---|---|---|---|---|
| | August 11, 2021 4 hours | | Lexia and Rosetta Stone Training (EL teachers and IAs required) | District EL Staff, Building level EL teachers and IAs |
| PD Day # 2 - November 24, 2021 6 hours | July 27, 2021 6 hours | Proficiency, Gap, Growth | River Ridge Instructional Practices - Vertical alignment, Cycle of Instruction, Rigor, Formative Assessment (teachers, IAs, admin.) | River Ridge Admin, RR Teachers and IAs |
| PD Day #3 - February 21, 2022 6 hours | August 10, 2021 6 hours | Proficiency, Gap, Growth | River Ridge Instructional Practices - Continue work with vertical alignment, Cycle of Instruction, Rigor, Formative Assessment (teachers only) OR | RR Admin and Teachers |
| | June 15, 17, 22, 24, July 6, 8, 13, 15 August 6, 2021 6 hours | | SCM Refresher (core team) OR | District Sped staff, RR core team (admin, special ed, preschool) |
| | August 2, 2021 6 hours | | Deconstructing standards and curriculum map design (required) Preschool Teachers OR | District preschool staff, RR Preschool teachers |
| | Dates TBD 6 hours | | IA Summer Conference (NKCES) OR | NKCES Consultants, RR IAs |
| | August, 9, 2021 6 hours | | SIOP Methods for ELS (EL teachers and IAs required) | Building level EL teachers and IAs |

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|---|---|---|---|---|
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| | | | | |
| PD Day #4 - March 18, 2022 6 hours | August 4, 2021 6 hours | | KCSD EdCamp OR | District EdCamp Team, Consultants, Teachers |
| | August 5, 2021 3 hours | | Todd Whitaker (KCSD) OR | District Team, Teachers, IAs |
| | July 15 - 15, 2021 12 hours | | Smekens Literacy Stations and Small Group Guided Reading *(optional for teachers- all attended last summer)* OR | Smekens Team (virtual), Teachers |
| | July 27-29, Aug. 3-4, 2021 18 hours | | TEACCH Training (NKCES) MSD and STU Teachers | MSD and STU Teachers, NKCES Consultants |

## C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

| CSIP Goal (Name) | Description of Job-Embedded PD | Specific Supporting Resources, as needed | |
|---|---|---|---|
| Proficiency and Gap Goals | **Weekly Data Analysis** Teachers and administrators collaborate weekly to analyze data and determine progress in all content areas. Weekly PLC's also include careful examination of summative data to guide instruction in ELA/Math. Analysis of student work samples in writing will be conducted to monitor student progress. We will use the KCSD created session for analyzing common/weekly assessment proficiency results to inform instruction to guide this work. | Teachers, Administrators, District Consultants | MTSS Progress Monitoring Data, MAP, KPREP, Common Assessments |
| Proficiency and Gap Goals | **Effective Instructional Practices** Ongoing learning and curriculum design around the Cycle of Instruction and high quality instructional strategies to enhance tier 1, core instruction including (but not limited to) student products, meaningful collaboration, and appropriate and varying tasks, with emphasis on ELA and Math content. We will use the KCSD created sessions - assignment review protocol, tasks of varying complexity, products from all students, meaningful | Teachers, Administrators,District Consultants | MTSS Progress Monitoring Data, MAP, KPREP, Common Assessments |

| | collaboration, and adjusting instruction in real time- to guide this work. | | |
|---|---|---|---|
| Proficiency, Separate Academic Indicator Goals | **Instruction and Assessments** - Ongoing analysis of instructional practices, policies, plans, and student assessment data and student work. Continued work on deconstructing standards to create formative assessment questions that align with standards in ELA and Math (using the Process for Deconstructing Standards from the KCSD created sessions). | Teachers, Administrators | MTSS Progress Mon.Data, MAP, KPREP, Common Assessments |
| Prociency, Separate Academic Indicator, Growth, Gap Goals | **Technology -** Utilize our Instructional Technology Coach to provide ongoing training and tools to support technology implementation in the classroom to enhance student learning and achievement. We will utilize the KCSD created session 'using technology to more efficiently get products/adjust instruction' to help guide this work. | Teachers, Administrators | MTSS Progress Mon.Data, MAP, KPREP, Common Assessments |
| Proficiency, Gap, and Growth Goals | **MTSS and Differentiation -** Ongoing analysis of student intervention data to determine student needs and successes. Both KCSD sessions, Progression Charts and Data Collection & Progress Monitoring, will be used to help guide this work. | Teachers, Administrators, | MTSS Progress Monitoring Data, MAP, KPREP, Common Assessments |
| Proficiency and Transition Readiness Goals | **Behavior Interventions and PBIS -** Ongoing analysis and conversations around effectiveness of behavior interventions as they relate to PBIS, mental health, SEL, and overall school safety. Both KCSD sessions on Trauma will be used to guide this work. | Teachers, Administrators, | MTSS Progress Monitoring Data, MAP, KPREP, PBIS Data |
| Gap and Growth Goals | **Co-Teaching and Collaboration -** Ongoing conversations around research as it relates to effective co-teaching models for special education and regular education teachers. Data analysis around IEP goals and special education progress data will continue to be refined to ensure current special education supports are aligned with needs. | Teachers, Administrators, District Consultants | MTSS Progress Monitoring Data, MAP, KPREP, Common Assessments |
| Separate Academic Indicator and Transition Ready Goals | **KAS -**Ongoing conversation and collaboration around implementation of all content standards | Teachers, Administrators, District Consultants | KPREP Data, Common Assessments |
| Proficiency, Gap, Growth, Transition | **Diversity -** Continuation of Diversity and Inclusion training from 20-21 to discuss and refine ways we are modeling inclusivity in classrooms and in colleague to colleague relationships. | Teachers, Admin, Instructional Assistants | Gap Data |

| Proficiency, Growth, Gap, Transition | **School Safety -** Ongoing collaboration and training around increasing overall safety of our building processes and procedures. | Teachers, Admin, District Staff | School safety data |
|---|---|---|---|

## D. IMPLEMENTATION AND IMPACT

Ongoing, weekly, systematic review of data including, but not limited to KPREP, MAP, DIBELS, SRI/SPI, Common Assessments, special education progress data, and on-going formative assessments will help determine effectiveness of strategies. Teacher feedback and input from professional development reflections, PLC work, committee work, team meetings, and professional growth plans will be used to consistently reflect on implementation and progress of the work we are doing. SBDM council will review student achievement data and school improvement planning monthly to monitor overall progress and make recommendations for improvement. Weekly administrative meetings will take place to discuss and reflect upon student data and instructional trends from PPR walks.

## E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

*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** | 5% |
| **Educational Consultant** | **0322** | |
| **Registrations** | **0338** | 10% |
| **General Supplies/Professional Books** | **0610** | 40% |
| **Food** | **0616** | 5% |
| **Travel In District** | **0581** | |
| **Travel Out of District** | **0580** | 5% |
| **Total of your budget** | | **100%** |

Please use the following coding structure for PD funds:

Org - SCH1118
Object – use code from above
Project – 7000

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

March 9, 2021 during resource committee meeting
March 17, 2021 during PLCs
April 20, 2021 at SBDM Council Meeting

# Ryland Heights Elementary
# 2021-22 Professional Development 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 development (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.):*

The needs assessment process for identifying professional learning involved analyzing MAP data, teacher surveys, Professional Practices Growth Plans, feedback from Pillars of Support visit, Common Assessment data, weekly assessment data, and PPR walks. In the Fall of 2020, 68.22 % of students scored proficient in reading on the MAP assessment and 64.8% scored proficient in math on the MAP assessment. Ryland Heights teachers utilize grade level data dashboards to analyze student mastery of standards on a weekly basis on weekly assessments, common assessments, MAP data and intervention data. Teachers and staff consistently participate in differentiated job-embedded professional development throughout the school year and are provided the opportunity to give input into their professional development opportunities every month.

Through PLCs and job-embedded PD, as well as, scheduled and flexible PD during the 2020-21 school year, next steps for the 2021-22 school year were determined with input from administration, teachers, SBDM members, and district consultants. Administrators and teacher discussions following weekly PLCs also contributed to the next steps that are needed to improve student achievement. Ryland Heights staff will continue to use the Multi-Tiered System of Support beginning with content specific best practices, standard deconstruction, and creating question banks for weekly assessments in the areas of Math, Reading, Writing, Science, and Social Studies to strengthen Tier I instruction. The goal of strengthening Tier I instruction is to minimize the number of students needing layered interventions. At this time, 15.39% of students receive a reading intervention and 11.44% of students receive a math intervention. Teachers need continued professional learning to increase the effectiveness of all tiered interventions ensuring the interventions are implemented with fidelity and appropriate data probes used to track data. Teacher surveys indicated that they would like additional opportunities for development in the areas of incorporating effective interventions, increased comprehension and assessment of the standards and also additional strategies for teaching writing. In addition, special educators will continue improving knowledge of specially designed instruction to improve proficiency of students with disabilities. When analyzing MAP data from Fall 2020, 29.63% of students with disabilities scored at or above the 50th percentile in reading and 35.85% of students with disabilities scored at or above the 50th percentile in math.

The addition of our grade level data dashboards has increased the availability of both group and individual data. This has also created more of an opportunity to work as a PLC to analyze the data available. Our Team will continue to need professional learning opportunities on improving our capacity with effective data analysis. This data analysis effort will continue to focus on how to identify needs of students to ensure growth for ALL students. Teachers will continue job embedded learning on quality instruction within the Cycle of Instruction (engaging tasks, eliciting responses from all students, collaborative learning, and formatively assessing to adjust instruction), and personalized learning to ensure all students reach proficiency.

