KCSD

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

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

KCSD ISSUE PAPER

DATE:
4/24/19

AGENDA ITEM (ACTION ITEM):
Consider/Approve all Kenton County School District schools to flex the set district calendar dates designated for Professional Development in the 2019-2020 calendar according to individual school needs.

APPLICABLE BOARD POLICY:
8.3- School Calendar

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

FISCAL/BUDGETARY IMPACT:
No additional funding required for date adjustments.

RECOMMENDATION:
Approval of all Kenton County School District schools to flex the set district calendar dates designated for Professional Development in the 2019-2020 calendar according to individual school needs.

CONTACT PERSON:
Malina Owens

_____   *Malina Owens*   _____
Principal   *District Administrator*   *Superintendent*

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

Simon Kenton High School
2019-20 Professional Learning Summary

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

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

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Further analysis of EPAS data, AP data, ACT data, CERT data and other accountability data that was received throughout the school year led to continual adjustments in job-embedded needs. Through job-embedded PD, as well as, scheduled and flexible PD during the 2018-19 school year, next steps for 2019-20 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.

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

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1-Aug. 20, 2019 6 hours	May 31 June 4 or August 12 August 15 (6 hours)	Transition Readiness Curriculum Review Achievement Gaps Accountability	All dates to include training on what to do when students are not achieving (including "Gap" students). IEP training English – June 4 Math – August 12 PLCS – May 31 Science – May 31 Social Studies – June 4 Special Education – August 15 VPA – May 31 World Language – May 31	Consultants Administrators Department Chairs	Curriculum Standards, KCAS, Common Core, State Accountability
PD Day # 2-Nov. 27, 2019 6 hours	6 hours flexible by instructional need	Transition Readiness Achievement Gaps Quality instruction	School and District Improvement goals and improvement plan/Teacher Instructional Assignment/Individual professional Growth Plan Aug 6-8: PGA –Ind. PD sessions based on teacher need/admin approved. This includes R180 utilized as Tier II and Tier III interventions for students included in gap groups for F/R and students with disabilities. Curriculum Development Effective Collaboration (Reg and Sped) Quality Instruction Other as approved	Consultants Various presenters Administrators Assessment Data	Common Core Standards, Best practices, R180, MDC/LDC, EPAS, AP, CIA work
PD Day #3-Feb 3, 2020 6 hours	6 hours flexible by instructional need	Transition Readiness Achievement Gaps Quality instruction	School and District Improvement goals and improvement plan/Teacher Instructional Assignment/Individual professional Growth Plan Aug 6-8: PGA –Ind. PD sessions based on teacher need/admin approved. This includes R180 utilized as Tier II and Tier III interventions for students included in gap groups for F/R and students with disabilities. Curriculum Development Effective Collaboration (Reg and Sped) Quality Instruction Other as approved	Consultants Various presenters Administrators Assessment Data	Common Core Standards, Best practices, R180, MDC/LDC, EPAS, AP, CIA work
PD Day #4-March 20, 2020 6 hours	Sept 17, 2019 (2 Hours) Dec 4, 2019 (2 Hours) Feb 6, 2019 (2 Hours)	Tier 1 Tier 2 Tier 3 Instruction	Best practices and current trends in education. Quality instruction (meaningful engagement, formative assessment, accountable talk, effective collaborative learning. New requirements in education. Effective Collaboration (Reg and Sped)	Consultants Administrators CO Staff Teachers	Common Core, Best Practices, CIA work

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

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

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
Proficiency Separate Academic GAP Graduation Rate Transition Readiness	Data Analysis (Data reviews to include analysis of students in "Gap" groups). Effective Collaboration (Reg and Sped)	Consultants, Administrators, Assessment results (CERT, EOC, EPAS, AP)	Best practices, CERT, EPAS, EOC, AP
Tell Survey Graduation Rate	PBIS/Adult Advocate	KYCID committee, Behavior Consultant MTSS Pyramid	KYCID
Proficiency Separate Academic GAP Transition Readiness	Effective Instructional Practices (To include training on what to do when students are not achieving and including those "Gap" students). Effective Collaboration (Reg and Sped)	Consultants, Administrators	Common Core Standards, Best practices, MDC/LDC, R180,
Proficiency Separate Academic GAP Transition Readiness	RTI and Differentiation Effective Collaboration (Reg and Sped)	Consultants, Administrators	R180, Best practices
Proficiency Separate Academic GAP Transition Readiness	Curriculum Standards: Analysis and Alignment EL/Transition Ready Effective Collaboration (Reg and Sped)	Consultants, Administrators	Common Core Standards, NGSS, Gates Study

D. IMPLEMENTATION AND IMPACT

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

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

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

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

Please use the following coding structure for PL funds:
Org - SCH2053
Object – use code from above
Project – 140X, where the X signifies the fiscal year we are in. FY19=E, FY20=F

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

The staff was surveyed February 26 – March 5. On March 7, 2019, a professional learning input meeting was held. All staff were invited. Professional Learning Plan was discussed and approved at the SBDM meeting on March 21, 2019.

Scott High School
2019-2020 Professional Learning Summary

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

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

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Further analysis of EPAS data, AP data, CERT data, PBIS data, MTSS data, and social emotional data that was received throughout the school year and led to continual adjustments in job-embedded needs. Through job-embedded PD, as well as, scheduled and flexible PD during the 2018-2019 school year, next steps for 2019-20 were determined with input from administration, teachers, SBDM members, and consultants. Teacher input was specifically received in a PLC's conducted during planning periods at Scott High School, faculty meetings, and Curriculum Committee Meetings. This past year teachers have been conducting teacher lead PLC's focusing on quality instruction, targeted interventions for special populations (GAP, SPED, student with social emotional needs), quality lesson plans, and interventions targeted at low performing students. For Tier II and Tier III interventions, R180, CERT, MTSS supports, and FLY/Advisory Period teachers will continue their professional development to increase effectiveness with these students (including those identified in "Gap" and "Special Education" groups). With our increased access to assessment data of student groups as well as individuals, structured time to learn what the data is telling us is a further need that we have seen to address the needs of our students. This data analysis effort will also focus on how to identify and target the needs of students in "Gap" and "Special Education" populations and students who experience personal emotional trauma.

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

Proficiency (Reading/Math)
- School Data Strengths
  1) 23% Novice in Reading (Lowest in 3 years; 25.3% in 2017; 29.8% in 2016)
  2) 21.9% Novice in Math (21.3% in 2017; 24% in 2016)
- School Data Growth Areas
  1) 44.3% Proficient and Distinguished in Reading (Lowest in last 3 years; 55.3% in 2017; 51.7% in 2016)
  2) 40.4% Proficient and Distinguished in Math (Lowest in last 3 years; 44.5% in 2017; 45.5% in 2016)

GAP
- School Data Strengths
  1) Free & Reduced-28.3% Novice in Reading,—Least Percent Novice in district (37.4% Novice-State)
  2) Free & Reduced-50% Proficient & Distinguished in Writing—Highest P&D in district (40.8% P&D-State)
- School Data Growth Areas

    1) Students with Disability-12% Proficient & Distinguished in Reading (14.7% P&D-State)

    2) Students with Disability-4.3% Proficient & Distinguished in Math (8.4% P&D-State)

Transition Ready (CCR)
- School Data Strengths
  1) 485 College Courses Completed by Scott Students (Highest in district)
  2) 58.5% CCR / 70% CCR with KYOTE - (Highest for ACT Only in last 3 years)
- School Data Growth Areas
  1) 58.5% CCR
  2) 42 Career Ready Students (7 who were not college ready)
  3) Only 1 career certification available at Scott

Graduation Rate
- School Data Strength
  90.9% 4 year Graduation Rate in 2018 (up from 89.2% in 2017; 85.3% in 2016)
- School Data Growth Area
  90.9% 4 year Graduation Rate in 2018 – We are not happy with this.

	2015-2016	**2016-2017**	**2017-2018**
Dropout Rate	1.7%	1.6%	1.6%
Attendance Rate	94.3%	94.3%	94.2%
Achievement Score	Academic Index 74	Estimated Academic Index 73.9	N/A
% F/R	38.3%	41.1%	40.9%
# Transfer (OE/Tuition)	Transfer in: 57 Out: 63 Open Enrollment: 33 Tuition: 3	Transfer in: 46 Out: 79 Open Enrollment: 31 Tuition: 8	Transfer in: 62 Out: 70 Open Enrollment: 51 Tuition: 34

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 20, 2019 6 hours	5/31/19 (SCI), 6/3/19(SS), 6/18/19 (JROTC), 6/5/19 (WL), 8/14/19, (Math), (H/PE), (H/PE), 8/6/19-8/8/19 (PGA), 8/15/19 (ELA, SPED, Math)	Proficiency, GAP, Graduation Rate, Transition Readiness	***Social Studies* –** Curriculum Mapping/Alignment (especially focused on new standards) • Best Practice Instructional Strategies and Cycle of Instruction • Reading strategies	Consultants, Dept Heads, Administrators	Common Core Standards, CERT, Cycle of Quality Instruction and Resources, Best practices, Best technology instructional practices, Individual/Personalized Learning, Multi-Tiered Support System, Social/Emotional Supports, PBIS, Career

			• SDI Best Practices		Readiness/Student Advising
			English – • Curriculum Mapping/ Alignment (especially focused on new standards), Unit planning, Resource planning and development • Best Practice Instructional Strategies and Cycle of Instruction • Reading and Writing Strategies • SDI Best Practices; collaborative teaching; cycle of instruction (3 hours) Friday 8/15/19 *Math* - • Curriculum Mapping/ Alignment (especially focused on new standards), Unit planning, Resource planning and development new courses • Building Resources and lessons on pathway class • Best Practice Instructional Strategies and Cycle of Instruction • Reading/Thinking strategies • SDI Best Practices; collaborative teaching; cycle of instruction (3 hours) Friday 8/15/19 *Science* - • Curriculum Mapping/ Alignment (especially focused on new standards), Unit planning, Resource planning and development • Restructuring Integrated Science Curriculum • Building Resources and lessons on Career Ready Program classes		

