DATE:
May 28, 2021

AGENDA ITEM (ACTION ITEM):
Consider/Approve Consider/Approve KCSD schools to flex the set district calendar dates designated for Professional Development in the 21-22 calendar according to the individual 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 and or other certified personnel within a school to participate in professional development activities outside the days scheduled in the school calendar. Due to the two teacher equivalency days for the 21-22 school being inadvertently left off of the revised calendar that was recently presented and approved by the board, the date for two district trainings were adjusted in all school plans. The district special education training and the Read 180 training changed from August 12 to August 10. Additionally the following schools needed to make further adjustments to flexible professional development dates: Ignite, Woodland, Twenhofel, and RC Hinsdale. The enclosures for those schools 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 a high quality professional learning for staff as they work to meet differentiated needs.

FISCAL/BUDGETARY IMPACT:
N/A

RECOMMENDATION:
Approval to Approve the KCSD schools to flex the set district calendar dates designated for Professional Development in 20-21 calendar according to individual school needs.
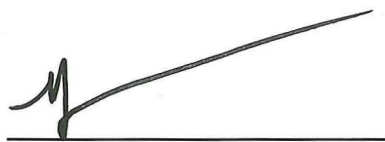
CONTACT PERSON:
Click or tap here to enter text.

_____   _____   _____
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.

Ignite Institute
2021-22 Professional Learning Summary

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

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

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Teacher Needs survey collected during the 2021-22 school year showed the need for more time to create processes with college teams. Additionally, 46% of Ignite teachers would like training on how to better teach professional habits, 35% would like PD for remediation strategies and year long projects for the 2021-22 school year.

As a school, we did well with CERT/ACT growth. The following areas will be our focus during PD at the beginning of next school year:

The 9th Grade class decreased -6.5 points fall to spring. All other areas had significant growth. The 10th Grade grew in all areas. ELA had the least amount of growth from fall to spring at 1.41 points.

The 11th Grade also grew significantly in all areas. ELA had the least amount of growth, but grew 14.22 points in this area.

The Ignite Institute has 52% of scholars at or above Benchmark in Science. We are looking to add more scholars in this area as well. Reading and ELA improved to 70% of scholars at or above benchmark, and Math is at 60%.

All data will be reviewed, but discussions will be focused on the data above, both as a school and in content/college teams.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- October 8, 2021 6 hours	August 11, 2021	Proficiency	This day will serve as an introduction to new members of our staff. Teams will work together to create topics to problem solve based on what needs refining after the first year. Administration will re-emphasize	Teachers Administrators	Data from last year, Data from practitioners of innovative practices.

			the focus of our school, including the "care first, then teach" mentality and other innovative practices using trauma informed care practices and data from teacher/relationship benefits in education. We will also review new practices for Ignite including safety procedures.		
PD Day #2- October 11, 2021 6 hours	August 12, 2021	Transition Readiness Achievement Gaps	Teams will work on, creating a solid team structure for the first two weeks of school. The second half of this day will focus on our new MTSS structure and mentoring program based on the SEL and academic needs of scholars. We will also advise teachers of interventions that will be used in the MTSS structure.	Teachers Administrators	Curriculum Standards, Common Core, State Accountability
PD Day #3- February 21, 2022 6 hours	August 16, 2021	Transition Readiness Graduation Rate	Training for this day will focus on professional habits, yearlong projects, and remediation strategies. The format for this day will be "college" groups. Teachers will create plans to ensure that all scholars are transition ready and will create plans for career counseling.	Teachers Administrators Externship Data	Externship Data Transition Ready Policies
PD Day #4- March 18, 2022 6 hours	August 17, 2021	Proficiency Achievement Gaps Other Academic Indicators	This day will be a content level meetings that include; curriculum alignment, achievement gaps that exist using last year's data, and Canvas course planning.	Teachers Administrators Assessment Data	Curriculum Standards, Common Core, State Accountability

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

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

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

Proficiency Separate Academic GAP Graduation Rate Transition Readiness	Data Analysis (Data reviews to include analysis of students in "Gap" groups). Effective Collaboration (Reg and Sped) This year we will thoroughly review the MTSS process before school starts and will begin implementing the model when school begins. We will then incorporate MTSS as part of our monthly staff meetings.	Instructional Coach, Administrators, Assessment results (CERT, EOC, Dual Credit)	Best practices, CERT, Industry certifications
Graduation Rate	Data analysis, Adult Mentoring, Creating a senior mentoring program	Administrators	Best Practices
Proficiency Separate Academic GAP Transition Readiness	Effective Instructional Practices (To include training on what to do when students are not achieving and including those "Gap" students). Effective Collaboration (Reg and Sped), MTSS structure supports will be a must this year. Teachers will be implementing interventions that they were trained on over the summer to reduce achievement gaps. Administration will monitor using the MTSS structure provided by Kenton county.	Instructional Coach, Administrators	Common Core Standards, Best practices
Proficiency Separate Academic GAP Transition Readiness	RTI and Differentiation Effective Collaboration (Reg and Sped) MTSS will be the basis for our work in this area	Instructional Coach, Administrators	Best practices
Proficiency Separate Academic GAP Transition Readiness	Curriculum Analysis and Alignment EL/Transition Ready Effective Collaboration (Reg and Sped)	Instructional Coach, Administrators	Common Core Standards, NGSS
Proficiency Separate Academic GAP Graduation Rate Transition Readiness	Data Analysis (Data reviews to include analysis of students in "Gap" groups). Effective Collaboration (Reg and Sped) MTSS will be the basis for our work in this area	Instructional Coach, Administrators, Assessment results (CERT, EOC, Dual Credit)	Best practices, CERT, Industry certifications