## B.  PROFESSIONAL DEVELOPMENT SCHEDULE

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

| District Calendar Date | Flexible Date Request, as applicable | CSIP Goal | Description of Content of Professional Development | Specific Supporting Resources, as needed |
|---|---|---|---|---|
| PD Day #1 - August 17, 2021 6 hours | Dates TBA 6 hours | Proficiency Growth GAP | Diversity & Equity Training | Make It Plain |
| PD Day #2- November 24,, 2021 6 hours | K-1: June 3 2-3: June 4 4-5: June 8 6 hours<br><br>OR<br><br>3rd - 4th: June 8 6 hours<br><br>OR<br><br>TBA | Proficiency Growth GAP | Math - Deconstructing standards **by units** and create a bank of questions for each standard by unit for weekly assessments<br><br>OR<br><br>Social Studies- Deconstructing Standards **by Inquiry.** Write Common Assessments for inquiries. Begin creation of a bank of questions by standard for weekly assessments.<br><br>OR<br><br>IA Summer Conference-NKCES | KAS, Grade Level Colleagues, District Consultants |
| PD Day #3 - February 21, 2022 6 hours | K-1: June 9 2-3: June 10 4-5: June 11 6 hours<br><br>OR<br><br>5th: June 10 6 hours<br><br>OR<br><br>July 28 or August 12 | Proficiency Growth GAP | ELA - Deconstructing standards **by units** and create a bank of questions for each standard by unit for weekly assessments<br><br>OR<br><br>Social Studies- Deconstructing Standards **by Inquiry.** Finish writing Common Assessments for inquiries. Begin the creation of a bank of questions by standard for weekly assessments.<br><br>OR<br><br>All SpED training | KAS, Grade Level Colleagues, District Consultants and District Special Education Staff |

| | 6 hours | | | |
|---|---|---|---|---|
| PD Day #4 - March 18, 2022 6 hours | 1st: June 10 2 hours | Proficiency Growth GAP | 1:1 Planning for the 2021-2022 School Year. SAMR, technology tools, and methods to make sure we are using technology in a transformative manner. | District and School ITS, Early Childhood Director, KAS, Grade Level Colleagues, District Consultants and District Special Education Staff, Smekens Institute |
| | OR 4th: June 10 3rd: June 11 6 hours | | OR Science - Curriculum Map Redesign and begin deconstructing standards **by unit** beginning with those units with no CA. Finish all Common Assessments | |
| | OR 5th: June 10 6 hours | | OR Social Studies- Deconstructing Standards **by Inquiry.** Finish writing Common Assessments for inquiries. Begin the creation of a bank of questions by standard for weekly assessments. | |
| | OR June 15,17,22,24 July 6, 8,13, 15 August 6 6 hours | | OR SCM Training Refresher | |
| | OR July 20, 22 July 27, 29 August 2,3 12 hours | | OR SCM Initial Training | |
| | OR August 2 6 hours | | OR Preschool-deconstructing standards and curriculum map design | |
| | OR August 2 6 hours | | OR Training on S44 intervention so the intervention can be implemented with fidelity | |
| | OR K-2:August 3; 3-5: August 4 6 hours | | OR Launching the Writer's Workshop | |

|  |  |  | (Smekens Institute) |  |
|---|---|---|---|---|
|  | OR<br><br>August 5<br>6 hours<br><br>OR<br><br>August 11<br>and 12<br>12 hours<br><br>OR<br><br>August 5<br>3 hours<br><br>OR<br><br>August 16<br>3 hours |  | OR<br><br>Edcamp Kenton County<br><br><br>OR<br><br>Training on R180 intervention so the intervention can be implemented with fidelity.<br><br>OR<br><br>Todd Whitaker:  What Great Teachers Do Differently<br><br>OR<br><br>Additional training on software being utilized in the 2021-22 school year to supplement Tier I instruction, as well as utilization as interventions |  |

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

| CSIP Goal<br>(Name) | Description of Job-Embedded PD | Specific Supporting Resources,<br>as needed |
|---|---|---|
| Proficiency,<br>Gap, Growth,<br>SAI; Impact | Cycle of Quality Instruction:  KCSD PD Landing Page:  Cycle of Quality Instruction:  Element 1- Process for Deconstructing Standards/Using Deconstructed Standards Documents, Assignment Review Protocol; Full session, Tasks of Varying Complexity; Element 2: Products from ALL Students; Element 2/4: Using Technology to More Efficiently Get Products/Adjust Instruction; Element 3: After an Individual Product, Meaningful Collaboration; Element 4: Adjusting Instruction in Real-Time<br>Full session, Abbreviated Session | KAS; KCSD Instructional Videos; District Consultants; Content Specific Tools and Assignments to Calibrate; Various Technology Tools; KCSD Cycle of Instruction Lesson Plan Template and other Graphic Organizers |
| Proficiency,<br>Gap, Growth;<br>Impact | Assessment: KCSD PD Landing Page:  Common Assessment Protocol for All Classrooms-Before/During/After the AssessmentPreviewing Common Assessments/Look fors for SA/ER for planning instruction;Analyzing Common/Weekly Assessment Proficiency Results to Inform Instruction; Analyzing IEP Goals/Progress; | KCSD CA Protocols, Common Assessments and Weekly Assessments; IEP Progress Data |
| Proficiency,<br>Gap, Growth,<br>SAI | Technology:  KCSD PD Landing Page:  Google Tools Training; Chromebooks Basics; Google Classroom (Learn Basics) | Technology Device, ITC |
| Proficiency,<br>Gap, Growth | MTSS:  KCSD PD Landing Page:  Intro to MTSS, Progression Charts, Data Collection and Progress Checks | MTSS Expectations for all Tiers; Progression Charts, Student Intervention Data |

| Proficiency, Gap, Growth | EL: KCSD PD Landing Page: Understanding English Language Proficiency Levels and Strategies to Engage ALL EL Students with Grade Level Content;Tools and Strategies for Communicating with EL Students and Families; Cycle of Quality Instruction and ELs: Strategies for Engaging ELs in all Elements of the Cycle | English Language Proficiency Levels, PSP, Technology, KCSD Videos, Lesson Plans to add strategies for EL Learners |
|---|---|---|
| Proficiency, Gap, Growth | Behavior Support: KCSD Landing Page: Understanding Terrace Metrics Screener: Strategies Teachers can use to Support Students Who Have Identified Risk Indicators: Ostracism, Anxiety, Trauma and Hopelessness; Adult Advocate vs. Mentoring Implementation and Fidelity; Trauma Informed Care- Part 1 Refresher and Part 2 | Terrace Metrics Results; Strategies and Supports for Terrace Metrics Results; KCSD TIC Trainings |

### D.   IMPLEMENTATION AND IMPACT

Impact will be assessed and shared during monthly SBDM Council meetings. Council will analyze the following data: K-PREP, MAP assessments, common assessments, weekly assessments, grade distributions, software data, and student work samples. The analysis of this triangulated data as well as instructional feedback from classroom PPR walks will result in adjustments to the job-embedded professional learning. SBDM Council will review data each month.

### E.      BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT
*Indicate approximate percentages for each of the following general expense categories:*

| Type of Expenditure | Munis code | Percentage of Your Budget |
|---|---|---|
| Certified Substitutes (for both on and off –site Professional Learning) | 0120 D | 70% |
| Certified Extra Service | 0113 | |
| Educational Consultant | 0322 | |
| Registrations | 0338 | 15% |
| General Supplies/Professional Books | 0610 | |
| Food | 0616 | |
| Travel In District | 0581 | |
| Travel Out of District | 0580 | 15% |
| Total of your budget | | 100% |

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

### F.   DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN:
   **Staff Surveys following every faculty meeting and SBDM Council (9/3/20, 10/1/20, 11/5/20, 1/7/21, 2/4/21, 3/4/21, 4/1/21)**

# Taylor Mill Elementary School
# 2021-22 Professional Development 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 development (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.):*

*Data analyzed that informed the professional development needs include KPREP data, MAP, Brigance data, Dibels data, RI/PI data, instructional walkthrough observations, PD survey and teacher voice survey. This analysis is a collaborative process throughout the school year and led to continual adjustments in job-embedded needs. Through PLCs and job-embedded PD, as well as scheduled and flexible PD during the 20-21 school year, next steps for 21-22 were determined with input from administration, teachers, SBDM members, and district consultants. Weekly analysis of common formative assessment data and RTI progress monitoring data allowed us to identify areas of teacher needs in terms of specific instructional strategies. Content specific Tier 1 best practices are showing improvement in instruction and learning. For Tier II and III interventions, RTA, iRead, R180, and system 44 teachers will continue their professional development to increase effectiveness with these students (including those identified in "Gap" groups). We continue our focus on data analysis and informing both core instruction as well as interventions necessary to support student success.*

## B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

| District Calendar Date | Flexible Date Request, as applicable | CSIP Goal | Description of Content of Professional Development | Specific Supporting Resources, as needed |
|---|---|---|---|---|
| PD Day # 1 - August 17, 2021 6 hours | Aug 9, 2021 (6 hours) Non-flex for all TM Cert | Proficiency, Achievement Gaps, Growth | Taylor Mill Instructional Practices Professional Learning Day (CSIP Strategy Implementations, Rigor work, Formative assessment, QI Cycle, SEL, etc.) (Non-flex for all TM Cert) | School Administrators, District Curriculum Consultant, Diversity & Inclusion Consultant |
| PD Day # 2 - | Aug 10, 2021 (6 hours) | Proficiency, Achievement Gaps, Growth | Taylor Mill Instructional Practices Professional Learning Day (CSIP Strategy Implementations, Rigor work, Formative assessment, QI Cycle, SEL, | School Administrators, District Curriculum Consultant |

| | | | | |
|---|---|---|---|---|
| November 24, 2021 6 hours | **or** **June 16,17,23,24 or July 7,8,14,15, 20,22 or Aug 3,6** | | etc.) This day will be differentiated by various sessions with supported work time to develop implementation plans. OR SCM (Non-flex for SPED) | |
| PD Day #3 - February 21, 2022 6 hours | **September 16, 2021 (3 hours) Non-flex for all TM Cert** **AND** **October 21, 2021 (3 hours) Non-flex for all TM Cert** | Proficiency, Achievement Gaps, Growth Proficiency, Achievement Gaps, Growth | Follow-up to Aug 9/10 Instructional Practices & Taylor Mill Instructional Practices Professional Learning Day (CSIP Strategy Implementations, Kagan, QI Cycle, School Safety, Team Building, etc.) This day will be differentiated by various sessions with supported work time to develop implementation plans. (Non-flex for all TM Cert) AND Follow-up to Aug 3/10 Instructional Practices Taylor Mill Instructional Practices Professional Learning Day (CSIP Strategy Implementations, Kagan, QI Cycle, School Safety, Team Building, etc.) This day will be differentiated by various sessions with supported work time to develop implementation plans. (Non-flex for all TM Cert) | School Administrators, District Curriculum Consultant, Diversity & Inclusion Consultant |
| PD Day #4 - March 18, 2022 6 hours | **Aug 4-5, 2021 or June 3,4,7,8,9,10,11,14,26,28 or July 26,27,28,29 or Aug 2,11,12** **(6 hours)** | KPREP Combined Proficiency, Achievement Gaps | <ul><li>Google Educator OR</li><li>EdCamp OR</li><li>Todd Whitaker PD OR</li><li>SPED trainings OR</li><li>Math Standards OR</li><li>ELA Standards OR</li><li>Science Standards OR</li><li>Social Studies Standards OR</li><li>1:1 Planning OR</li><li>Conscious Discipline OR</li><li>School Safety Team PD OR</li><li>Special Area Collaboration, Standards & Formative Assessment OR</li><li>New S44 Training</li><li>New R180 Training</li></ul> | School Administrators, District Curriculum Consultant, District Staff, Teacher Leaders |