			• Developing entrance assessment • Best Practice Instructional Strategies and Cycle of Instruction • Reading strategies • SDI Best Practices ***World Language* --** • Curriculum development and mapping, new course • KWLA • We would also like to use a day to revamp our current curriculum maps, which has not been done in about eight years, officially. • Best Practice Instructional Strategies and Cycle of Instruction • Reading strategies • Writing, speaking, & listening strategies • SDI Best Practices ***Health/PE* --** • SCM Update • PGA • Curriculum Mapping/ Alignment (especially focused on new standards) • Best Practice Instructional Strategies and Cycle of Instruction • Reading strategies • SDI Best Practices ***Art* --** hours from the following: • Curriculum development • Educator Workshops • SDI Best Practices ***Special Education - Teachers*** • SDI Best Practices; collaborative teaching;		

			cycle of instruction (6 hours) Friday 8/15/19 • District-wide special education compliance and updates (6 hours) • Special Education Unit positions will attend Medical Administration training (3 hours) and Safety Crisis Management Training (6 hours) in place of 9 of the other school-wide/department planned hours (to be approved in advance by administrator) ***JROTC - Teachers*** • Updates to JROTC Leadership curriculum and teaching strategies • Updates to Homeland Security curriculum and teaching strategies • Best Practice Instructional Strategies and Cycle of Instruction • Reading and Writing Strategies • SDI Best Practices SCM Trainings PGA AP Training New Teacher Orientation		
PD Day # 2- Nov. 27, 2019 6 hours	6/18/19 (JROTC), 8/15/19 (Math, Sci, SS), 9/28/19 (WL), (H/PE), 8/6/19-8/8/19 (PGA, SpEd), 11/4, 2/12, 4/22 (ELA)	Proficiency, GAP, Graduation Rate, Transition Readiness	***Social Studies*** – Curriculum Mapping (especially focused on new standards) • Best Practice Instructional Strategies and Cycle of Instruction • Reading strategies ***English*** –	Consultants, Dept Heads, Administrators	Common Core Standards, CERT, Cycle of Quality Instruction and Resources, Best practices, Best technology instructional practices, Individual/Personalized Learning, Multi-Tiered Support System, Social/Emotional Supports, PBIS, Career

					Readiness/Student Advising
			• Curriculum development and mapping, Unit planning, Resource planning and development • Best Practice Instructional Strategies and Cycle of Instruction • Reading and Writing Strategies ***Math*** - • Curriculum development and mapping, Unit planning, Resource planning and development new courses • Building Resources and lessons on pathway class • Best Practice Instructional Strategies and Cycle of Instruction • Reading/Thinking strategies ***Science*** - • Curriculum development and mapping, Unit planning, Resource planning and development • Restructuring Integrated Science Curriculum • Building Resources and lessons on Career Ready Program classes • Developing entrance assessment • Best Practice Instructional Strategies and Cycle of Instruction • Reading strategies ***World Language*** -- • Curriculum development and mapping, new course • KWLA • We would also like to use a day to revamp our current curriculum maps,		

				which has not been done in about eight years, officially.		
				• Best Practice Instructional Strategies and Cycle of Instruction		
				• Reading strategies		
				• Writing, speaking, & listening strategies		
				Health/PE --		
				• SCM Update		
				• PGA		
				• Best Practice Instructional Strategies and Cycle of Instruction		
				• Reading strategies		
				Art --		
				hours from the following:		
				• Curriculum development		
				• Educator Workshops		
				Special Education - Teachers		
				• SDI Best Practices; collaborative teaching; cycle of instruction (6 hours) Friday 8/15/19		
				• District-wide special education compliance and updates (6 hours)		
				• Special Education Unit positions will attend Medical Administration training (3 hours) and Safety Crisis Management Training (6 hours) in place of 9 of the other school-wide/department planned hours (to be approved in advance by administrator)		
				JROTC - Teachers		
				• Updates to JROTC Leadership curriculum and teaching strategies		

			• Updates to Homeland Security curriculum and teaching strategies • Best Practice Instructional Strategies and Cycle of Instruction • Reading and Writing Strategies SCM Trainings PGA AP Training New Teacher Orientation		
PD Day #3- Feb 3, 2020 6 hours	8/16/19	Proficiency, GAP, Transition Readiness	Social Emotional Tier I supports and strategies within MTSS (3 hrs) Career Planning/Career Pathways/Supporting Career Readiness in the classroom and through advising (3 hrs)	Consultants, Dept Heads, Social/Emotional Leaders Administrators	Cycle of Quality Instruction and Resources, Best practices, Individual/Personalized Learning, Multi-Tiered Support System, Social/Emotional Supports, PBIS, Career Readiness/Student Advising
PD Day #4- March 20, 2020 6 hours	6/1/19-8/15/19; 11/12/19; 2/20/19	Proficiency, GAP, Graduation Rate, Transition Readiness	Career Shadow experience (2 hours) Cycle of Quality Instruction – To be covered in two 2 hour sessions	Consultants Dept Heads, CCR Coach Administrators	Cycle of Quality Instruction and Resources, Best practices, Individual/Personalized Learning, Multi-Tiered Support System, PBIS, Career Readiness/Student Advising

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

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

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
Proficiency, Separate Academic Indicator, GAP,	Integrating Reading Apprenticeship Activities (All content areas)	Reading Apprenticeship resources	Reading Apprenticeship resources

Graduation Rate, Transition Readiness	Curriculum Development (English & Math)	Google Docs, Core Content Standards	Curriculum/Technology Resources
Proficiency, Separate Academic Indicator, GAP, Graduation Rate, Transition Readiness	Multi-Tiered Support System,	MTSS google docs and best practices	MTSS
	Career Readiness/Student Advising	Xello/Career Programs	Individual Learning Plan/Xello
GAP, Graduation Rate	SDI Best Practices (Special Ed)	Special Education consultants and State SE Resources	SDI Best Practices and Strategies
Proficiency, Separate Academic Indicator, GAP, Graduation Rate, Transition Readiness	RTI and Differentiation	R180, Reading Apprenticeship resources, Best practices, Formative Assessment, Accountable Talk, Collaborative Learning, Meaningful Engagement, Career Readiness	R180, best practices & Reading App, Career Readiness
GAP, Graduation Rate	PBIS and Tier II behavioral interventions	Consultants, Counselors, Administrators	PBIS/MTSS
GAP, Transition Readiness	Utilizing technology in a one – to – one learning environment (Google classroom, flipped classroom, online supports, etc.)	Building Tech, Google Classroom, Internet	Best Practice Strategies
GAP	Understanding, Intervening & working with low performing GAP students in the general education setting	Social Emotional Support Systems and PBIS consultants	Best Practice Strategies
GAP, Graduation Rate, Transition Readiness	MTSS	Social Emotional Support Systems and PBIS consultants	Mental Health First Aid Program
GAP, Graduation Rate, Transition Readiness	Mentorship/Career Advising	Social Emotional Support Systems and PBIS consultants	Best Practice Strategies
Proficiency, Separate Academic Indicator, Transition Readiness	Curriculum Mapping (especially focused on new standards)	Kentucky Standards	KDE-State Website/ Documents
Proficiency, Separate Academic Indicator, GAP, Graduation Rate, Transition Readiness	Cycle of Quality Instruction	PPR and Quality Cycle of Instruction	Danielson
Proficiency, Separate Academic Indicator, GAP, Graduation Rate, Transition Readiness	Data Analysis	Consultants, Counselors, Administrators	Data from formative and summative assessments

D. IMPLEMENTATION AND IMPACT

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

E. BUDGET PROJECTIONS FOR SCHOOL PL ALLOCATION

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

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

Please use the following coding structure for PL funds:
Org - SCH2053
Object – use code from above
Project – 140X, where the X signifies the fiscal year we are in. FY19=E, FY20=F

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

Curriculum Committee Members -- 4-4-19
Teacher PLC/Faculty Meeting - 4/12/19
SBDM March - 4/27/19

Dixie Heights High School
2019-20 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.)

Analyzing data in regards to 2017-18 academic progress shows that our Free and Reduced Population and Special Ed population are not performing as well as our regular population. This corresponds with what we are seeing from State Data for accountability as well.

2017-18 Failure Summary

	# of Students	9th Grade	10th Grade	11th Grade	12th Grade	% of Failures	% of Enrollment
Failures	391	105	107	114	65	n/a	27%
Multiples	258	76	71	77	34	66%	18%
Retained	126	38	40	47	1	32%	9%
SPED	75	24	21	25	5	19%	48%
Free/Reduced	241	77	68	74	22	62%	43%

2nd Trimester Failure Summary

	# of Stu	9th	10th	11th	12th	% of failures	% enrollment
Failures	219	73	55	47	44	N/A	14.7%
Multiple	108	41	33	20	14	49.3%	7.2%
SPED	40	13	14	9	4	18.2%	26.6% of SPED
F/R	147	55	40	26	26	67%	25% of F/R

Through job-embedded PD as well as scheduled & flexible PD during the 2017-18 school year, next steps for the 2019-20 were determined with input from administration, Team Leaders, and SBDM members. The vision of our school is to create a learning environment where students

love to come to school because they are We need to create an environment in our school where ALL students LOVE to come to school because it is exciting, supportive, and a place where true learning takes place! We will do this by creating a Professional Learning Community that strives to answer the four essential questions of a PLC:

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

Our work begins with working together in teams, which includes our special education teachers working in specific content areas, to determine the essential standards that students will be expected to learn in each of our courses. With this foundation, we will be able to begin to work on how we commonly assess this information and gather data to show growth. We will be adding an intervention time within in our school day to then address the last two questions of the PLC. Through our collaborative efforts in our planning period meetings, all teachers, including our special ed collaborative teachers, will have opportunities to share instructional strategies for improving student performance.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
PD Day # 1- August 20, 2019 2019 6 hours	See content specific plan for specific dates. Pg. 5	Transition Readiness/ Achievement Gap	Working on essential standards and formative assessments. Instructional strategies/co-teaching.	Consultants Administrators	Standards relevant to content. Formative assessments, PLC work.	X
PD Day # 2- November 27, 2019 2019	See content specific plan for specific	Transition Readiness/ Achievement Gap	Working on essential standards and formative assessments.	Consultants Administrators	Common Core Standards, Springboard, Best	X

6 hours	dates, Pg. 5		Instructional strategies/co-teaching.		Practices, MDC/LDC	
PD Day # 3- February 3, 2020

Individual professional learning

6 hours | PGA or other approved PD options | Increase Proficient-Distinguish in academic areas. | To meet their individual needs based on their own professional growth plan | Various Presenters & Administrators | Best Practices | X |
| PD Day #4- March 20, 2020 6 hours | August 14th | Achievement gap, Increase Proficient Distinguished in academic areas. | Intervention time, MTSS, Quality Instruction-Tier 1,2,3 | Administrators | PLC work, Best Practices | X |

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

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD	Mark an "x" in the box if it supports a A&H, PLCS, Writing, World Language, or K-3 Assurances
Transition Readiness/ Achievement Gaps	Data Analysis (Data reviews to include analysis of students in the Gap)	Consultants, Administrators, Assessment results (Common formative assessments,ACT, CERT, AP, dual credit)	Best Practices	X
Transition	Effective Instructional Practices (To include	Consultants and Administrators	Common Core Standards, Springboard,	X

Readiness/ Achievement Gaps	training on what to do when all students are not achieving, including students identified as Gap)		Best practices, MDC/LDC, R180, S44	
Transition Readiness & Achievement Gaps	MTSS & Differentiation	Consultants & Administrators	R180, S44, Best practices	
Transition Readiness & Achievement Gaps	Curriculum Analysis & Alignment	Consultants & Administrators	Common Core Standards, NGSS, Gates Study	X

D. IMPLEMENTATION AND IMPACT

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

E. BUDGET PROJECTIONS FOR SCHOOL PL ALLOCATION

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	**0120 D**	30%
Certified Extra Service	**0113**	

Educational Consultant	**0322**	
Registrations	**0338**	20%
General Supplies/Professional Books	**0610**	20%
Food	**0616**	
Travel In District	**0581**	
Travel Out of District	**0580**	30%
Total of your budget		100%

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

Input requested from all department chairs- 3/13/19, 4/10/19

Input requested by SBDM- 4/1/19

Professional Development Content Area Plans

Foreign Language: June 3rd and 4th:
>Curriculum work for 4 levels of Foreign Language, Spanish and German. Intervention discussion and implementation of MTSS concepts for next year.