D. IMPLEMENTATION AND IMPACT

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

The Ignite Institute will also be piloting a new Community Based Accountability system where we will report our progress or lack of to the community in a new format.

The Ignite Institute will be implementing the Kenton County MTSS process beginning the 2021-2022 school year. Our teachers will finish the training started in the 2020-2021 school year before scholars return in fall of 2021. We will continue to update and inform teachers of MTSS strategies and processes at our monthly staff meetings.

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

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

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

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

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

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

A survey was sent to teachers with the proposed topics for Ignite Professional development on March 31, 2021 and asked for teacher feedback. An additional survey was sent to staff about the actual dates on April 8, 2021.

Woodland Middle School 2021-22 Professional Development Summary (revised 5/18/2021)

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 6th: June 2 7th: June 3 8th: June 4 **or** **Science- Grades 6- 8:** Deconstructing Standards for units without CA and Finish all Common	District Curriculum Consultants
		Goal 2: Separate		

		Academic Indicator	Assessments 6th: June 2 7th: June 3 8th: June 4 **or**	District Curriculum Consultants
		Goal 1: Proficienc y Goal for Math and Reading	**Math- Grades 6-8** Deconstructing standards by unit and create a bank of questions by standard for weekly assessments June 4 **or**	District Curriculum Consultants
		Goal 1: Proficienc y Goal for Math and Reading	**ELA-Grades 6-8** Deconstructing standards by unit and create a bank of questions by standard for weekly assessments June 4 **or**	District Curriculum Consultants
		Goal 3: Achievem ent Gap	**All SpEd Training-** SpEd Teachers, School Psychologists Required July 28 or August 10 or	District Special Ed Staff
		Goal 1: Proficienc y Goal for Math and Reading	**New Teacher Training-**New to KCSD August 3	District Staff Principal
PD Day # 2 - Novemb er 24, 2021 6 hours	6 hours (see specific training for dates)	Goal 1: Proficienc y Goal for Math and Reading	**Nearpod Training** August 9-3 hours and	School Instructional Technology Coach
		Goal 3: Achievem ent Gap Goal 4: Growth	**Differentiated Cycle of Quality Instruction Training** August 9-3 hours • Element 1: Tasks of Varying Complexity	KCSD Professional Learning Landing Page

		Goal 1: Proficiency Goal for Math and Reading Goal 3: Achievement Gap Goal 4: Growth	• Element 2: Products from ALL Students • Element 3: After an Individual Product, Meaningful Collaboration • Element 4: Adjusting Instruction in Real-Time • Element 2/4: Using Technology to More Efficiently Get Products/Adjust Instruction	
PD Day #3 - February 21, 2022 6 hours	6 hours (see specific training for dates)	Goal 1: Proficiency Goal for Math and Reading	**New S44 teacher training** August 2 **or** **New R180 teacher training-day 1** Aug. 10 **or** **New M180 teacher training** Aug. 11 **or**	District Curriculum Coaches District Staff District Staff
		School Safety	**PBIS Training** **Aug. 2-3 hours**	PBIS Committee, District Staff
		Goal 1 (Proficiency Goal for Math and Reading) Goal 2 (Separate Academic Indicator)	**and** **Kagan Engagement Strategies Refresher training** **Aug. 2-3 hours**	School Department Lead teachers