## C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

| CSIP Goal (Name) | Description of Job-Embedded PD | Specific Supporting Resources, as needed |
|---|---|---|
| KPREP Combined Proficiency, Separate Academic Indicators Achievement Gaps | IOU professional learning (monthly faculty learning) - CSIP Strategy Implementations (including TSI strategies) & data analysis, Instructional Strategies | School Administrators, District Curriculum Consultant |
| Proficiency, Separate Academic Indicators Achievement Gaps, Growth | Co-Teaching models and strategies for collaboration between special and general education teachers | Teachers, Consultants, Administrators |
| Proficiency, Separate Academic Indicators Achievement Gaps, Growth | PLCs – Analyzing student work, sharing strategies, collaborative work aligning with school mission, formative assessment, data analysis, TSI strategies | School Administrators, District Curriculum Consultant |
| Proficiency, Separate Academic Indicators Achievement Gaps, Growths | PBIS, Social Emotional Learning, Mental Health | School Administrators, District Curriculum Consultant |
| Proficiency, Separate Academic Indicators Achievement Gaps, Growths | Curriculum & Assessment Alignment to Standards - Core and RTI Instructional Strategies | School Administrators, District Curriculum Consultant |
| School Culture & Climate | PBIS & School Safety | School Administrators, District Curriculum Consultant |
| Achievement Gaps, Growths, School Culture & Climate | Diversity Training | School Administrators |
| Proficiency, Separate Academic Indicators Achievement Gaps, Growth | Data Analysis | School Administrators, District Curriculum Consultant |

# D. IMPLEMENTATION AND IMPACT

We will monitor the implementation and impact based upon several data points including staff surveys, learning walks, review of student work, staff PD reflections, and beginning, mid and end of the year staff growth meetings. We will also analyze student data included above to determine impact. An update will be provided to SBDM monthly. All staff will complete an individual PD plan by June 1, 2021 which will be reviewed with a school administrator.

## E.   BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

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

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

## F.  DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Mar 15, 2021, Mar 24, 2021, Apr 20, 2021

# White's Tower Elementary School
# 2021-22 Professional Development 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 development (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.):*

Further analysis of DIBELS data, Reading Inventory, Friday Assessments, MTSS 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 2020-2021 school year, next steps for 2021-22 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. We will also involve teachers in the cycle of quality instruction training and exposure through PLC's and staff meetings. This will help identify through PPR Walks, which will notify lapses or deficiencies that can be improved on. This data analysis effort will also focus on how to identify needs of students in "Gap" populations. Specific data to this is also identified in our CSIP:Reading MAP Data for students with IEP's: 35.80% at or above 50th percentile & 66.28% of students showing growth & Math MAP Data for students with IEP's: 38.27% at or above 50th percentile & 66.28% of students showing growth.

## B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

| District Calendar Date | Flexible Date Request, as applicable | CSIP Goal | Description of Content of Professional Development | Specific Supporting Resources, as needed |
|---|---|---|---|---|
| PD Day # 1 - August 17, 2021 6 hours | June 3, 4, 5, 7, 8, 9, 10, & 11, 2021 (6 hours)<br><br>June 15, 17, 22, & 23, 2021 | Proficiency Gap & Transition Goals | Deconstructing Standards, 1:1 Planning, Curriculum Map Design<br><br>Or<br><br>SCM Restraint Training | District Personnel |

| | July 6, 8, 13, 15, 20, 22, 27, 29, 2021. August 2, 3, 6, 2021. (6 or 12 hours) | | | |
|---|---|---|---|---|
| PD Day #2 - November 24, 2021 6 hours | August 4, 2021 (6 hours) | Proficiency, Gap & Transition Goals | Element 1: Tasks of Varying Complexity (1.5 hours) Element 2: Products from ALL Students (1.5 hours) | Teacher Leaders & Administration |
| | | | John Gordon: One Word Challenge (3 hours) | Administration |
| PD Day #3 - February 21, 2022 6 hours | Sept. 8, 2021 Sept. 29, 2021 Oct.13, 2021 | Proficiency, Gap & Transition Goals | Element 4: Adjusting Instruction in Real-Time (2 hours) MTSS: Progression Charts & Data Collection & Progress Monitoring (2 hours) Trauma Informed Care: Part 1 & Part 2 (2 hours) | Teacher Leaders & Administration District Consultant & Administration |
| PD Day #4 - March 18, 2022 6 hours | TBA (6 hours) | Gap Goal | Make It Plain | Tommie Lewis |

## C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

| CSIP Goal (Name) | Description of Job-Embedded PD | Specific Supporting Resources, as needed |
|---|---|---|
| Proficiency, Gap, & Transition Goals | Data Analysis, MTSS, Student Progress Monitoring (MAP, Friday Assessments, Data Dashboard) | • Administration • District Instructional Consultants • Teachers |

| Gap Goals | Building Relationships<br>One Word Challenge | • Gerry Brooks |
|---|---|---|
| Proficiency, Gap, & Transition Goals | Response to Interventions: Instructional strategies, student progress monitoring, differentiated/flexible groupings | • Administration<br>• RtI Teachers<br>• Teachers |
| Proficiency, Gap, & Transition Goals | Technology Tips & Resources. Training in Google meet, forms, slides, and docs. As well as, creating assignments, postings, grading and PearDeck. | • Tech Teacher<br>• Administration |
| Proficiency, Gap, & Transition Goals | Common Assessment Protocol for all classrooms- before/ during/ after the assessment. Teachers focus on common practices for before, during and after giving an assessment. | • Teacher Leaders<br>• Administration |
| Proficiency, Gap, & Transition Goals | PPR Walk Evidence & Observations. Use evidence observed in the PPR Walks to drive next steps or areas of emphasis within the cycle of quality instruction. KCSD Landing Page | • Administration |

## D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year with monthly updates to the SBDM committee. Data will be analyzed by student progress monitoring data such as: MAP, SRI & SPI data, Friday Assessments, DIBELS and individual student products. Adjustments to the job-embedded needs, will be based off of this data as well as PPR walk findings and administrator/teacher discussion on instructional needs. Weekly assessments will be monitored in order to make adjustments to instruction and deconstruction standards to ensure student success. Using PPR walks and a cycle of quality instruction, we will connect teacher individual professional development plans to their professional growth plans.

## E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

*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 | 73% |
| Certified Extra Service | 0113 | |
| Educational Consultant | 0322 | 25% |

| | | |
|---|---|---|
| **Registrations** | **0338** | |
| **General Supplies/Professional Books** | **0610** | *2%* |
| **Food** | **0616** | |
| **Travel In District** | **0581** | |
| **Travel Out of District** | **0580** | |
| **Total of your budget** | | **100%** |

Please use the following coding structure for PD funds:

Org - SCH1118

Object – use code from above

Project – 7000

## F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: __3/31/21_____

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# Summit View Academy
# 2021-22 Professional Development Summary

</div>

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

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

The mission of Summit View Academy is to provide rigorous, engaging opportunities that allow kids to develop the ROYAL Habits and become college and/or career ready. Our goals include:
- ★ Five Star School
- ★ MAP Reading (K-5) 70% above 50th percentile
- ★ MAP Reading Gap (K-5) 32% above 50th percentile
- ★ MAP Math (K-5) 67% above 50th percentile
- ★ MAP Math Gap (K-5) 43% above 50th percentile
- ★ MAP Reading (6-8) 72% above 50th percentile
- ★ MAP Reading Gap (6-8) 31% above 50th percentile
- ★ MAP Math (6-8) 60% above 50th percentile
- ★ MAP Math Gap (6-8) 25% above 50th percentile
- ★ Attendance (K-5) 96.98%
- ★ Attendance CA (K-5) 5.94%
- ★ Attendance (6-8) 96.48%
- ★ Attendance CA (6-8) 8.55%
- ★ 80% of kids in grades 4-8 participating in at least one activity beyond the school day

## A.  DATA COLLECTION/ NEEDS ASSESSMENT

*Describe the needs assessment process for identifying professional development (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 DIBELS, Brigance, Reading Inventory, Math Inventory, and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs. In grades 3-8 in the area of Math on KPREP 2019, SVA was below the district average for all assessed grade levels. Learning effective strategies to increase math achievement for all students is SVA's top priority. In grade 4 in the area of Math, overall 46% of students scored Proficient/Distinguished. This is a decrease from previous years. Only 9% of students with disabilities in the area of Math scored Proficient/Distinguished. Learning effective strategies to close the disability gap in math is SVA's second-highest professional development priority. 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 2021-22 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 around the Cycle of Quality Instruction. The Core Expectations for Quality Instruction document will help guide improvements in instruction in all academic areas. Teachers will focus on best practices and instructional strategies to aid in curricular adjustments when students fail to meet mastery. Teachers will plan for and implement active student engagement strategies including the use of technology to engage and get products from all students, as well as use results from formative/summative assessments to inform next steps for students. For Tier II and Tier III

interventions, iRead, ST Math, Read 180, Khan Academy Mappers, Do the Math, and System 44 teachers will continue their professional development in these programs to increase effectiveness with these students (including those identified in "Gap" groups). MTSS data is monitored weekly to ensure students are making progress and to identify areas of need. When looking at the results of the teacher professional development needs survey, 16% of teachers indicated a need for further training around the topic of Mental Health. SVA Terrace Metrics data indicates we have an increasing population of students in need of Mental Health/Social Emotional support, with 223 in grades 5th-8th falling into a Priority 1-5 category and 19% of these students in the Priority 1 category. The analysis of the data will allow us to focus on our biggest needs as a school.