English: May 31st and June 10th
>Work together in ILTs to create/revise curriculum based on 8-12 focus standards at each grade level; consult with Gary McCormick. Collaborative Co-Teaching and Intervention discussion and implementation of MTSS concepts for next year.

Social Studies: May 31st and June 1st.
>Work on Essential Standards, Curriculum Map, Unit Plans. Intervention discussion and implementation of MTSS concepts for next year.

Special Ed:
>PD Day # 1: August 08, 2019 OR August 13, 2019,
>>District PD Training for ALL SPED – IEP Training
>PD #2: with department teams of Math or English
>>Curriculum Work, Co-Teaching, Intervention discussion.

Math: June 3rd at Dixie 8am – 3pm except Geometry ILT, June 11th at Dixie 8am – 3pm Geometry ILT,
>August 13th at Dixie 8am – 3pm all ILT's

Curriculum mapping KY Standards and ACT Standards, Develop common assessments, Development of MTSS Plan, Aligning curriculum with the middle school, Moving assessments towards Standards Based Grading, Co-teaching with collaborative teachers, Finding curriculum for any noticeable gaps.

Science: May 31st and June 3rd

Curriculum work, Unit Planning, Writing in Science, Common assessments, intervention plan.

Business: May 31st, June 4rd

Essential Standards, Curriculum Map, Unit Plans, Common assessments and intervention plans.

Fine Arts: August 16th

Essential Standards, Curriculum Map, vertical alignment, Unit Plans

Day 2 will be for the Fine Arts to get on their own for content specific PD. Ex: KMEA offerings, AP Music or Art offerings, etc…

Ignite Institute
2019-20 Professional Learning Summary

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

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

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

The Academies/Ignite Institute used CERT assessments, ACT scores, dual credit success rates, and transition readiness rates as well as other accountability data to drive our professional development intentions for the 2019-2020 school year. Additionally, our professional development plan will consist of teacher externships, PLTW trainings, and specific Ignite Institute trainings to ensure that educators are well versed in the career pathway of the college they are teaching in. These items were determined a need through teacher and administrator discussions both during common assessment reviews and PPR walks, as well as through conversations with community stakeholders.

In light of the newly established math and English standards, as well as the social studies standards that are being released in early summer, there is a great need to conduct curriculum alignment/development professional development opportunities with Ignite teachers. Additionally, these teachers will be teaching in a 6 teacher collaborative team where they will integrate career and other curricula into their lessons. Other areas of focus are gap groups, including special education, where scholars will participate in remediation specially designed for their needs in the areas of math, English, reading, and science. These groups will be established by on-going data analysis.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 20, 2019 6 hours	August 6 (6 hours)	Collaboration	This day will be the first official day that our staff are all together. We will tour the school and discuss teaching areas for signing up to use the areas. We will also discuss the daily schedule including lunch and college courses. We will begin discussing collaborative six teacher teams, curriculum structure on MWF and TTH.	Administrators	Curriculum Standards, Common Core, State Accountability
PD Day # 2- Nov. 27, 2019 6 hours	August 7 (6 hours)	Curriculum Review Achievement Gaps Accountability	This day we will continue discussing our collaborative learning and teaching processes as well as SEL strategies and "care first, then teach" as the motto for our school. We will also review and discuss the goals of the school and begin discussions about curriculum and new standards.	Consultants Various presenters Administrators Standards	Curriculum Standards, Common Core, State Accountability
PD Day #3- Feb 3, 2020 6 hours	August 8 (6 hours)	Transition Readiness Achievement Gaps Quality instruction	Trainings for this day will focus on the new standards for math, English, and social studies as well as career teachers. Additionally, collaboration with special education teachers and the basis of CTE pathways. We will begin to work on a collaborative lesson plan process and the weekly expectations for teacher planning.	Consultants Administrators Assessment Data Standards	Curriculum Standards, Common Core, State Accountability
PD Day #4- March 20, 2020 6 hours	August 9 (6 hours)	Transition Readiness Curriculum Review Achievement Gaps Accountability	During this day, we will engage teachers in content level PLC's to compare curriculum maps and to facilitate vertical alignment of standards. This discussion will also address achievement gaps and how to remediate with these specific scholars. We will continue working through the team planning process and will address project based learning, the ambassador program and how businesses are integrated into our curriculum.	Consultants Administrators	Curriculum Standards, Common Core, State Accountability

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

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

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

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: ACT, CERT assessments, common assessments, grade distributions, student work, and 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.

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

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

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

Please use the following coding structure for PL funds:
Org - SCH2053
Object – use code from above
Project – 140X, where the X signifies the fiscal year we are in. FY19=E, FY20=F

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

An email was sent to teachers with the proposed dates for Ignite Professional development on March 22nd and asked for teacher feedback. This plan was then modified and re-sent on March 25th.

NKYDC
2019-20 Professional Learning Summary

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

The mission of NKYDC is to give our students the confidence and skills they need to grow into successful citizens by strengthening their life skills as they become college/career ready. Our goals include:
- 40% of students will be on grade level, graduate or earn a GED
- 80% of our students are either business certified or college ready
- 40% of our students read on 6th grade reading level or higher

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.)

This past year, teachers have focused on strategies that will benefit students who are at-risk of not graduating. Analysis of the 18-19 earned credits, TABE, ACT, PBIS, MTSS and social emotional data indicated two areas of need. First, a majority of students are not on grade level with the number of earned credits and need to obtain additional credits in order to earn their diploma and be transition ready. To address this need, NKYDC has chosen to use the online credit recovery program, Edgenuity. Since this program relies heavily on independent learning, the administration along with the teachers plan to supplement the online program with whole class instruction to add engaging learning activities that are connected to academic standards. The teachers have begun locating the academic standards for each content and grade level to use this as the foundation for creating standards-based instruction. Second, the use of the Edgenuity program requires students to use an advanced reading level. Analysis of the student reading levels from the TABE tests revealed that a majority of students have not attained an on grade-level reading ability as less than 40% of the students enrolled at NKYDC can read at or above a 6th grade reading level. As a result, the administration, teachers, and other NKYDC staff discussed next steps to include a tier II reading intervention program to provide additional support to our students with this skill. Teacher input was received during the weekly teacher meetings and staff input was received during the weekly management team meetings. In collaboration with Kenton County School District, the Read 180 program was chosen to deliver this intervention to our students.

School Data Strengths
In 2018-19, students at NKYDC have earned the following business industry certifications:
- 47 Fiber Optic
- 26 Copper Cabling
- 9 Grounding and Bonding

- 23 Home Audio Entertainment
- 22 Telecommunications
- 10 Energy Management
- 6 Telephone Systems
- 9 Exploring IT

School Data Growth Areas

In 2018-19, less than 40% of the students at NKYDC demonstrated at or above a 6th grade reading level on the TABE test.

In 2018-19, 50 students earned 165 credits which is an average of 3.3 credits per student.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- 2019 6 hours	July 30, 2019	Transition Readiness	KECSAC Conference Instructional strategies specifically designed for students who are at-risk of not graduating high school	Various KECSAC Presenters	PBIS, Best Practices
PD Day # 2- 2019 6 hours	July 31, 2019	Transition Readiness	KECSAC Conference Instructional strategies specifically designed for students who are at-risk of not graduating high school	Various KECSAC Presenters	PBIS, Best Practices
PD Day #3- 6 hours	Aug 6-8, 2019	Achievement Gap	PGA Special Education Co-Teaching Instructional strategies to support students from poverty	Various Kenton County presenters	Common Core Standards, SDI Best Practices

PD Day #4- 6 hours	Aug, 2020	Transition Readiness/ Achievement Gap	Flex Read 180 training Math 180 training Special Education training	District Consultants	Best Practices

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

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

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
Transition Readiness	Data analysis • The number of credits earned • The number of students on grade level • The number of students who are reading on grade level	Administrator	Best Practices
Achievement Gap	RTI & Differentiation • SRI data • TABE results	Administrator & Read 180 Consultant, Cycle of Instruction	Best Practices & Read 180/ Sys 44
Transition Readiness	Discipline Data Analysis & Behavior Support (Tier 3) • Review of Behavior Sheets • PBIS data	Administrator	PBIS & MTSS
Gap, Graduation Rate	SDI Best Practices	Special Education Consultants	SDI Best Practices
Gap	Understanding, and working with students who are low-performing	PBIS consultants	PBIS/ MTSS
Transition Readiness	Career Exploration/ Career Planning	NKYDC Vocational Rehab Instructor	ILPA, Xello
Academic Indicator	Creating a Hybrid Classroom	Kentucky Standards, District Academic Consultants	KDE Website
Graduation Rate	Mentorship	PBIS	Best Practices
Achievement Gap	New Standards for math and English	Kentucky Standards	KDE website

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: credits earned, ACT, TABE results, student work, SRIs, SPIs, and behavior sheets. Adjustments to the job-embedded needs will be made based off of this data as well as PPR walk findings and administrator/ teacher discussions on instructional needs.