			or	
		School Safety	**SCM Training Refresher** June 16, 17, 23, 24 July 7, 8,14,15 August 6 **or**	District Staff
		School Safety	**SCM Training Initial-day 1** July 20 July 27 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** Aug. 11 **or**	District Staff
		School Safety	**SCM Training Initial-day 2** July 22 July 29 August 3 **or**	District Staff
		Goal 1: Proficiency Goal for Math and Reading Goal 2: Separate Academic Indicator Goal 3: Achievement Gap	**1:1 SAMR Training for all 6th grade teachers** (required) June 10-2 hours **and/or** **Edcamp/Todd Whitaker** -up to 6 hours August 4 and 5	District Staff 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 Goal 2: Separate Academic Indicator Goal 3: Achievement Gap 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 Goal 2: Separate Academic Indicator Goal 3: Achievement Gap 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 Goal 2: Separate Academic Indicator Goal 3: Achievement Gap 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: Growth		
Goal 1: Proficiency Goal for Math and Reading Goal 2: Separate Academic Indicator Goal 4: Growth	MTSS: Intro to MTSS	KCSD PL Landing Page
Goal 1: Proficiency Goal for Math and Reading Goal 2: Separate Academic Indicator Goal 4: Growth	MTSS: Progression Charts	KCSD PL Landing Page
Goal 1: Proficiency Goal for Math and Reading Goal 2: Separate Academic Indicator Goal 4: Growth	MTSS: Data Collection & Progress Monitoring	KCSD PL Landing Page
Goal 4: Growth	Understanding Terrace Metrics Screener: Strategies Teachers can use to Support Students Who Have Identified Risk Indicators: Ostracism, Anxiety, Trauma and Hopelessness	KCSD PL Landing Page
Goal 4: Growth	Adult Advocate vs. Mentoring Implementation and Fidelity	KCSD PL Landing Page
Goal 4: Growth	Trauma Informed Care- Part 1 Refresher	KCSD PL Landing Page
Goal 4: Growth	Trauma Informed Care-Part 2	KCSD PL Landing Page
Goal 1: Proficiency Goal for Math and Reading Goal 2: Separate Academic Indicator	Chromebook Basics	KCSD PL Landing Page

Goal 3: Achievement Gap Goal 4: Growth		
Goal 1: Proficiency Goal for Math and Reading Goal 2: Separate Academic Indicator Goal 3: Achievement Gap 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 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

Twenhofel 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.):

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 7th: June 3 8th: June 4 6 hours June 4 6 hours July 28 or August 10 6 hours	Combined Proficiency Achievement Gaps	**Social Studies - Grades 6-8:** - Curriculum Map Redesign and begin Deconstructing standards by unit or **Science- Grades 6- 8:** Deconstructing Standards for units without CA and Finish all Common Assessments or **Math- Grades 6-8** Deconstructing standards by unit and create a bank of questions by standard for weekly assessments **ELA-Grades 6-8** Deconstructing standards by unit and create a bank of questions by standard for weekly assessments or **All SpEd Training-** SpEd Teachers, School Psychologists Required	Academic Consultants/Admin
PD Day # 2 - November 24, 2021 6 hours	August 9 3 hours August 9 3 hours	Combined Proficiency Achievement Gaps	Cycle of Quality Instruction *Focus is on Element One and Element Two* Make It Plain	Academic Consultants/Admin/Landing Pad Make It Plain Consultants

PD Day #3 - February 21, 2022 6 hours	Sept 13 Oct 4 3 hours Nov 8 Feb 7 3 hours Aug. 11mv 6 hours Aug. 11 6 hours June 16, 17, 23, 24 July 7, 8,14,15 August 6 6 hours July 20 July 27 August 2 6 hours	Combined Proficiency Achievement Gaps	Cycle of Quality Instruction *Focus is on Element One and Element Two* Make It Plain or **New S44 teacher training** or **New R180 teacher training-**day 1 or **New M180 teacher training** or **SCM Training Refresher** or **SCM Training Initial-**day 1	Landing Page Make It Plain Consultants
PD Day #4 - March 18, 2022 6 hours	TBA 6 hours June 10 August 4 and 5 6 hours August 3 6 hours Aug. 12 6 hours July 22	Combined Proficiency Achievement Gaps	**IA Summer Conference-NKCES** or **1:1 SAMR Training for all 6th grade teachers** **Edcamp/-**to include Todd Whitaker or **New Teacher Training-**New to KCSD or **New R180 teacher training-**day 2	

	July 29 August 3 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 (Name)	Description of Job-Embedded PD	Specific Supporting Resources, 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, 5-5-2021_

RC Hinsdale Elementary School
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, 4 & 8 2021 (Math) June 9-11, 2021 (ELA) June 8 or 10, 2021 (Social Studies) June 10, 11, 2021 (Science) 6 hours Each July 28 or Aug.10 , 2021 6 hours June 2 or Aug. 3, 2021 6 hours 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 OR Special Education Teacher Training (all sped) OR PE/Music Teachers Session	District Consultants
PD Day # 2 - November 24, 2021 6 hours	July 22, 2021 6 Hours June 15, 17, 22, 24, July 6, 8, 13, 15 August 6, 2021	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. OR SCM Refresher (core team)	School Administrators, Grade Level Team Leaders Envisions Trainer

	6 hours			
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 11, 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) Differentiated Sessions to include: • Element 1, 2, 2/4, 3,& 4 • MTSS Progression Charts • 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

Project – 7000

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_____