# B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

| District Calendar Date | Flexible Date Request, as applicable | CSIP Goal | Description of Content of Professional Development | Specific Supporting Resources, as needed |
|---|---|---|---|---|
| PD Day # 1 - August 17, 2021 6 hours | August 9, 2021 6 hours | | Cycle of Quality Instruction, Technology, Behavior Strategies, and Social Emotional Learning | Leadership team, consultants, teachers, PD Landing Page Resources |
| PD Day # 2 - November 24, 2021 6 hours | Various Dates (All dates listed in description) 6 hours | KPREP Proficiency, Transition Readiness, and Gap Goals | Content/Job specific training for all staff. All dates to include training on specific content strategies,standards deconstruction, assessments and Core Expectations for Quality Instruction:<br><br>June 2: 6th Social Studies<br>June 2: 6th Science<br>June 2: PE<br>June 3: 7th Social Studies<br>June 3: 7th Science<br>June 3: All K-1 Math<br>June 4: All 2-3 Math<br>June 4: 8th Social Studies<br>June 4: 8th Science<br>June 4: 6-8th Math<br>June 4: 6-8th ELA<br>June 8: 4-5th Math<br>June 8: 4th Social Studies<br>June 10: 5th Social Studies<br>June 10: 4th Science<br>June 11: 4-5th ELA<br>August 2: Preschool<br><br>All SpEd Training July 28 or August 12<br><br>IA Summer Conference - NKCES (TBA)<br><br>August 6: Counselor Leadership: Counselors, KTP Social Workers, School Social Workers | Leadership team, consultants, teachers |

| | | | Differentiated Training for Enrichment staff - Art/Music/STEM | |
|---|---|---|---|---|
| PD Day #3 - February 21, 2022 6 hours | Various Dates (All dates listed in description) Total of 6 hours | KPREP Proficiency, Transition Readiness, 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 9: Required All K-1 ELA (6 hrs) June 10: Required All 2-3 ELA (6 hrs) June 15,17,22,24, July 6,8,13,15, August 6: SCM Refresher Required (6 hrs) (Target Audience Spec Ed, Admin, IAs) August 2: S44 New teacher (6 hrs) August 4: Kenton County EdCamp (3 hrs) August 5: Todd Whitaker: What Great Teachers Do Differently (3 hrs) August 11: Read 180 New teacher Day 1 (6 hrs) August 11: Read 180 New teacher Day 2 (6 hrs) August 11: Math 180 New teacher (6 hrs) PLTW training | Leadership team, consultants, teachers Outside presenter |
| PD Day #4 - March 18, 2022 6 hours | Various Dates (All dates listed in description) Total of 6 hours | KPREP Proficiency, Transition Readiness, 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 8: 3 Social Studies (6hrs) (representatives) June 10: 1:1 SAMR Planning for 2021-22 School Year - All 1st and 6th grade (2 hrs) June 11: 3 Science (6 hrs) (representatives) Ky Go Digital - *dates not announced yet* | |

| | | | If not used for PD Day #3:<br>August 4: Kenton County EdCamp (3 hrs)<br><br>August 5: Todd Whitaker: What Great Teachers Do Differently (3 hrs)<br><br>Various Dates – Special Education Specific Training (will provide detailed options for staff) | |
|---|---|---|---|---|

# C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

| CSIP Goal (Name) | Description of Job-Embedded PD | Specific Supporting Resources, as needed |
|---|---|---|
| KPREP Proficiency and Gap Goal | Cycle of Quality Instruction | Consultants, Administrators, Teachers, PD Landing Page |
| KPREP Proficiency and Gap Goal | Data Analysis &/or Analysis of Student Work - Utilizing SVA and District Data Dashboard to analyze formative and summative assessment data as well as MTSS | Consultants, Administrators, Teachers, PD Landing Page |
| KPREP Proficiency and Gap Goal | Technology Instruction & Integration/Google Certification/21st Century Skills | Consultants, Administrators, Teachers, PD Landing Page |
| KPREP Proficiency and Gap Goal | Problem Based Learning/Inquiry-Based Learning (Genius Hour) | Consultants, Administrators, Teachers, PD Landing Page |
| KPREP Proficiency and Gap Goal | Writing Calibration and Student Work Analysis | Consultants, Administrators, Teachers, PD Landing Page |
| KPREP Proficiency and Gap Goal | PBIS/Behavior Intervention - Tier I, Tier II, Tier III<br>Social Emotional Learning<br>MTSS | Behavior Consultants, Administrators, Teachers |
| KPREP Proficiency and Gap Goal | Team Building/ROYAL Habits/Culture Building | Consultants, Administrators, Teachers |
| KPREP Proficiency and Gap Goal | Response to Instruction: planning for instruction and monitoring student data; Differentiation<br>MTSS/Royals WIN | Consultants, Administrators, Teachers, PD Landing Page |
| KPREP Proficiency and Gap Goal | Special Education training on instructional strategies and IEP development (SDI, Co-Teaching) | Special Educational Consultants, Administrators, Teachers |
| KPREP Proficiency and Gap Goal | Book study - discussion of topics at PLCs and faculty meetings | Administrators, Teachers |

## 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 PROFESSIONAL DEVELOPMENT

*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 | 10% |
| Educational Consultant | 0322 | 5% |
| Registrations | 0338 | 15% |
| General Supplies/Professional Books | 0610 | 15% |
| 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 PD funds:
Org - SCH1118
Object – use code from above
Project – 7000

## F.  DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: 2/24/21

| Turkey Foot  Middle School |
| :---: |
| **2021-22 Professional Development 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 development (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.):*

Using our MTSS process, we will regularly review Tier I, II and III progress data of our students, to include Common Assessment data, MAP data, IEP data, KPREP data, RTI progress data, grades and attendance to pinpoint overall student achievement and individual student needs. Additionally, the school Leadership Team will review data from informal learning walks, formal observations, and teacher needs surveys to identify overall program strengths and needs, as well as those of individual teachers.

## B.  PROFESSIONAL DEVELOPMENT SCHEDULE

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

| *District Calendar Date* | *Flexible Date Request, as applicable* | *CSIP Goal* | *Description of Content of Professional Development* | *Specific Supporting Resources, as needed* |
| --- | --- | --- | --- | --- |
| PD Day # 1 - August 17, 2021 6 hours | 6th: June 2 7th: June 3 8th: June 4 6 hours<br><br>June 4 6 hours | Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | **Social Studies - Grades 6-8:** - Curriculum Map Redesign and begin Deconstructing standards by unit **and** **Science- Grades 6- 8:** Deconstructing Standards for units without CA and Finish all Common Assessments **or** **Math- Grades 6-8** Deconstructing standards by unit | |

| | | | | |
|---|---|---|---|---|
| | June 4<br>6 hours | | and create a bank of questions by standard for weekly assessments<br><br>**or**<br>**ELA-Grades 6-8**<br>Deconstructing standards by unit and create a bank of questions by standard for weekly assessments<br><br>or<br><br>**All SpEd Training-**<br>SpEd Teachers, School Psychologists Required | |
| | July 28 or August 12<br>6 hours | | | |
| PD Day # 2 - November 24, 2021<br>6 hours | | Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | | |
| | August 2<br>6 hours | | **New S44 teacher training**<br><br>or<br><br>**New R180 teacher training**-day 1<br><br>or | |
| | Aug. 11<br>6 hours | | | |
| | Aug. 11<br>6 hours | | **New m180 teacher training**<br><br>or | |
| | June 16, 17, 23, 24<br>July 7, 8,14,15<br>August 6<br>6 hours | | **SCM Training Refresher**<br><br>or | |
| | July 20<br>July 27<br>August 2<br>6 hours | | **SCM Training Initial**-day 1 | |

| | September 14 3-6 and November 9th 3-6 | | **Collective Efficacy Training** | |
|---|---|---|---|---|
| PD Day #3 February 21, 2022 6 hours | August 16 12-3 and Sept 23 3-4:30 and Jan 27 3-4:30 | | **Make it Plain, Diversity Training** | |
| PD Day #4 - March 18, 2022 6 hours | TBA 6 hours | Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | **IA Summer Conference-NKCES** or | |
| | August 4 and 5 6 hours | | **Professional Growth Academy/Edcamp**-to include Todd Whitaker (Aug. 5) or | |
| | August 3 6 hours | | **New Teacher Training**-New to KCSD or | |
| | Aug. 12 6 hours or July 22 July 29 August 3 6 hours | | **New R180 teacher training**-day 2 or **SCM Training Initial**-day 2 | |
| | June 10th 2 hours | | **6th grade teachers SAMAR training** | |

| | October 12th 3-6 and December 14th 3-6 | | **Cycle of Quality Instruction** | |
|---|---|---|---|---|

# C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

| CSIP Goal (Name) | Description of Job-Embedded PD | Specific Supporting Resources, as needed |
|---|---|---|
| Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | PBIS strategies focusing on implementation of Tier I, Tier II and Tier III strategies. | PBIS Data, MTSS data, Progress monitoring data |
| Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | | |
| Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | Support with the MTSS process and progress monitoring - tracking and determining progress | Standards, Lesson plans, Tiered intervention programs for math, reading and SEL/behavior<br><br>Landing page |
| Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | Ongoing training on the PPR document and the district evaluation cycle. | Administrative Team |
| Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, | On going Data analysis at PLC's and MTSS and analysis of student work samples, IEP progress monitoring data and common assessment data to | District Consultants, Administrative Team<br><br>Landing Page |

| | | |
|---|---|---|
| Impact Survey Goal 5 | determine next steps for students. Discussion of strategies and programs to use with students. | |
| Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | Mental Health issues, MTSS Behavioral Supports<br><br>Social Emotional Learning – Continuous review of effective practices for social emotional learning as well as effective frameworks to present SEL to students.<br><br><br>Trauma Informed Care-Session | Guidance Counselors, School Social Worker, KTP Social Worker, Admin Team |
| Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | Training on technology platforms and supports. Learning to use technology to enhance instruction in the classroom. Work with technology standards to ensure students have knowledge of technology skills needed in the 21$^{st}$ Century. | Instructional Technology Coaches, Administrative Team |
| Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | Cycle of Quality instruction to include but not limited to deconstruction of standards, increasing task complexity, incorporating meaningful collaboration, adjusting instruction in real time. | District Consultants, Administrative Team<br><br>Landing Page |
| Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5 | EL supports including understanding English Proficiencies, strategies for communication with families and engaging ELL students in the cycle of quality instruction | District Consultants, Administrative Team<br><br>Landing Page |

## D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: KPREP, MAP assessments, MTSS data in conjunction with the KCSD MTSS Windows for Progress Review, common assessments, grade distributions, student work, and IEP progress data. Adjustments to the job-embedded needs will be made based on this data as well as analyzing PPR walk data to identify both individual teacher needs as well as whole school trends to meet the needs of teachers.