E. BUDGET PROJECTIONS FOR SCHOOL Professional Learning

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

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

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

March 22nd at NKYDC teacher meeting
March 26th at NKYDC management team meeting

Summit View Academy School
2019-20 Professional Learning Summary

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

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

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

- ★ Five Star School
- ★ MAP Reading (K-5) 68% above 50th percentile (current 60%)
- ★ MAP Reading Gap (K-5) 56% above 50th percentile (current 46%)
- ★ MAP Math (K-5) 65% above 50th percentile (current 59%)
- ★ MAP Math Gap (K-5) 54% above 50th percentile (current 44%)
- ★ MAP Reading (6-8) 71% above 50th percentile (current 66%)
- ★ MAP Reading Gap (6-8) 60% above 50th percentile (current 50%)
- ★ MAP Math (6-8) 60% above 50th percentile (current 52%)
- ★ MAP Math Gap (6-8) 50% above 50th percentile (current 35%)
- ★ Attendance (K-5) 96.98%
- ★ Attendance (6-8) 96.48%
- ★ 80% of kids in grades 4-8 participating in at least one activity beyond the school day

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

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

An area of strength that resulted in high achieving scores in 5th and 8th grade is On-Demand Writing. There is a systemic writing plan in place to support instruction at all grade levels. Assessment scores increased in the area of math for the majority of grade levels assessed. The amount of Proficient and Distinguished increased from 2017 to 2018. Although we had significant gains in math, it still continues to be an area of growth for our school because the scores are below the district average.

An area of growth is the students identified in the Gap group, specifically students with disabilities. The school has been identified as a Targeted School of Improvement because the students with disabilities did not meet the designated criteria set forth by the state.

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 2019-20 professional learning opportunities were determined with input from administration, teachers, SBDM members, and district consultants. Discussions following PPR walks also contributed to the next steps that are needed to continue growth. The Core Expectations for Quality Instruction document will help guide improvements in instruction in all academic areas.

For Tier II and Tier III interventions, iRead, ST Math, Read 180 and System 44 teachers will continue their professional development to increase effectiveness with these students (including those identified in "Gap" groups). RTI data is monitored weekly to ensure students are making progress and to identify areas of need. With our

increased access to assessment data of student groups as well as individuals, structured time to learn what the data is telling us is an additional need that we have identified to increase student achievement. This data analysis effort will also focus on how to identify needs of students in "Gap" populations as well as students who are not making adequate growth.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 20, 2019 6 hours	August 14, 2019 6 hours	KPREP Proficiency and Gap Goals	All staff will receive training on the following professional learning opportunities throughout the day: *Core Expectations for Quality Instruction (Meaningful Engagement, Formative Assessment, Accountable Talk, Collaborative Learning) *SVA Instructional practices and data boards/MTSS/Intervention *Mental Health/Behavior *Technology Integration/ STEAM/Royal Habits	Leadership team, consultants, teachers	Common Core Standards, Best Practices
PD Day # 2- Nov. 27, 2019 6 hours	Various Dates (All dates listed in description) 6 hours	KPREP Proficiency, Transition Readiness, and Gap Goals	Content/Job specific training for all staff. All dates to include training on specific content strategies, what to do when students are not achieving (including "Gap" students), and Core Expectations for Quality Instruction May 31 - PE (Elementary) May 31 - Art (Elementary) June 4 - 8th Grade Math, Science, Social Studies June 5 - 7th Grade Math, Science, and Social Studies June 6 - 6th Grade Math, Science, and Social Studies June 5 - Band Smekens Training June 11, 12 - 6th Grade ELA June 11, 12 - 7th Grade ELA June 11, 12 - 8th Grade ELA June 11, 12 & August 12,13 - SCM Initial Training June 13 - Math 180	Leadership team, consultants, teachers	Common Core Standards, Best Practice

			June 11, 17, July 30, 31 - NKY Instructional Assistant Conference June 19, 20, 26, July 10, 11, 17, 18, 24, 25, August 2, 15 - SCM Training Refresher August 1 - Music (Elementary) August 5 - K-5 - Word Nerd Vocabulary and Literacy Strategies September 25, November 20, March 25 - New Special Education Cohort		
PD Day #3- Feb 3, 2020 6 hours	October 1 2 hours	KPREP Proficiency and Gap Goals	Data Analysis with various assessment data; will analyze gap data and other school specific data *SVA Instructional practices and data boards/MTSS	Leadership team, consultants, teachers	Common Core Standards, Best Practice
	Feb. 4 1 hour	KPREP Proficiency and Gap Goals	All staff will receive training on the following professional learning opportunities: *Core Expectations for Quality Instruction (Meaningful Engagement, Formative Assessment, Accountable Talk, Collaborative Learning) *MTSS	Leadership team, consultants, teachers	Common Core Standards, Best Practice
	August 1 3 hours	KPREP Proficiency	All staff will participate in a book study around the topics of Culture, Student Achievement, Engagement, and Innovation.		
PD Day #4- March 20, 2020 6 hours	Various Dates (All dates listed in description) 6 hours	KPREP Proficiency and Gap Goals	Differentiated Professional Learning based on area of need and professional growth plan. Professional Development session will support alignment to school's Comprehensive School Improvement Plan. June 3 - First Grade - Literacy/Math Strategies June 11 - KYGoDigital Technology Conference June 3-6 - Project Lead the Way Training July 29 - Safety Training August 5/6- Read 180 (New)		

			August 6, 7, 8 - Professional Growth Academy June 11, 12 & August 12,13 - SCM Initial Training June 19, 20, 26, July 10, 11, 17, 18, 24, 25, August 2, 15 - SCM Training Refresher August 5 - Social Studies (August 5) August 8, 13 - Special Education IEP Training (Behavior/SDI/SAS) August 8 - Instructional Assistant Training (3 horus) August 12 - ELA/Math (Grades 6-8) & Co-Teaching Special Education/General Education August 12 - Science (Grades 6-8) August 13 (3 hours) K-2 - Social Studies 3-5 - Social Studies August 14 - System 44 (New) August 14 - Lead Special Education August 15 - New Teacher Orientation August 15, 16 - Crisis Team Training Aug. 6, 7, 8 District Professional Growth Academy August 29, September 30, October 24 - Special Education ABA Training Feb. 29 Edcamp NKY November 14 - Co-Teaching February 20 - Co-Teaching		

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

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

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD	
KPREP Proficiency and Gap Goals	Core Expectations for Quality Instruction -- Meaningful Engagement, Formative Assessment, Accountable Talk, and Collaborative Learning (Tier I, Tier II, and Tier III) MTSS	Consultants, Administrators, Teachers	Consultants, Administrators, Teachers MDC/LDC, R180, S44	X
KPREP Proficiency and Gap Goals	Data Analysis &/or Analysis of Student Work - Utilizing SVA and District Data Dashboard to analyze formative and summative assessment data MTSS	Consultants, Administrators, Assessment results (MAP, K-Prep), CIITS	MAP, K-Prep, Scholastic, MDC/LDC	X
KPREP Proficiency and Gap Goals	Technology Instruction & Integration/Google Certification/21st Century Skills	Consultants, Administrators, Teachers	Common Core Standards, Best practices, Google	X
KPREP Proficiency and Gap Goals	Problem Based Learning/Inquiry-Based Learning (Genius Hour)	Consultants, Administrators, Teachers	MAP, K-PREP, Common Core Standards, Best practices	X
KPREP Proficiency and Gap Goals	Writing Calibration and Student Work Analysis	Consultants, Administrators, Teachers, Lesson plan models, engaging video exemplars	MAP, K-PREP, Common Core Standards, Best practices	X
KPREP Proficiency and Gap Goals	PBIS/Behavior Intervention - Tier I, Tier II, Tier III Social Emotional Learning MTSS	KYCID, Behavior Consultant	KYCID Safe Schools	X
KPREP Proficiency and Gap Goals	Team Building/ROYAL Habits/Culture Building	KYCID, Behavior Consultant	KYCID Safe Schools	X
KPREP Proficiency and Gap Goals	Response to Instruction: planning for instruction and monitoring student data; Differentiation MTSS/Royals WIN	Consultants, Administrators, Teachers, MAP, DIBELS, KPREP data	Best Practices	X

KPREP Proficiency and Gap Goals	Special Education training on instructional strategies and IEP development (SDI, Co-Teaching)	Consultants, Administrators, Teachers	Best Practices	X

D. IMPLEMENTATION AND IMPACT

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

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

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

Type of Expenditure	Munis code	Percentage of Your Budget
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Certified Extra Service	0113	10%
Educational Consultant	0322	5%
Registrations	0338	20%
General Supplies/Professional Books	0610	0%
Food	0616	15%
Travel In District	0581	0%
Travel Out of District	0580	15%
Total of your budget		100%

Please use the following coding structure for PL funds:

Org - SCH2053
Object – use code from above
Project – 140X, where the X signifies the fiscal year we are in. FY19=E, FY20=F

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: March 18, March 27, and April 23, 2019

Turkey Foot Middle School
2019-20 Professional Learning Summary

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

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

Following review of student data on MAP, Common Assessments, IEP Compliance Reviews, Student Support Data, MTSS data classroom performance, Implementation and Impact reviews of the CSIP, feedback from learning walks, teachers and staff were surveyed for priority needs for school wide professional learning.

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 20, 2019 6 hours	August 13th	KPREP Proficiency Separate Academic Indicator and Gap goals	All Staff will receive training on the following professional learning opportunities: ● Social Emotional Learning and Trauma Informed Care ● Core expectations for quality instruction ● MTSS/data collection/Common assessments	District Trainers Counselors Admin Team	Kentucky Academic Standards Best Practices
PD Day # 2- Nov. 27, 2019 6 hours	June 4, 5, 6 6 hours Or	KPREP Proficiency Separate Academic Indicator Growth and Gap goals	Subject specific professional learning for Science, Social Studies and Math teachers. June 4th -8th grade June 5th-7th grade June 6th-6th grade	District Consultants	Kentucky Academic Standards Best Practices

	June 11 and 12 12 hours		Smekens Training: ELA Teacher Workshop	Workshop Trainers	
	Aug 8 or Aug 13 Or June 11-12 or Aug 12-13 or June 19,20,26 July 10, 11,17, 18.24, 25 Aug 2,15		Special Education Training at DX Safe Crisis Management Re- certification Training SCM Refresher Training	District Trainers	
	June 11, 17, July30-31		Instructional Assistants Conference		
	9/25,11/20, 3/25		New Special Education Cohort training		
PD Day #3- Feb 3, 2020 6 hours	October 24 3 hours AND Variety of Dates 3 hours AND 8/12/2019 3 hours Location TBA Or	KPREP Proficiency Separate Academic Indicator Growth and Gap goals	KPREP Data Analysis: All teachers Medication Training Collaboration/Co-Teaching Training	Principal KASC Data Analysis Packet District Nurse District Special Ed, ELA, Math consultants	Kentucky Academic Standards Best Practices