## E.    BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

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

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

**F.  DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Staff Survey 3/16, Lead Teacher Meeting 3/16, SBDM 4/19 and 4/20, PLC 3/17**

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# Twenhofel Middle School
# 2021-22 Professional Development Summary

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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.):*

*TMS is a focus school due to the level of our GAP groups specifically identified as special education. There are specific training sessions being implemented to help move our students identified within the GAP group of special education to be successful from an academic level. Further analysis of Common Assessment data and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs. Specifically* **By 2021, TMS will increase the reading proficiency of students with disability from 42.2%. To 52.2% as measured by KREP By 2021, TMS will increase math proficiency for students with disabilities from 45.1% to 50% to KPREP.***Through PLC's and job-embedded PD, as well as, scheduled and flexible PD during the 2020-2021 school year, next steps for 2021-2022 were determined with input from administration, teachers, SBDM members, and consultants. Administrators and teacher discussions following PPR walks also contributed to the next steps that are needed to continue growth. For Tier II and Tier III interventions, Math 180 and R180 teachers will continue their professional development to increase effectiveness with these students.*

# B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

| District Calendar Date | Flexible Date Request, as applicable | CSIP Goal | Description of Content of Professional Development | Specific Supporting Resources, as needed |
|---|---|---|---|---|
| PD Day # 1 - August 17, 2021 6 hours | 6th: June 2 <br><br> 7th: June 3 <br><br> 8th: June 4 6 hours <br><br><br> June 4 6 hours <br><br><br> July 28 or August 12 6 hours | Combined Proficiency Achievement Gaps | **Social Studies - Grades 6-8:** - Curriculum Map Redesign and begin Deconstructing standards by unit <br><br> or <br><br> **Science- Grades 6- 8:** Deconstructing Standards for units without CA and Finish all Common Assessments or <br><br> **Math- Grades 6-8** Deconstructing standards by unit and create a bank of questions by standard for weekly assessments <br><br> **ELA-Grades 6-8** <br><br> Deconstructing standards by unit and create a bank of questions by standard for weekly assessments <br><br> or <br><br> **All SpEd Training-** SpEd Teachers, School Psychologists Required | Academic Consultants/Admin |
| PD Day # 2 - November 24, 2021 6 hours | August 12 3 hours <br><br><br> August 12 3 hours | Combined Proficiency <br><br><br> Achievement Gaps | Cycle of Quality Instruction *Focus is on Element One and Element Two* <br><br><br> Make It Plain | Academic Consultants/Admin/Landing Pad <br><br><br> Make It Plain Consultants |

| PD Day #3 – February 21, 2022 6 hours | Sept 13 Oct 4 3 hours | Combined Proficiency Achievement Gaps | Cycle of Quality Instruction *Focus is on Element One and Element Two* | Landing Page |
|---|---|---|---|---|
| | Nov 8 Feb 7 3 hours | | Make It Plain | Make It Plain Consultants |
| | Aug. 11 6 hours | | or **New S44 teacher training** | |
| | Aug. 11 6 hours | | or **New R180 teacher training**-day 1 | |
| | | | or **New M180 teacher training** | |
| | June 16, 17, 23, 24 July 7, 8,14,15 August 6 6 hours | | or **SCM Training Refresher** or | |
| | July 20 July 27 August 2 6 hours | | **SCM Training Initial**-day 1 | |

| PD Day #4 – March 18, 2022 6 hours | TBA 6 hours | Combined Proficiency | **IA Summer Conference-NKCES** or **1:1 SAMR Training for all 6th grade teachers** | |
|---|---|---|---|---|
| | June 10 | | | |
| | August 4 and 5 6 hours | Achievement Gaps | **Edcamp/**-to include Todd Whitaker or | |
| | August 3 6 hours | | **New Teacher Training**-New to KCSD or | |
| | Aug. 12 6 hours | | **New R180 teacher training**-day 2 | |
| | July 22 | | | |

| | July 29<br>August 3<br>6 hours | | **SCM Training Initial**-day 2 | |
|---|---|---|---|---|
| | | | | |

# C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

| CSIP Goal<br>(Name) | Description of Job-Embedded PD | Specific Supporting Resources,<br>as needed |
|---|---|---|
| KPREP Combined Proficiency/Achievement Gaps | Cycle of Quality Instruction: To ensure that staff have a understanding of the specifics within the Cycle of Quality Instruction to better assist with Tier 1 Instruction | Cycle of Instruction Landing Pad |
| KPREP Combined Proficiency/Achievement Gaps | MTSS: Core Expectations of Quality Instruction, MTSS, alignment of assessments and curriculum to standards, Common Assessment Data Review | MTSS |
| KPREP Combined Proficiency/Achievement Gaps | Data Analysis: Race to Success: Data reviews to include analysis of students in "GAP")/MTSS/ Focus on best practices with the implementation of technology.  We are reviewing purchasing a | Race to Success |

| | program that would assist with getting a response from all students | |
|---|---|---|
| School Safety/PBIS/ Trauma Informed Care | SEL/Trauma Informed Care/Terrace Metrics | Landing Page |
| Gap | Special Education Specifics: IEP Training, Goals, SDI, & Behavior Interventions, Diversity and Equity | |
| | | |

# D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: common assessment data, KPREP,MAP assessments, common assessments, grade distributions, school discipline data, student work, and SMI's/SRIs. MTSS Tier II and Tier III data will be reviewed to measure their impact. Adjustments to the job-embedded needs will be made based off of this data as well as classroom PPR and administrator/teacher discussions on instructional needs. Specifically TMS will work on the following goals: By 2021, TMS will increase the reading proficiency of students with disability from 42.2%. To 52.2% as measured by KREP By 2021, TMS will increase math proficiency for students with disabilities from 45.1% to 50% to KPREP. Teachers were give the opportunity to be surveyed on their specific instructional needs and this plan reflects the needs of the school along with their respective instructional needs.

## E.    BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

| Type of Expenditure | Munis code | Percentage of Your Budget |
|---|---|---|
| **Certified Substitutes (for both on and off –site Professional Learning)** | **0120 D** | *(.12%)- $1400.00* |
| **Certified Extra Service** | **0113** | *(.08%)-$1000.00* |
| **Educational Consultant** | **0322** | *(08%)-$1000.00* |
| **Registrations** | **0338** | *(.52%) -$6000.00* |

| | | |
|---|---|---|
| **General Supplies/Professional Books** | **0610** | *(.10%)-$1200.00* |
| **Food** | **0616** | *(.02%)-$300.00* |
| **Travel In District** | **0581** | *(.03%)- $400.00* |
| **Travel Out of District** | **0580** | *(.17%)-$2000.00* |
| **Total of your budget** | | **100%** |

Please use the following coding structure for PD funds:

Org - SCH1118

Object – use code from above

Project – 7000

**F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: _3/22/2021, 4-7-2021, 4-20-2021_**

# Woodland Middle School 2021-22 Professional Development 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 development (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.):*

Using our MTSS process, we reviewed Tier I, II, and III progress data of our students, as well as Common Assessment data, MAP data, IEP data, KPREP data, Implementation and Impact reviews of the CSIP, and student grades and attendance to pinpoint overall student achievement and individual student needs. Reading and Math achievement have been identified as whole school needs, based upon a review of Common Assessment and MAP data. Currently, only 30 % of our students have scored proficient on Reading Common Assessments, and only 44% have scored proficient on Math Common Assessments. Spring 2021 MAP data indicated that 56% of our students are at or above the 50th percentile in reading, and 50% are at or above the 50th percentile in math. Additionally, the school Leadership Team reviewed and analyzed data from informal PPR learning walks, formal observations, and teacher needs surveys to identify both individual teacher needs and whole school trends to meet the needs of teachers. Teachers and staff were surveyed for priority needs for school wide professional learning prior to the development of this plan.

## B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

| District Calendar Date | Flexible Date Request as applicable | CSIP Goal | Description of Content of Professional Development | Specific Supporting Resources, as needed |
|---|---|---|---|---|
| PD Day # 1 - August 17, 2021 6 hours | 6 hours (see specific dates under subject) | Goal 2: Separate Academic Indicator | **Social Studies - Grades 6-8:** Curriculum Map Redesign and begin Deconstructing standards by unit<br>6th: June 2<br>7th: June 3<br>8th: June 4<br><br>**or**<br><br>**Science- Grades 6- 8:** Deconstructing Standards for units | District Curriculum Consultants |
| | | Goal 2: Separate | without CA and Finish all Common | |

| | | Academic Indicator | Assessments<br>6th: June 2<br>7th: June 3<br>8th: June 4<br><br>**or** | District Curriculum Consultants |
|---|---|---|---|---|
| | | Goal 1: Proficiency Goal for Math and Reading | **Math- Grades 6-8**<br>Deconstructing standards by unit and create a bank of questions by standard for weekly assessments<br>June 4<br><br>**or** | District Curriculum Consultants |
| | | Goal 1: Proficiency Goal for Math and Reading | **ELA-Grades 6-8**<br>Deconstructing standards by unit and create a bank of questions by standard for weekly assessments<br>June 4<br><br>**or** | District Curriculum Consultants |
| | | Goal 3: Achievement Gap | **All SpEd Training-**<br>SpEd Teachers, School Psychologists Required<br>July 28 or<br>August 12<br><br>or | District Special Ed Staff |
| | | Goal 1: Proficiency Goal for Math and Reading | **New Teacher Training-**New to KCSD<br>August 3 | District Staff<br>Principal |
| PD Day # 2 - November 24, 2021<br>6 hours | 6 hours (see specific training for dates) | Goal 1: Proficiency Goal for Math and Reading | **Nearpod Training**<br>August 6-3 hours<br><br>and | School Instructional Technology Coach |
| | | Goal 3: Achievement Gap<br><br>Goal 4: Growth | **Differentiated Cycle of Quality Instruction Training**<br>August 6-3 hours<br>• Element 1: Tasks of Varying Complexity | KCSD Professional Learning Landing Page |

| | | Goal 1: Proficiency Goal for Math and Reading<br><br>Goal 3: Achievement Gap<br><br>Goal 4: Growth | <ul><li>Element 2: Products from ALL Students</li><li>Element 3: After an Individual Product, Meaningful Collaboration</li><li>Element 4: Adjusting Instruction in Real-Time</li><li>Element 2/4: Using Technology to More Efficiently Get Products/Adjust Instruction</li></ul> | |
|---|---|---|---|---|
| PD Day #3 - February 21, 2022<br>6 hours | 6 hours (see specific training for dates) | Goal 1: Proficiency Goal for Math and Reading | **New S44 teacher training**<br>August 2<br><br>**or**<br><br>**New R180 teacher training-day 1**<br>Aug. 11<br><br>**or**<br><br>**New M180 teacher training**<br>Aug. 11<br><br>**or** | District Curriculum Coaches<br><br><br><br>District Staff<br><br><br><br>District Staff |
| | | School Safety | **PBIS Training**<br>**Aug. 2-3 hours** | PBIS Committee, District Staff |
| | | Goal 1 (Proficiency Goal for Math and Reading)<br>Goal 2 (Separate Academic Indicator) | **and**<br><br>**Kagan Engagement Strategies Refresher training**<br>**Aug. 2-3 hours** | School Department Lead teachers |

| | | School Safety | **or** <br><br> **SCM Training Refresher** <br>June 16, 17, 23, 24 <br>July 7, 8,14,15 <br>August 6 <br>**or** | District Staff |
| | | School Safety | **SCM Training Initial-day 1** <br>July 20 <br>July 27 <br>August 2 | District Staff |
| PD Day #4 - March 18, 2022 6 hours | 6 hours (see specific training for dates) | Goal 1: Proficiency Goal for Math and Reading | **New R180 teacher training-day 2** <br>Aug. 12 <br><br>**or** | District Staff |
| | | School Safety | **SCM Training Initial-day 2** <br>July 22 <br>July 29 <br>August 3 <br><br>**or** | District Staff |
| | | Goal 1: Proficiency Goal for Math and Reading <br><br>Goal 2: Separate Academic Indicator <br><br>Goal 3: Achievement Gap | **1:1 SAMR Training for all 6th grade teachers** (required) <br>June 10-2 hours <br><br>**and/or** <br><br>**Edcamp/Todd Whitaker** <br>-up to 6 hours <br>August 5 and 6 | District Staff <br><br><br><br><br>District Staff |

# C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

| CSIP Goal (Name) | Description of Job-Embedded PD | Specific Supporting Resources, as needed |
|---|---|---|
| Goal 1: Proficiency Goal for Math and Reading<br><br>Goal 2: Separate Academic Indicator<br><br>Goal 3: Achievement Gap<br><br>Goal 4: Growth | Common Assessment Protocol for All Classrooms-Before/During/After the Assessment | KCSD PL Landing Page |
| Goal 1: Proficiency Goal for Math and Reading<br><br>Goal 2: Separate Academic Indicator<br><br>Goal 3: Achievement Gap<br><br>Goal 4: Growth | Previewing Common Assessments/Look fors for SA/ER for planning instruction | KCSD PL Landing Page |
| Goal 1: Proficiency Goal for Math and Reading<br><br>Goal 2: Separate Academic Indicator<br><br>Goal 3: Achievement Gap<br><br>Goal 4: Growth | Analyzing Common/Weekly Assessment Proficiency Results to Inform Instruction | KCSD PL Landing Page |
| Goal 3: Achievement Gap | Analyzing IEP Goals/Progress | KCSD PL Landing Page |

| | | |
|---|---|---|
| Goal 4:<br>Growth | | |
| Goal 1:<br>Proficiency Goal<br>for Math and<br>Reading<br><br>Goal 2: Separate<br>Academic<br>Indicator<br><br>Goal 4:<br>Growth | MTSS: Intro to MTSS | KCSD PL Landing<br>Page |
| Goal 1:<br>Proficiency Goal<br>for Math and<br>Reading<br><br>Goal 2: Separate<br>Academic<br>Indicator<br><br>Goal 4:<br>Growth | MTSS: Progression Charts | KCSD PL Landing<br>Page |
| Goal 1:<br>Proficiency Goal<br>for Math and<br>Reading<br><br>Goal 2: Separate<br>Academic<br>Indicator<br><br>Goal 4:<br>Growth | MTSS: Data Collection & Progress Monitoring | KCSD PL Landing<br>Page |
| Goal 4:<br>Growth | Understanding Terrace Metrics Screener:<br>Strategies Teachers can use to Support Students<br>Who Have Identified Risk Indicators: Ostracism,<br>Anxiety, Trauma and Hopelessness | KCSD PL Landing<br>Page |
| Goal 4:<br>Growth | Adult Advocate vs. Mentoring Implementation and<br>Fidelity | KCSD PL Landing<br>Page |
| Goal 4:<br>Growth | Trauma Informed Care- Part 1 Refresher | KCSD PL Landing<br>Page |
| Goal 4:<br>Growth | Trauma Informed Care-Part 2 | KCSD PL Landing<br>Page |
| Goal 1:<br>Proficiency Goal<br>for Math and<br>Reading<br><br>Goal 2: Separate<br>Academic<br>Indicator | Chromebook Basics | KCSD PL Landing<br>Page |

| | | |
|---|---|---|
| Goal 3: Achievement Gap<br><br>Goal 4: Growth | | |
| Goal 1: Proficiency Goal for Math and Reading<br><br>Goal 2: Separate Academic Indicator<br><br>Goal 3: Achievement Gap<br><br>Goal 4: Growth | Ongoing Technology support (determined by ongoing teacher needs) | Technology Coach |
| Goal 3: Achievement Gap | Book study: Great Instruction, Great Achievement | Sped Leads |
| Goal 1: Proficiency Goal for Math and Reading<br><br>Goal 2: Separate Academic Indicator | Book study: Focus (finish study from previous year) Integrating reading across all content areas | Books for new teachers |

## D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: KPREP, MAP assessments, MTSS data in conjunction with the KCSD MTSS Windows for Progress Review, common assessments, grade distributions, student work, and IEP progress data. Adjustments to the job-embedded needs will be made based on this data as well as analyzing PPR walk data to identify both individual teacher needs as well as whole school trends to meet the needs of teachers.

## E.    BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

*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) | 0801118-0120 D-7000 | 25% |
| Certified Extra Service | 0113 | 0% |
| Educational Consultant | 0322 | 0% |
| Registrations | 0801118-0338-7000 | 30% |
| General Supplies/Professional Books | 0801118-0610-7000 | 25% |
| Food | 0801118-0616-7000 | 10% |
| Travel In District | 0581 | 0% |
| Travel Out of District | 0801118-0580-7000 | 10% |
| Total of your budget | | 100% |

## F.  DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN:
- Mar. 17, 2021-Staff PD Survey
- Apr. 7, 2021-Faculty Meeting
- Apr. 20, 2021-SBDM Meeting

# Dixie Heights High School
# 2021-22 Professional Development 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 development (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.):*

**2019-20 FAILURE SUMMARY &**
**RETENTION TRENDS**

|  | # of Students | 9th Grade | 10th Grade | 11th Grade | 12th Grade | % of Failures | % of Enrollment |
|---|---|---|---|---|---|---|---|
| Failures | 347 | 106 | 79 | 80 | 82 | n/a | 26% |
| Multiples | 152 | 44 | 48 | 33 | 27 | 44% | 11% |
| Retained | 76 | 29 | 25 | 21 | 1 | 22% | 5.7% |
| SPED | 48 | 17 | 11 | 13 | 7 | 14% | 39% |
| FRAM | 235 | 73 | 59 | 58 | 45 | 68% | 38% |

| Retained | 19-20 | 18-19 | 17-18 | 16-17 |
|---|---|---|---|---|
| 9th Grade | 29 | 30 | 38 | 21 |
| 10th Grade | 25 | 39 | 40 | 45 |
| 11th Grade | 21 | 21 | 46 | 30 |
| 12th Grade | 1 | 1 | 1 | 2 |
| TOTALS | 76 | 91 | 125 | 98 |

**School Data Growth Areas**

**1)** We need to improve our percentage of math students who reach benchmark on CERT

**2)** We need to improve our percentage of science students who reach benchmark on CERT

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

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

**Strategies to Address Growth Areas**

**1)** Continue the work in our Instructional Learning Teams (ILT's) to answer the 4 essential questions of a Professional Learning Community.

**2)** Support teachers in utilizing data from common formative assessments/CERT to make decisions on instruction and interventions.