	8/9/2019 Or 8/5 and 8/6 June 13		New Teacher S44 training New Teacher R-180 training New Math 180 training		
PD Day #4- March 20, 2020 6 hours	August 6, 7, 8 6 hours	KPREP Proficiency Separate Academic Indicator Growth and Gap goals	Differentiated Professional Learning: KCSD Professional Growth Academy	District Trainers	Kentucky Academic Standards Best Practices
	July 29		Safety Training		
	Aug 5-6		New Read 180 Training		
	Aug 8,13		Special Education Training		
	Aug 8		Instructional Assistant Training		
	Aug 12		ELA/Math Co-Teaching Special Education and General Education		
	Aug 14		System 44 New Training		
	Aug 14		Lead Special Education		
	Aug 15		New Teacher Orientation		
	Aug 15-16		Crisis Team Training		
	8/29, 9/30, 10/24		Special Education ABA Training		
	11/24 and 2/20		Co Teaching Cohort Training		

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

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

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
Proficiency, Growth, Gap	Special education training on instructional strategies and IEP development	District General Education and Special Education Consultants	Kentucky Academic Standards, Best Practices
Proficiency, Growth, Gap	Core Expectations for Quality Instruction: Meaningful Engagement, Formative Assessment, Accountable Talk, and Collaborative Learning, MTSS	Consultants, Administrators, Teachers	Kentucky Academic Standards, Best Practices
Proficiency, Separate Academic Indicator, Growth, and Gap	PBIS/Behavior Intervention-Tier I, Tier II and Tier III Social Emotional Learning MTSS Adult Advocacy	Principal Behavior Coach PBIS trainer	PBIS
Proficiency, Separate Academic Indicator, Growth, and Gap	Initial Referral Training, Behavior Observations, Rating Scales for Special Education	District Consultants, Department Teacher Leads	Best Practices
Proficiency, Separate Academic Indicator, Growth, and Gap	Google Certified Educator training	District Consultant, Technology Teacher	Best Practices
Proficiency, Separate Academic Indicator, Growth, and Gap	Writing Calibration and Student Work Analysis	School Writing Lead, Admin team	TSI Data
Proficiency, Separate Academic Indicator, Growth, and Gap	Data Analysis and/or Analysis of Student work including but not limited to common assessments, formative assessment and summative assessments	Teachers, Lead Teachers, Admin	TSI Data

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: KPREP, three MAP assessments, MTSS data, common assessments, student support data, grade distributions and student work. Adjustments to the job-embedded needs will be made based on this data as well as classroom observations, and administrator/teacher discussions on instructional needs.

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off – site Professional Learning)	0082053-0120 F-140F	25%
Certified Extra Service	0113-140F	25%
Educational Consultant	0082053-0322-140F	
Registrations	0082053-0338-140F	25%
General Supplies/Professional Books	0082053-0610-140F	10%
Food	0082053-0616-140F	5%
Travel In District	0581	

Travel Out of District	0082953-0580-140F	10%
Total of your budget	100%	100%

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Staff Survey 3/30/19; Staff review of draft 4/10/19; Faculty Meeting April 12, 2019, SBDM Meeting April 10th, 2019.

Twenhofel Middle School
2019-2020 Professional Learning Summary

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

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

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

TMS is a focus school due to the level of our GAP groups specifically identified as special education. There are specific trainings being implemented to help move our students identified within the GAP group of special education be successful from an academic level. Further analysis of K-Prep data and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs. Through PLC's and job-embedded PD, as well as, scheduled and flexible PD during the 2019-2020 school year, next steps for 2019-20 were determined with input from administration, teachers, SBDM members, and consultants. Administrators and teachers discussions following PPR walks also contributed to the next steps that are needed to continue growth. Further standardard development is needed for ELA and Math teachers. Likewise, content specific best practices in the areas of Science, SS, will improve instruction and learning. For Tier II and Tier III interventions, Math 180 and R180 teachers will continue their professional development to increase effectiveness with these students. The focus will also be to continue to find ways what the data is telling us and what additionally is needed to increase student achievement. This data analysis effort will also focus on how to identify needs of students in "GAP" populations and to continue and implement interventions through the MTSS pyramid.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 20, 2019 6 hours	May 31 June 4,5,6,11 12,13,17,19,20,26 July 10,11,17,18,24,25,30,31 August 2,8,12,13, 15	Combined Proficiency Achieveme nt Gaps	May 31: (All Staff) The purpose will be for the staff to develop and build relationships with students and each other: SEL June: 4,5,6 (math/ss/science) The purpose is for teachers to form formative assessments related to the standards of the June: 11 & 12: (LA) For LA teachers to have a better understanding the fundamental reading strategies to reach all students June 11,12/August 12,13 (SCM Initial) Teachers will learn how to properly use techniques to assist with students in certain situations June 19,20,26, July10,11,17,18,24,25(SCM)August 2,15 Teachers will have a refresher course that have previously been trained within the year on how to properly use techniques to assist with students in certain situations June11,17,July30,31,August 8,2-Instructional Assistants will learn academic strategies as well as strategies to work with specific students June 13- Individuals teaching M180 will learn about best practices for delivering instruction and learning about the data collection process. August 8 & 13: Special Education Teachers: IEP Training (PLEP, Goals, SDI, SAS) Behavior Interventions and SDI Implementation)	Administration Various Presenters	Common Core Standards, MTSS, practices

PD Day #2- Nov. 27, 2019 6 hours	July 29 August 5,6,7,8,12,15 September 30	KPREP Combined Proficiency Achievement Gaps	July 29: Safety Training for School Safety Teams: Team members will learn about proper protocols when dealing with trauma situations at the school or District level. August 5: Social Studies Development and review of units along with formative assessment review August 6,7, 8 (PGA) Sessions will offer teachers different offerings with quality instruction, differentiation August 12: (Science) Development and review of units along with formative assessment review August 12: Special Ed Collab/Reg Ed To implement instructional strategies of collaborating and reaching students with special needs August 15: New teachers to the District will have multiple opportunities to learn about processes/curriculum, MTSS, Pyramid of Instruction, expectations and other items related to instruction and students September 30: Special Education: ABA Creating Behavioral success in classroom(pre-school, self-contained, and autism specific)	Administration Various Presenters,	Common Core Standards, Best practices, MTSS
PD Day #3- Feb.3, 2020 6 hours	August 14 (3) August 15,16	KPREP Combined Proficiency Achievement Gaps	August 14 The focus will be on schoolwide best instructional practices to benefit a specific GAP population (students with IEP'S) August 15 & 16 Safety Crisis Team for Counselors, counselors will learn a systemic and unified approach to dealing with crisis situations a the District and School level	Administration Various Presenters	Common Core Standards, Best practices, MTSS
PD Day #4- March 20, 2020 6 hours	October 7 (3)	KPREP Combined Proficiency Achievement Gaps	October 7 TMS Data Review of KPREP and other Data Analysis & Differentiation	Administration Various Presenters	Common Core Standards, Best practices, MTSS

C. ON-GOING, JOB-EMBEDDED PD

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

CSIP Objective	Description of Content	Specific Supporting Resources, as needed	Research Base for the Content of PD
School Safety/PBIS	School Expectations/Book Study/PBIS, student and staff expectations	Administration Behavior Consultant	PBIS
KPREP Combined Proficiency/Achievement Gaps	Core Expectations of Quality Instruction/MTSS, Common Assessment Data Review	Administration Consultants Staff	Common Core Standards
KPREP Combined Proficiency/ Achievement Gaps	Data Analysis/RTI (Data reviews to include analysis of students in "GAP")/MTSS/ Focus on best practices with the implementation of technology	Administration Consultants Staff	MAP/ KPREP/ Common Assessments
KPREP Combined Proficiency/ Achievement Gaps	Special Education Specifics: IEP Training, Goals, SDI, & Behavior Interventions	Administration Consultants Staff	Best Practices

D.   IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: KPREP, 3 MAP assessments, common assessments, grade distributions, student work, and SMI's/SRIs. Adjustments to the job-embedded needs will be made based off of this data as well as classroom observations and administrator/teacher discussions on instructional needs.

E. BUDGET PROJECTIONS FOR SCHOOL Professional Learning

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

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

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: 3-21-19, 3-26-2019, 4-8-2019 (SBDM: 4-9-2019), (SBDM: 4-23-2019)

Woodland Middle School
2019-20 Professional Learning Summary

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

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

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

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

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 20, 2019 6 hours	August 12, 2019 6 hours	KPREP Proficiency Separate Academic Indicator and Gap goals, TSI	Social Emotional Learning Training to support the implementation of our school wide social emotional learning program.	District Trainers Counselors	Kentucky Academic Standards Best Practices
PD Day # 2- Nov. 27, 2019 6 hours	June 4, 5, 6 9 hours Or June 11 and 12 12 hours Or June 11- 12, August 12-13	KPREP Proficiency Separate Academic Indicator Growth and Gap goals, TSI	Subject specific professional learning for Science, Social Studies and Math teachers ELA Teacher Workshop Safe Crisis Management Initial	District Consultants Workshop Trainers District Trainers	Kentucky Academic Standards Best Practices SCM

	12 hours Or June 19-20,26, July 10-11, 17, 18, 24, 25, August 2 & 15 6 hours		Safe Crisis Management Refresher	District Trainers	SCM
	OR August 15 6 hours		New Teacher Orientation	KCSD Staff, Principal	Best Practices
PD Day #3- Feb 3, 2020 6 hours	October 23 3 hours AND	KPREP Proficiency Separate Academic Indicator Growth and Gap goals, TSI	KPREP Data Analysis	Principal KASC Data Analysis Packet	Kentucky Academic Standards Best Practices
	August 6, 7, 8 3 hours		Medication Training	District Nurse	
	OR				
	August 6, 7, 8 3 hours		Collaboration/Co-Teaching Training	District Special Ed, ELA, Math consultants	
	OR August 9 3 hours		Google Classroom	Technology Teacher	
	OR August 8 and 13 6 hours		District PD Training for All SPED: EP Training (IEP Goals, SDI, SAS) Behavior Interventions, SDI Implementation	District Sped Staff	

PD Day #4- March 20, 2020 6 hours	August 6, 7, 8 6 hours	KPREP Proficiency Separate Academic Indicator Growth and Gap goals, TSI	KCSD Professional Growth Academy	District Trainers	Kentucky Academic Standards Best Practices
	OR July 29 6 hours		School Safety Team Training	District Trainers	
	OR August 29 2.5 hours		General ABA Strategies	Positive Solutions	
	OR June 11, 17, July 30, and 31st 6 hours		NKY Instructional Assistant Summer Conference	NKCES Coaches	
	OR August 8 3 hours		Instructional Assistant Training	District Sped Staff	
	OR August 15 and 16 12 hours		Crisis Response for Counselors and School Psychologists	PREPaRE Trainer	
	OR September 26, 2019 2.5 hours		ABA-Creating Behavioral Success (Self-Contained Unit and STU specific)	Positive Solutions	
	OR October 24, 2019 2.5 hours		ABA-DTT and Naturalistic Strategies (STU, EBD, LBD specific)	Positive Solutions	

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, Growth, Gap, TSI	Math RTI strategies to improve student growth and proficiency, including students with disabilities	District General Education and Special Education Consultants	Kentucky Academic Standards, Best Practices
Proficiency, Growth, Gap, TSI	Reading RTI strategies to improve student growth and proficiency, including students with disabilities	District General Education and Special Education Consultants	Kentucky Academic Standards, Best Practices
Proficiency, Separate Academic Indicator, Growth, and Gap	Effective Classroom Management	Principal Behavior Coach PBIS trainer	PBIS
Proficiency, Separate Academic Indicator, Growth, and Gap, TSI	Classroom Engagement Strategies, to involve all students including students with disabilities	District Consultants, Department Teacher Leads	KAGAN Best Practices
Proficiency, Separate Academic Indicator, Growth, and Gap, TSI	Google Certified Educator training	District Consultant, Technology Teacher	Best Practices
Gap, TSI	Referral Training	District Sped Staff	Best Practices
Gap, TSI	Behavior Observation Training	District Sped Staff	Best Practices
Gap, TSI	Rating Scales Training	District Sped Staff	Best Practices

D. IMPLEMENTATION AND IMPACT

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

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	1082053-0120 F-140F	25%
Certified Extra Service	0113	
Educational Consultant	1082053-0322-140F	25%
Registrations	1082053-0338-140F	25%
General Supplies/Professional Books	1082053-0610-140F	10%
Food	1082053-0616-140F	5%
Travel In District	0581	
Travel Out of District	1082953-0580-140F	10%
Total of your budget		100%

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Staff Survey 3/11/19; Staff review of draft 3/20/19; SBDM Meeting 4/4/2019

Beechgrove Elementary School
2019-2020 Professional Learning Summary

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

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

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Further analysis of K-Prep data, MAP data, Common Assessments, DIBELS Data and other assessment data that was received throughout the school year led to continual adjustments in job-embedded professional learning and determination of needs. Through Faculty Meetings, Committee Meetings, PLCs and job-embedded PD, as well as, scheduled and flexible PD during the 2018-19 school year, next steps for 2019-20 were determined with input from administration, teachers, SBDM members, and consultants. Team Leader Meetings, Professional Learning Committee Meetings, Administrators and Teachers discussions following PPR walks also contributed to the next steps that are needed to continue growth. Teachers and Instructional Assistants determined their personal learning needs through self-evaluation and formative and summative evaluations. On the 2017-18 KPREP test Beechgrove Elementary overall percentage of proficient and distinguished students in reading was 61.9, in math was 58.6, and in writing 41.5. The percent of students in the non-duplicated gap group scoring proficient or distinguished on the 2017-18 KPREP test in reading and math was 53.2 and 44.9 in writing. MAP Fall data shows that in reading 57% of all students are at or above the 50th percentile and 49% of Gap students are at or above the 50th percentile. In math 52% of all students are at or above the 50th percentile and 42% of Gap students are at or above the 50th percentile. 56.6% of all math students scored proficient/distinguished in 2017 on KPREP test and 58.6% of all math students scored proficient/distinguished in 2018. 48.9% of our math Gap students performed at the proficient/distinguished level in 2017 on KPREP test and 53.2% of math Gap students scored proficient/distinguished in 2018. 17.8% of all math students performed at the distinguished level in 2017 on KPREP test and 20.8% of all math students performed at the distinguished level in 2018 on KPREP test. In order to increase effectiveness for instructional strategies with Tier II and Tier III intervention, including interventions for students in the gap group, our professional learning would be with RTI strategies, math interventions, writing Mastery Connect, R180 and S44 and co-teaching. We increased access to assessment data of student groups as well as individuals, scheduled structured RTI time to learn what the data was telling us as a need that we identified to increase student achievement. This data analysis effort also focused on how to identify needs of students in "Gap" populations. Our focus for this year continues to be on improving core instruction particularly in math. We also will be meeting regularly within Special Education PLC's to better utilize co-teaching opportunities to better meet the needs of students. Core math instruction and RTI will be differentiated and students will be flexibly grouped to meet their specific needs. RTI groups will be developed to address the students' specific skill deficits based on formative and summative assessment data. Research based computerized programs such as FasttMath, iKnowIt, and Mastery Connect will be utilized with students along with small group instruction and spiral reviews to remediate skill deficits based on analysis of formative and summative assessment data. Special education and general education teachers will work with district consultants to develop instructional strategies that address the needs of special education students.

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 20, 2019 6 hours	June 4, 2019 6 hours 9:00-4:00	KPREP Combined Proficiency, Achievement Gaps	Mental Health/Behavior Strategies and Interventions for students in Tier II and Tier III behavior RTI. Classroom strategies for aggressive, defiant and disruptive behaviors. *"Functions of Behavior"*	Behavior Specialist-Professor from UK- Dr. Allen Allday	PBIS Data, Discipline Referral Data, Special Education Data
PD Day # 2- Nov. 27, 2019 6 hours	June 5, 2019 3 hours	KPREP Combined Proficiency, Achievement Gaps	All staff will participate in a book study (The 5 Love Languages of Children), discuss and implement the 5 languages to build and sustain relationships.	Consultants, Admin, Teacher Leaders	Common Core Standards and Best Practices
	October 29, 2019 3 hours		Data review to also include how to analyze individual student data and populations including data for students in "Gap" groups		
PD Day # 3- Feb.3, 2020 6 hours	August 6-8, 2019 6 hours	KPREP Combined Proficiency, Achievement Gaps	PGA Certified: Aug 6-8, 2019 (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). OR	Consultants, Admin, Teacher Leaders	Common Core Standards, RTI Model, and Best Practices
	June 3, 2019 6 hours	KPREP Combined Proficiency, Achievement Gaps	Gr. 1 Reading OR	Consultants, Admin, Teacher Leaders	Common Core Standards, RTI Model, and Best Practices
	August 8, 2019 6 hours	KPREP Combined Proficiency,	Special Education Teacher PD- customized	Consultants, Admin,	Common Core Standards, RTI

		Achievement Gaps	for all special education teachers and related service personnel. Training will address common errors in compliance, progress monitoring, and SDI	Teacher Leaders	Model, and Best Practices
	August 12, 2019 3 hours	KPREP Combined Proficiency, Achievement Gaps	OR Co-teaching- Next steps with regular classroom teachers and special education teachers	Consultants, Admin, Teacher Leaders	Common Core Standards, RTI Model, and Best Practices
	August 13, 2019 3 hours	KPREP Combined Proficiency, Achievement Gaps	AND Social Studies development of instructional units aligned to the new Social Studies standards.	Consultants, Admin, Teacher Leaders	Common Core Standards, RTI Model, and Best Practices
	6/19,6/20,6/26, 7/10,7/11,7/17, 7/18, 7/24, 7/25,8/2, 8/15, 2019 6 hours	KPREP Combined Proficiency, Achievement Gaps	OR Members of the school crisis response team: Safe Crisis Management refresher training.	Consultants	PBIS, SCM, Best Practices
	(Dates listed in the description column) 6 hours	KPREP Combined Proficiency, Achievement Gaps	OR Professional learning designed for specific enrichment areas – 6 hours • PE - May 31 • Music- August 1 • Music - ??? • Art - ???	Admin, Teachers	Kentucky Academic Standards, best practices
PD Day #4- March 20, 2020 6 hours	August 14, 2019 6 hours	KPREP Combined Proficiency, Achievement Gaps	Energy Bus training – Developing and sustaining a positive school culture AND All staff will receive training on RTI, MTSS, SEL, and PBIS	Admin, Consultant, Teachers	Common Core Standards and Best Practices

C. ON-GOING, JOB-EMBEDDED PD

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

CSIP Goal (name)	Description of Content	Specific Supporting Resources, as needed	Research Base for the Content of PD
KPREP Proficiency/ Achievement/ Gaps	Data Analysis &/or Analysis of Student Work - Utilizing Beechgrove and District Data Dashboard to analyze formative and summative assessment data MTSS	Consultants, Administrators, Assessment results (MAP, K-Prep)	MAP, K-Prep, Scholastic, MDC/LDC
KPREP Proficiency/ Achievement/ Gaps	PBIS/Behavior Intervention - Tier I, Tier II, Tier III Social Emotional Learning MTSS	PBIS Committee, Behavior Consultant in District, Outside Consultant; Administration	Safe Schools, Best Practices
KPREP Proficiency/ Achievement/ Gaps	Core Expectations for Quality Instruction -- Meaningful Engagement, Formative Assessment, Accountable Talk, and Collaborative Learning (Tier I, Tier II, and Tier III) MTSS	Consultants, Administrators and Teacher Leaders	Common Core Standards, Best Practices, MDC/LDC, R180, S44
KPREP Proficiency/ Achievement/ Gaps	Effective Instructional Practices to include training on what to do when students are not achieving and including those Gap students.	Consultants and administration	Common Core Standards, Quality Instruction, Best Practices, MDC/LDC, R180, S44
KPREP Proficiency/ Achievement/ Gaps	Response to Instruction: planning for instruction and monitoring student data, differentiation, MTSS	Consultants, Administrators, Teachers, MAP, DIBELS, KPREP data	RTI Model, Best Practices
KPREP Proficiency/ Achievement/ Gaps	Safety Training – Utilizing Navigate Prepared and District Safety Initiative	Consultants, Administrators and Teacher Leaders	Safe Schools, School Safety Team, Best Practices

KPREP Proficiency/ Achievement/ Gaps	Design and develop curriculum and align to standards	Consultants, Administrators	Common Core Standards, Quality Instruction, Best Practices,

D. IMPLEMENTATION AND IMPACT

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

E. BUDGET PROJECTIONS FOR SCHOOL Professional Learning

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off – site Professional Learning)	0120 F	30%
Certified Extra Service	0113	10%
Educational Consultant	0322	5%
Registrations	0338	15%
General Supplies/Professional Books	0610	30%
Food	0616	
Travel In District	0581	
Travel Out of District	0580	10%
Total of your budget		100%

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

Faculty and staff provided input on March 28, 2019 and April 3, 2019. The SBDM Council provided input on March 19, 2019.