**3)** Support Instructional Learning Teams on utilization of PRIDE time to provide real time interventions.

Our work begins with working together in teams, which includes our special education teachers working in specific content areas, to determine the essential standards that students will be expected to learn in each of our courses. With this foundation, we will be able to continue to grow in the following areas:

1. Commonly assessing students in all Instructional Learning Teams (ILT's)
2. Utilizing formative assessment data in our ILT's to inform instructional practices and interventions needed.
3. Reviewing common formative assessment data by teacher; by student; by standard; to build collective efficacy to assure all students learn.
4. Use ILT assessment data to utilize PRIDE workshops to meet specific needs of all students. Our intervention time within our school day has shown positive trends. Within examination of student data to drive instruction, we want to improve our Tier 1 instruction to improve student engagement according to our quality instruction learning cycle.

## B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

| District Calendar Date | Flexible Date Request, as applicable | CSIP Goal | Description of Content of Professional Development | Specific Supporting Resources, as needed |
|---|---|---|---|---|
| PD Day # 1 - | June 3rd, 8th, 9th, | Achieveme nt Gap, | District summer PD around writing common assessments for district | District Consultants will be leading these sessions. |

| | | | | |
|---|---|---|---|---|
| August 17, 2021 6 hours | 11th: July 20th August 4, 5th 6 hours | Transition readiness, proficiency | alignment. (Math, English, Science, Social Studies OR EDCamp Sessions for those who are not core or able to attend district PD dates | |
| PD Day # 2 - November 24, 2021 6 hours | Various by department. (6 hours) June 2, 3, 48th, 9th (see below for departments dates) | Achievement Gap, Transition readiness, proficiency | Each Department will use this time to: -Revisit Essential Standards -Revising and developing Common formative Assessments to be used for data analysis and to inform next steps of instruction/adjustments -Develop process for bringing data to meetings (by teacher, by student, by standard) | Led by team leaders and administration with supports from district consultants |
| PD Day #3 - February 21, 2022 6 hours | August 10th (6 hours) | Achievement Gap, Transition readiness, proficiency | Kagan Training on utilizing strategies to increase engagement of students, support social emotional learning, and decrease behavior incidents. | Kagan Trainers/ supporting materials for extended learning. |
| PD Day #4 - March 18, 2022 6 hours | August 11th (6 hours) | Achievement Gap, Transition readiness, proficiency | Kagan Training on utilizing strategies to increase engagement of students, support social emotional learning, and decrease behavior incidents. | Kagan Trainers/ supporting materials for extended learning. |

# C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

| CSIP Goal (Name) | Description of Job-Embedded PD | Specific Supporting Resources, as needed |
|---|---|---|
| Academic Proficiency, Gap Transition readiness | Weekly Instruction learning team meetings to work together to analyze data, align standards, create common assessments, and use tier progression charts to make decisions on next steps of support. | Administration, ILT handbook, Tier Progression Charts |

| GAP, Proficiency | Monthly planning period meetings to follow up on KAGAN, common formative assessments, intervention strategies | Administration |
|---|---|---|
| GAP, Proficiency | EL Teacher meets with English ILT on a weekly basis to support ELL instruction. EL teacher supports teachers with strategies for ELL students in planning period meetings. | EL teacher, Administration, District EL coordinator |
| Transition Readiness & Achievement Gaps | MTSS & Differentiation | Consultants & Administrators |
| Transition Readiness/ Achievement Gaps | Effective Instructional Practices, learning walks, quality instructional strategy, KAGAN strategy | Consultants and Administrators |
| Transition Readiness/ Achievement Gaps | Data Analysis (Data reviews to include analysis of students in the Gap) | Consultants, Administrators, Assessment results (Common formative assessments,ACT, CERT, AP, dual credit, district common assessments) |
| Graduation Rate | Utilize Understanding Terrace Metrics Screener:  Strategies Teachers can use to Support Students Who Have Identified Risk Indicators: Ostracism, Anxiety, Trauma and Hopelessness in faculty meetings. | Administration, Behavior Support Consultant |
| Graduation Rate | Curriculum for supporting SEL lessons with students is provided to all teachers. Monthly support on implementing the curriculum is provided. | PBIS Team, teachers, Administrators, School Connect Curriculum |
| Graduation Rate | ILT's discuss/share executive functioning, goal setting, and planning strategies in their weekly meetings. | Teachers, Administrators, student planners |

## D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: ACT, CERT assessments, common assessments, grade distributions, student work, and failure rates. The feedback and data collected from monthly PPR walks will be utilized to make adjustments to the job-embedded needs as well as determine the effectiveness of instruction.

## E.    BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

| Type of Expenditure | Munis code | Percentage of Your Budget |
|---|---|---|
| Certified Substitutes (for both on and off –site Professional Learning) | 0120 D | 20% |
| Certified Extra Service | 0113 | |
| Educational Consultant | 0322 | 40% |
| | | 10% |

| Registrations | 0338 | |
|---|---|---|
| General Supplies/Professional Books | 0610 | *20%* |
| Food | 0616 | *5%* |
| Travel In District | 0581 | |
| Travel Out of District | 0580 | *5%* |
| Total of your budget | | **100%** |

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

## F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: ____3/11/21, 3/25/21_____

Department dates for team PD sessions
Foreign Language: June 4th
Math- June 9th
Science- June 3rd
Social Studies- June 2nd
English- June 3rd
CTE- June 3rd
Fine Arts- June 9th

# Scott High School
# 2021-22 Professional Development 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 development (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.):*

Ongoing analysis of CERT, MTSS, Terrace Metrics, ACT results, Failure rates, attendance, Progress Monitoring data, graduation rate projections, as well as trend analysis data from classroom walks throughout the school year.

Based on the data, next steps for the 21-22 school year were determined with input from administration, teachers, SBDM members and consultants.

- Graduation rate is not a Senior year phenomenon, it starts with a strong system of support for students throughout high school both academically and social emotionally
- Through the improved implementation of data tracking, analysis & action planning, we are able to meet the needs of all students (academic & social emotional)
- We have had higher than normal failure rates throughout the 20-21 school year
- We had a decrease in our graduation rate last year

MTSS system was revised this school year to include more opportunities for Tier 2 & Tier 3 instruction. Increase in opportunities and variety of research based interventions are still needed.

Restructure of PLC process to include establishment of Instructional Learning Teams specific to content taught within Departmental PLCs for the purpose of common assessment analysis and curricular planning.

## B. PROFESSIONAL DEVELOPMENT SCHEDULE
*Identify the activities for the four professional development dates in the approved district calendar:*

| District Calendar Date | Flexible Date Request, as applicable | CSIP Goal | Description of Content of Professional Development | Specific Supporting Resources, as needed |
|---|---|---|---|---|
| | | | | |

| | | | | |
|---|---|---|---|---|
| PD Day # 1 - August 17, 2021 6 hours | 6/8/21 (English & Math), 6/11/21 (Social Studies), 7/20/21 (Science - Biology), 6/2/21 Science - Non- Biology), 8/3/21 (all other teachers) | Proficiency, Separate Academic Indicator, Achievement Gap, Transition Readiness, Graduation Rate | **English, Math, Social Studies, Science (Biology) & Special Ed** - Standards Deconstruction and Common Assessment Development<br><br>**All Other Teachers** - Standard Deconstruction & Assignment Review Protocol, Tasks of Varying Complexity (Quick Checks vs. High Cognitive Demand Tasks, & How to adjust for SpEd students), and Products from all Students (Chunking Plans & Adjusting plans for SpEd students) | District Consultants, Administration<br><br>District Consultants, Administration, Department Heads |
| PD Day # 2 - November 24, 2021 6 hours | 8/10/21 | Proficiency, Separate Academic Indicator, Achievement Gap, Transition Readiness, Graduation Rate | **Social Emotional Learning - The Core Project** - Training on the adoption of new SEL curriculum, the how and why of prioritizing SEL, Proficient use of Tier 1 SEL program | The Core Project Trainer, Administration, Counselors, FRYSC |
| PD Day #3 - February 21, 2022 6 hours | 8/5/21, 8/11/21 | Proficiency, Separate Academic Indicator, Achievement Gap, Transition Readiness, Graduation Rate | **8/5/21 - Todd Whitaker: What Great Teachers Do Differently** (3 hrs)<br><br>**8/11/21 - Data Collection, Documentation & Review** (4 hrs)- The how and why for data driven decision making (review), Data analysis process for instructional learning teams, Data tracking system update/development and use (Department specific Data Dashboards) | Consultants, Administration, Department Heads |
| PD Day #4 - March 18, 2022 6 hours | 8/4/21 (EdCamp), 6/10/21(9th Grade), 7/28/21 or 8/12/21 (SpEd), 6/16/21- 8/6/21 (SCM Refresher), 7/20/21- 8/3/21 (SCM Initial), 12/6/21, 3/7/22, & 5/9/22 (English Dept) 11/17/21, | Proficiency, Separate Academic Indicator, Achievement Gap, Transition Readiness, Graduation Rate | • Not all teachers are required to do all the following trainings, they will complete up to 6 hours in the following as needed:<br><br>**9th Grade Teachers** (2 hrs) - 1:1 Planning<br><br>**PGA/EdCamp** (Up to 6 hrs)<br><br>**District Special Education Teacher Training** (6 hrs)<br><br>**SCM Refresher** (6 hrs)<br><br>**SCM Initial** (12 hrs)<br><br>**English Writing Review** (6 hrs)<br><br>**Science Department End of Trimester Data Review, Reflection & Planning** (up to 6 hrs) | Consultants, District Special Education Staff, Administrators, Department Heads |

| | | | |
|---|---|---|---|
| | 3/2/22, & 5/25/22 (Science, Math & SS Dept) | | **Math Department End of Trimester Data Review, Reflection & Planning** (up to 6 hrs)<br><br>**Social Studies Department End of Trimester Data Review, Reflection & Planning** (up to 6 hrs) | |