Caywood Elementary
2019-20 Professional Learning Summary

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

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Caywood Elementary utilizes the following types of data for analysis: KPREP, MAP, DIBELS, Reading Inventory, Phonics Inventory; Common Assessments; iReads Data, Do the Math Data; System 44 and Read 180 Weekly Data for the majority of our data collection. Caywood Elementary uses this data throughout the school year to plan for required Professional Development(PD)hours and job-embedded PD. Professional Learning was also identified for the 2019-2020 school year through a google survey completed by all certified teachers and reviewed by the Grade Level Lead Team Meeting and SBDM council. It has been determined through the survey as well as this year's data collection and CSIP that further and continued development is needed in Trauma Sensitive Classroom (Mental Health) and behavior strategies as well as school safety; school wide early literacy and the implementation of DIBELS weekly progress monitoring school wide; and a continued focus on Core Instruction in Reading and the quality instructional cycle. In addition, emphasis will also be placed on Co-Teaching and planning with Special Education and Regular Ed teachers as well as continued job-embedded work with the MTSS Framework and supporting teachers with Tier II and Tier II interventions. Through job-embedded PD, we will continue to work on data collection for students in Tier II and Tier III interventions as well as developing Weekly Assessments for all students in Reading and Math. The plan developed is aligned to the Caywood Elementary CSIP and has been approved by the SBDM Council.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug 20, 2019 6 hours	**June 4, 2019**	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3,	***For All Teachers and Assistants: (optional)*** **Trauma Sensitive Classroom and Behavior Strategies** Various topics including classroom management and school wide systems to	District Behavior Consultant and Caywood Behavior Team	PBIS

NKYDC		Growth Goal 4 and Transition Ready Goal 5	supporting students with severe mental health issues. **(June 4th- 6 hours)** **OR**		
	June 11, 12, 19, 20, 26, July 10, 11, 17, 18, 24, 25, August 2, 12, 13, 15	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 and Transition Ready Goal 5	***For Spec Ed Teachers, Assistants, Admin and Counselors*** **Safe Crisis Management (June 11, 12, 19, 20, 26, July 10, 11, 17, 18, 24, 25, August 2, 12, 13, 15) 6 Hours** **OR**	District Staff	PBIS Data
	June 3rd	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 and Transition Ready Goal 5	***All First Grade Teachers*** **Adjusting to 1ˢᵗ Grade after Full Day Kindergarten Adjusting timelines, scaffolding foundational standards, increasing rigor and accountability, reading stations, literacy model, critical skills and report cards. Targeted audience is 1ˢᵗ grade teachers. (June 3) 6 Hours** **OR**	District Consultants	Common Core Standards and Best Practices
	July 29th	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 and	***All Safety Team Members*** **Safety Team Training (July 29) 6 Hours**	District Consultants	PBIS

		Transition Ready Goal 5			
PD Day # 2- Nov. 27,2019 6 hours	August 8th or August 13th	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 and Transition Ready Goal 5	**District Training for all** *Special Education Teachers* IEP Training, PLEP, Goals, SDI, SAS, behavior interventions and SDI implementation. **(August 8ᵗʰ or 13ᵗʰ) 6 Hours** OR	District Special Education Staff	Best Practices, Common Core Standards, Special Ed Law
	August 1st	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 and Transition Ready Goal 5	**ELA Core Instruction with Quality Instruction Cycle-emphasis on Bubble II and Developing Weekly Assessments in ELA** *Grade level Teacher Teams* will meet to focus on Bubble II and creating assessments that align with formative tasks. **(6 hours)** OR	Caywood Elementary Admin and Grade Level Teacher Leaders	Common Core Standards, Best Practices
	May 31st, Aug 1	GAP Goal 3	**PE, Arts & Humanities** *Specials Teachers* attend sessions around curriculum development, analysis of standards and implementation, principles, and best practices for the Arts and Humanities and Practical Living curriculum. *(May 31-PE, Art August 1-Music)*	Kenton County Teachers	Best Practices and Arts & Humanities/Practical Living Standards

PD Day #3- Feb. 3, 2019 6 hours	July 31st, 2019	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 and Transition Ready Goal 5	**DIBELS Training for All Grade Levels-** Understanding Early Literacy and the Phonics Continuum. Will focus on how to use DIBELS for progress monitoring in Tier II and Tier III Reading Interventions. **(6 hours)**	District Consultant and Caywood Interventionists	Common Core Standards; Best Practices
			OR		
	August 12th	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 and Transition Ready Goal 5	**Co-Teaching General Education teachers alongside special education teachers working together to learn and develop Best Practices to implementing and facilitating co-teaching strategies. (August 12) 3 Hours**	District Academic Staff and District Special Education Staff	Best Practices, Common Core Standards; Special Education Services
			==and==		
	August 12th		**Develop Co-Teaching Curriculum and Instruction Design and work on aligning Spec Ed Caseload Schedules with Grade Level Schedules in order to maximize co-teaching opportunities for the 2019-2020 school year. (August 12) 3 Hours**	Spec Ed Teachers, Reg Ed Teachers, Principals, Counselor	Best Practices
PD Day #4- March 20,2020 6 hours	Aug. 13th	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 and Transition	**Developing Weekly Assessments in Math** *Grade Level TeacherTeams* meet in grade level teams to design weekly assessments in Math that align with Instructional Timelines. **(3 hours)**	Caywood Teachers and Admin	Common Core; Best Practices

NKYDC	August 12th	Ready Goal 5 Separate Academic Indicator Goal 2. GAP Goal 3	**OR** **All Social Studies Teachers: New Social Studies Standards** for **(August 12) 3 hours** **OR**	District Consultants	KY State Social Studies Standards
	Oct. 24th	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 and Transition Ready Goal 5	**KPREP Data Analysis** Teachers will meet to discuss student data,determine trends, areas of strength and weakness and the overall impact on instructional practices with an including GAP groups (students with Disabilities and EL) **(October 24) 3 hours** **OR**	Caywood Admin Team	Common Core Standards and Best Practices
		Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 and Transition Ready Goal 5	**Kenton County Professional Growth Academy (PGA) Attend independent Professional Development Sessions based upon teacher need with administration approval. This includes, but is not limited to, Best Practices in Tier I, II, and III, instruction, special education instruction, curriculum design, data analysis, Read 180, System 44, and Gap analysis. (Aug 6, 7, 8) 6 Hours** **OR**	Consultants, Teachers,	Common Core Standards and Best Practices

	June 12-15; June 18,19,20,21 June 11; July 22,23,24,25	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 and Transition Ready Goal 5	**Differentiated Professional Learning Based on Area of Need and Professional Growth Plan** **June 12-15 Preschool-Early Childhood Institute** **OR** **June 18,19,20,21-Instructional Assistants-NKCES Para Educator Conference-**strategies to support Positive Student Behavior		

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

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

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 and Transition Ready Goal 5	**Core Expectations for Quality Instruction --** Meaningful Engagement, Formative Assessment, Accountable Talk, and Collaborative Learning (Tier I, Tier II, and Tier III) MTSS	Consultants, Administrators, Teachers	Common Core Standards, Best Practices
Proficiency Goal 1, Separate Academic Indicator Goal	**Data Analysis &/or Analysis of Student Work -** Utilizing Weekly assessments and District Data Dashboard to analyze formative and summative assessment data MTSS	Principals, Teachers, Assessment Results	KPREP; MAP; RI, PI Dibels

2, Gap Goal 3, Growth Goal 4 and Transition Ready Goal 5			
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 and Transition Ready Goal 5	**Technology** Instruction & Integration/Using Google	Consultants, Administrators, Teachers	Google, Common Core Standards, Best Practice
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 and Transition Ready Goal 5	**Writing Calibration and Student Work Analysis** Working with student writing samples to review, share, and analyze for mid-year and end of year reviews. Next Steps discussed to move writing instruction forward and to help increase student writing achievement. Continue with on-demand monthly scrimmages and recognizing student successes.	Consultants; Lead Teacher in Writing, Student work	KPREP, Common Core Standards, Best Practices
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 and Transition Ready Goal 5	**PBIS/Behavior Intervention-Tier I, Tier II, Tier II** **Social Emotional Learning** **MTSS** Refining Progress Monitoring and supporting student goals in Tier II and Tier III and strengthening Core (Tier I) instruction in Social Emotional Learning	Behavior Consultant; PBIS Administration	PBIS Safe Schools
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 and Transition Ready Goal 5	**Special Education Training** Instructional Strategies and IEP Development; Analysis of Student Data towards IEP Goals and towards Proficiency. Co-Teaching, SDI	Consultants, Principals, Teachers	Best Practices

Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 and Transition Ready Goal 5	**Response to Instruction:** Planning for Instruction and monitoring student data: Differentiation **MTSS**	Consultants, Principals, Teachers, MAP, DIBELS KPREP Data	Best Practices
TELL Survey	**School Safety** School Safety Team will work collaboratively with the teachers to implement safety practices according to district policy and State Law as presented in Senate Bill 1.	School Safety Team; Administratio n, Counselor, FRC	PBIS/Safe Schools
Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4 and Transition Ready Goal 5	**Curriculum Design** Teachers and Principals work together to align new standards with timelines, assessments, and core instruction.	Teachers, Principals, District Consultants	Best Practices

D. IMPLEMENTATION AND IMPACT

All school-specific Professional Learning sessions from our school wide Professional Learning Summary will be posted on the school's Master Calendar as well as on MyPDC for registration. 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 2019-2020 school year prior to May 30, 2019. Impact will be assessed throughout the year through the following data being analyzed in faculty meetings, committee meetings, PLC meetings, and RTI meetings: KPREP, three MAP assessments, DIBELS data, Brigance data, RTI data, common assessments, weekly assessments in reading and math, grade distributions, student work, and RI/PI assessments. Student on-demand writing products will be reviewed and discussed to determine areas of instructional need in our writing program. Adjustments to the job-embedded needs will be made based on this data as well as PPR walk findings, teacher progress on professional growth plans, formal observations, and administrator/teacher discussions on instructional needs.

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

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

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

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: __Google Survey to all staff- **March 15, 2019; Grade Level Leadership Team Meeting on March 20, 2019 and SBDM Council on April 10, 2019.**

Fort Wright Elementary School
2019-20 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 strength surveys, etc.)