# C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

| CSIP Goal (Name) | Description of Job-Embedded PD | Specific Supporting Resources, as needed |
|---|---|---|
| Proficiency, Separate Academic Indicator, Achievement Gap, Transition Readiness, Graduation Rate | Data Analysis (CERT, ACT, Common Assessments, Failure Rates, Special Education Progress Monitoring, Departmental Data Dashboards, Terrace Metrics, etc.) & Utilizing data to inform instruction | Administration, Department Heads, Counselors, Consultants, Data |
| Proficiency, Achievement Gap | MTSS Process & Procedures, Data Collection & Progress Monitoring | Administration, Counselors, MTSS Data |
| Proficiency, Separate Academic Indicator, Achievement Gap, Transition Readiness, Graduation Rate | Cycle of Quality Instruction | Administration, Teacher Leaders, Consultants, PPR Document, District Cycle of QI Documents & Training Modules |
| Proficiency, Achievement Gap | Strategies for working with EL students and adapting instruction within the general ed classroom | ELL Teacher, Administration, Counselors |
| Graduation Rate | College & Career Readiness/Student Advising | Administrators, Counselors, XELLO |
| Proficiency, Achievement Gap | MTSS Tier 2 & Tier 3 Progression Charts and Interventions | Administration, Counselors, MTSS Data, Teachers |
| Proficiency, Separate Academic Indicator, Achievement Gap, Transition Readiness, Graduation Rate | SEL Supports for Students | Counselors, Administrators, The Core Project Curriculum Resources |
| Proficiency, Achievement Gap, | Working with special education students in the general education setting | Administration, Consultants |

| | | |
|---|---|---|
| Graduation Rate | | |
| Proficiency, Separate Academic Indicator, Achievement Gap, Transition Readiness, Graduation Rate | Diversity & Inclusion | Administration, Counselors, Make It Plain Resources |

## D. IMPLEMENTATION AND IMPACT

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

## E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

*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 | 55% |
| Certified Extra Service | 0113 | |
| Educational Consultant | 0322 | |
| Registrations | 0338 | 15% |
| General Supplies/Professional Books | 0610 | 15% |
| Food | 0616 | 5% |

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

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

## F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: 3/9/21, 3/21/21, 3/25/21, 4/20/21

# Simon Kenton High School
# 2021-22 Professional Development 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 development (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.):*

Further analysis of EPAS data, AP data, ACT data, CERT data and other accountability data that was received throughout the school year led to continual adjustments in job-embedded needs. Through job-embedded PD, as well as, scheduled and flexible PD during the 2020-21 school year, next steps for 2021-22 school year were determined with input from administration, teachers, SBDM members, and consultants. Administrator and teacher discussions following PPR walks also contributed to the next steps that are needed to continue growth. Feedback from Pillar of Support visits by the district were also used in the creation of the plan for the 22-22 school year.

Curriculum revision is needed in all content areas, especially considering the amount of NTI instruction during the spring of 2020 and the intermittent in-person versus NTI days during 2020-2021. Likewise, content specific best practices in the all content areas will improve instruction and learning. For Tier II and Tier III interventions, R180 teachers will continue their professional development to increase effectiveness with these students including reading with Special Education students. We have also implemented a reading intervention teacher position to help address some of the needs of our struggling readers as well as to enhance reading across the curriculum. With our increased access to assessment data of student groups as well as individuals, structured time to learn what the data is telling us is a further need that we have seen to address the needs of our students. This data analysis effort will also focus on how to identify needs of students in Special Education Reading populations.

Below are several areas of needed improvement that will be addressed by the PD plan for next year (these numbers represent the most current KPREP data available due to the cancellation of spring 2020 testing):

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

Based on PPR walks and the Leichardt scale scoring on the March 21-22 Professional development needs assessment survey, our areas of need also include:
- Training on obtaining a product from ALL students
- Training on student collaboration (some due to COVID restrictions)
- Training on using technology within the cycle of quality instruction

# B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

| District Calendar Date | Flex Date Request, as applicable | CSIP Goal | Description of Content of Professional Development | Specific Supporting Resources, as needed |
|---|---|---|---|---|
| PD Day # 1 - August 17, 2021 6 hours | June 3rd, 8th, 9th, 11th: July 20th, 27th, 28th, 29th, August 3rd, 4th, 5th, 12th 6 hours | Transition Readiness<br><br>Curriculum Review<br><br>Achievement Gaps<br><br>Accountability | District summer PD around writing common assessments for district alignment. (Math, English, Science, Social Studies, special education)<br>OR<br>EDCamp Sessions for those who are not core or able to attend district PD dates | Consultants<br><br>Administrators<br><br>Department Chairs |
| PD Day # 2 - November 24, 2021 6 hours | Various by department. (6 hours) June 2, 3, 4th, 8th, 9th, Aug 10th (see below for departments dates) | Transition Readiness<br><br>Curriculum Review<br><br>Achievement Gaps<br><br>Quality instruction<br><br>One-to-one technology implementation | Each Department will use this time to:<br>-Revisit Essential Standards<br>-Revising and developing Common formative Assessments to be used for data analysis and to inform next steps of instruction/adjustments<br>-Develop process for bringing data to meetings (by teacher, by student, by standard)<br>-One-to-one lead teachers will learn about effective implementation of instructional technology | Consultants<br><br>Various presenters<br><br>Administrators<br><br>Assessment Data<br><br>Professsional Conferences |
| PD Day #3 - February 21, 2022 6 hours | August 10th (6 hours) | Transition Readiness<br><br>Curriculum Review<br><br>Achievement Gaps<br><br>Quality instruction | All non-math teachers: Adolescent Literacy Project will work with teachers across the content on how to implement reading and writing strategies across the curriculum strategies.<br><br>All Math teachers will learn about technology-based instructional tools. | Consultants<br><br>Various presenters<br><br>Administrators<br><br>Assessment Data<br><br>Professional Conferences |
| PD Day #4 - March 18, 2022 6 hours | Sep 20th (2 hours) Nov 18th (2 hours) Jan 18th (2 hours) | Tier 1 Tier 2 Tier 3 Instruction<br><br>Achievement Gaps<br><br>Transition | Teachers will share their learning from the behavior conference on restorative discipline.<br><br>Counselors will lead session on trauma-informed care, and will teach strategies for addressing the | Consultants<br><br>Administrators<br><br>CO Staff<br><br>Teachers |

| | | Readiness | social emotional needs of students. | |
|---|---|---|---|---|
| | | Curriculum Review | MTSS Implementation strategies and revision | |

## C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

| CSIP Goal (Name) | Description of Job-Embedded PD | Specific Supporting Resources, as needed |
|---|---|---|
| Quality Instruction/PPR | PLC work to increase efficacy of appropriate tasks, eliciting a product from all students, student collaboration, and using responses to guide instruction. | Modules from district Launchpad, teacher-lead sessions on effective instruction. |
| Proficiency Separate Academic GAP Transition Readiness | ILT work to : Develop Common Assessments Alignment of Core Content Standards Development of reading and writing strategies Analyze data through use of Data Tracking System | Administrators, Assessment results, Core content |
| Proficiency Separate Academic GAP Graduation Rate Transition Readiness | Data Analysis through use of data tracking system (Data reviews to include analysis of students in "Gap" groups). Effective Collaboration (Reg and Sped) | Consultants, Administrators, Assessment results (CERT, EOC, EPAS, AP) |
| Graduation Rate | PBIS/Adult Advocate Social Emotional Learning School safety | KYCID committee, Behavior Consultant MTSS Pyramid and MTSS progression charts School safety committee |
| Proficiency Separate Academic GAP Transition Readiness Graduation Rate | Effective Instructional Practices (To include training on what to do when students are not achieving and including those "Gap" students). Effective Collaboration (Reg and Sped) ILP and career counseling RTI and Differentiation Diversity and Inclusion EL Transition Readiness | Consultants, Administrators |

| Proficiency Separate Academic GAP Transition Readiness | ILT work to : Develop Common Assessments Alignment of Core Content Standards Development of reading and writing strategies Analyze data | Administrators, Assessment results, Core content |
|---|---|---|
| Proficiency Separate Academic GAP Graduation Rate Transition Readiness | Data Analysis (Data reviews to include analysis of students in "Gap" groups). Effective Collaboration (Reg and Sped) Sessions on Chunking of Assignments | Consultants, Administrators, Assessment results (CERT, EOC, EPAS, AP) |
| Graduation Rate | PBIS/Adult Advocate Social Emotional Learning School safety | KYCID committee, Behavior Consultant MTSS Pyramid and Progression Charts School safety committee RBTL Committee |

## D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: ACT, CERT assessments, common assessments, grade distributions, student work as recorded in the Data Tracking System, 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 PROFESSIONAL DEVELOPMENT
*Indicate approximate percentages for each of the following general expense categories:*

| Type of Expenditure | Munis code | Percentage of Your Budget |
|---|---|---|
| **Certified Substitutes (for both on and off –site Professional Learning)** | **0120 D** | *50%* |
| **Certified Extra Service** | **0113** | |
| **Educational Consultant** | **0322** | |
| **Registrations** | **0338** | *20%* |
| **General Supplies/Professional** | **0610** | *15%* |

| Books | | |
|---|---|---|
| Food | 0616 | |
| Travel In District | 0581 | |
| Travel Out of District | 0580 | *15%* |
| Total of your budget | | 100% |

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

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

- Department Chair Meetings February 24, 2021 and March 24, 2021
- Small group/ILT meetings with principal March 5, 2021, March 16, 2021, March 17, 2021, March 18, 2021, March 22, 2021, March 24, 2021.
- Individual teacher meetings February and March 2021, various dates.
- PD Advisory Group April 8, 2021 (Scheduled)
- SBDM Discussed and Approved this PD plan on April 19, 2021

Department dates for team PD sessions

- June 2                              World Languages
- June 3                              PLCS
- June 8                              English and Math
- June 10                            On-to-One Technology
- June 11                            Social Studies
- June 14                            Adolescent Literacy Project—English/Lead Teachers
- June 16, 17, 23, 24           SCM Refresher Training
- July 20                            Biology Teachers
- July 20                            Non-biology Science Teachers
- July 20, 22, 27, 2, Aug 2, 3   SCM Initial Training
- July 27, 28, 29, Aug 3, 4    TEACCH Training (MSD and STU)
- July 28 or Aug 12             Special Education Training (all)
- Aug 10                            Special Education Department
- TBD                               Arts and Humanities