The needs assessment process for identifying professional learning involved analyzing K-PREP data, MAP data, teacher surveys, Professional Practices Growth Plans, and PPR walks. Analysis of K-Prep data indicates that 18% of Reading-Proficiency-Gap (students with disabilities) students are scoring proficient and distinguished compared to the overall score of 63.9%. Also, K-Prep data indicates that 19.3% of Math-Proficiency-Gap (students with disabilities) students are scoring proficient and distinguished compared to the overall score of 59%. Both reading and math overall proficiency need to increase the number of students scoring proficient and/or distinguished. Fort Wright Teachers need to increase the amount of students making typical growth in math as only 63.7% of students made typical growth on K-PREP math in 2018. Teachers analyzed MAP data multiple times throughout the year and led to continual adjustments in learning experiences and job-embedded needs.
Through PLCs and job-embedded PD, as well as, scheduled and flexible PD during the 2019 school year, next steps for the 2020 school year were determined with input from administration, teachers, SBDM members, and consultants. Administrators and teacher discussions following weekly Professional Learning Communities also contributed to the next steps that are needed to continue growth. Likewise, content specific best practices in the areas of Math, Reading, Writing, Science, Social Studies, PLCS, and A/H will improve instruction and learning. For Tier II and Tier III interventions R180 and S44 teachers will continue their professional development to increase effectiveness with these students. With our increased access to assessment data of student groups as well as individuals, structured time to learn what the data is telling us is an additional need that we have identified to increase student achievement. This data analysis effort will continue to focus on how to identify needs of students to ensure growth for ALL students. Teachers will continue working on the four indicators (Meaningful Engagement, Formative Assessment, Accountable Talk, and Effective Collaborative Learning) of Quality Instruction, Project Based Learning, and personalized learning to ensure all students reach proficiency.

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 20,2019 6 hours	**August 2, 2019 3 hours**	Proficiency Growth Gap Separate Academic Indicators	**August 2, 2019-** All Teachers and Instructional Assistants will collaborate in grade level teams to develop curriculum units and differentiated	Admin Teachers	Common Core Standards, Best Practices, Personalized Learning

			lessons along with sharing various instructional strategies. **AND** All Teachers and Instructional Assistants will participate in Increasing Instruction of Students with Disabilities		
	3 hours		All Teachers and Instructional Assistants will participate in Increasing Instruction of Students with Disabilities	Admin	
PD Day # 2- Nov. 27,2019 6 hours	**August 5, 2019** 3 hours	Proficiency Growth Gap Separate Academic Indicators	**August 5, 2019-** All teachers will collaborate in grade level/ department teams and/or vertically aligned subject teams to align curriculum, revise timelines, and develop grade level schedules for the 2019-20 school year. **AND**	Admin Teachers KAS Timelines	Common Core Standards, Best Practices, Personalized Learning
	3 hours		**August 5, 2019-** All teachers and Instructional Assistants learn strategies for Keeping Calm Classroom **OR**	District Behavior Specialists	
	May 31, 2019, August 1, 2019 6 hours		**May 31, 2019, August 1, 2019** - Special Area Teachers participate in a Collaboration Day to design instruction. **OR** **August 5, 6, 14, 2019-**	District Special Area Teachers	

	August 5, 6, 14, 2019 6 hours		R180/ S44 Teachers will participate in New R180 Training New System 44 Training **OR**	District Consultant HMH	
	June 11, 12, 19, 20,26, July 10, 11, 17, 18, 24, 25, August 2, 12, 13, 15, 2019 6 hours-Refresher (current SCM trained)		**June 11, 12, 19, 20,26, July 10, 11, 17, 18, 24, 25, August 2, 12, 13, 15, 2019-** Special Education Teachers and SPED Instructional Assistants along with Core Team Members attend Safe Crisis Training **OR**	Certified Instructors	
	July 29, 2019 6 hours		**July 29, 2019-** Safety Team will participate in district training.	District Admins District Safety Committee	
PD Day # 3- Feb. 3, 2020 6 hours	**August 6, 7, 8, 2019** 6 hours	Proficiency Growth Gap Separate Academic Indicators	**August 6, 7, 8, 2019-** PGA: Individual PD sessions based on teacher need/ principal approval. **OR**	Consultants Teachers Admins	Common Core Standards, Best Practices
	August 8, 2019 6 hours		**August 8, 2019** All special education teachers will participate in District IEP Training, Behavior	District SPED Admins and Consultants	

			Interventions, SDI Implementation OR		
	June 3, 2019 6 hours		1st grade District Planning to adjust timelines, more specific scaffolding of foundational standards throughout the year; Increasing rigor and accountability in whole group reading and centers; Critical skills and report card	District Trainers	
PD Day #4- March 20, 2020 6 hours	August 12, 2019 3 hours	Proficiency Growth Gap Separate Academic Indicators	August 12, 2019- All teacher will participate in Co-teaching training. AND	Consultants District SPED Staff	Common Core Standards, Best Practices
	August 13, 2019- 3 hours		August 13, 2019- All teachers will participate in deconstructing New Social Studies Standards OR	Consultants	
	August 8, 2019 6 hours		August 8, 2019- Instructional Assistant Sped Training to support students in various special education settings. IAs will expand understanding of assistive technology, communication devices, visual supports, providing accommodations while	District Sped Consultants	

			fostering independence, confidentiality, and more.		

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 Objective	Description of Content	Specific Supporting Resources, as needed	Research Base for the Content of PD
Proficiency Gap Growth Separate Indicators	Data Analysis &/or Analysis of Student Work	Consultants, Administrators, Assessment results (MAP, K-Prep, classroom (formative/ summative))	MAP, K-Prep, R180/S44 data, iRead, ST Math
Proficiency Gap Growth Separate Indicators	PBIS- Reducing barriers to student learning and implementing program with fidelity, Mental Health trainings, and School Safety trainings.	PBIS committee, Behavior Consultant, MTSS Team, Safety Team	TELL Survey, Staff Surveys, PBIS Data
Proficiency Gap Growth Separate Indicators	Effective Instructional Practices including Project Based Learning (PBL) and Personalized Learning (To include training on what to do when students are not achieving and including those students with disabilities).	Consultants, Administrators Lead Teachers	MAP, K-Prep, R180/S44 data, iRead, ST Math
Proficiency Gap Growth Separate Indicators	Curriculum Analysis, Curriculum Design, Assessment Analysis, Assessment Design, and Alignment	Consultants, Administrators Teachers	Common Core Standards
Proficiency Gap Growth Separate Indicators	Professional Practices	Consultants, Administrators	PPR, PPGP

D. IMPLEMENTATION AND IMPACT

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

E. BUDGET PROJECTIONS FOR SCHOOL PL ALLOCATION

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off – site Professional Learning)	0120 F	70
Certified Extra Service	0113	0
Educational Consultant	0322	0
Registrations	0338	15
General Supplies/Professional Books	0610	0
Food	0616	0
Travel In District	0581	
Travel Out of District	0580	15
Total of your budget		100%

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Staff Survey (Google Form)-March 7, 2019 and SBDM Council April 11, 2019.

#060 Ft Wright Elementary School

Grade	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Asian Male	Asian Female	Hawaiian/Pacific Islander Male	Hawaiian/Pacific Islander Female	American Indian/Alaskan Male	American Indian/Alaskan Female	2 or More Male	2 or More Female	Total Male	Total Female	Total
00	30	33	4	5	2	2	1	0	0	0	0	0	3	2	40	42	82
01	20	28	4	1	3	6	0	0	0	0	0	0	3	4	30	39	69
02	34	27	1	4	4	4	0	1	0	0	0	0	3	2	42	38	80
03	40	29	2	2	3	4	1	1	0	1	0	0	4	3	50	40	90
04	17	34	2	1	6	3	1	0	0	1	0	0	3	10	29	49	78
05	26	24	5	3	1	4	1	0	0	0	0	0	4	2	37	33	70
Total	167	175	18	16	19	23	4	2	0	2	0	0	20	23	228	241	469

#291 Kenton County District

Grade	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Asian Male	Asian Female	Hawaiian/Pacific Islander Male	Hawaiian/Pacific Islander Female	American Indian/Alaskan Male	American Indian/Alaskan Female	2 or More Male	2 or More Female	Total Male	Total Female	Total
00	30	33	4	5	2	2	1	0	0	0	0	0	3	2	40	42	82
01	20	28	4	1	3	6	0	0	0	0	0	0	3	4	30	39	69
02	34	27	1	4	4	4	0	1	0	0	0	0	3	2	42	38	80
03	40	29	2	2	3	4	1	1	0	1	0	0	4	3	50	40	90
04	17	34	2	1	6	3	1	0	0	1	0	0	3	10	29	49	78
05	26	24	5	3	1	4	1	0	0	0	0	0	4	2	37	33	70
Total: 6	167	175	18	16	19	23	4	2	0	2	0	0	20	23	228	241	469

Kenton Elementary School
2019-20 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.)

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, IXL Math, and STMath, for the majority of our data collection. Kenton Elementary uses this data throughout the school year to plan for required Professional Development (PD) hours and job-embedded PD. Professional Learning (PD) was also identified for the 2019-2020 school year through feedback obtained from stake-holders. This took place at PLC meetings, Lead Teacher meetings, and SBDM Council meetings. It has been determined further development is needed and should be centered around PBIS, mental health issues, working with our special education population, enhancing our instructional practices around new standards, data analysis, vertical alignment amongst grade level teams, and school safety. Emphasis will be placed on the MTSS model and continued training will be offered for those implementing Read 180, System 44, Do the Math and other support models that are in place to help those in tier II and tier III interventions within the MTSS framework. Special area teachers will have opportunities to enhance instructional practices related to improving the Quality Cycle of Instruction. Data from the PBIS profile indicates this is an area of need. We will continue to work on tier I, tier II, and tier III interventions and refining individual student plans to help students be successful within the PBIS model. The plan developed is aligned to the Kenton Elementary CSIP and has been approved by the SBDM Council.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 20, 2019 6 hours	August 6th, 7th, 8th	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, and Transition	**Kenton County Professional Growth Academy (PGA)** Attend independent Professional Development Sessions based upon teacher need with administration approval. This includes, but is not limited to, Best Practices in Tier I, II, and III,	District Consultants and KCSD Teachers	Common Core Standards, Best Practices, Technology Standards, Program Review

		Ready Goal 5	instruction, special education instruction, curriculum design, data analysis, Read 180, System 44, and Gap analysis. **Pre-school, Special Area, Special Ed., Grades 1 to 5, and Classified Staff (Aug 6, 7, 8) 6 Hours** or		
	June 11, 12, 19, 20, 26, July 10, 11, 17, 18, 24, 25, August 2, 12, 13, 15	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, and Transition Ready Goal 5	**Safe Crisis Management Classified and Certified Staff Upon Approval (June 11, 12, 19, 20, 26, July 10, 11, 17, 18, 24, 25, August 2, 12, 13, 15)** **6 Hours** or	District Staff	PBIS Data
	May 31st August 1st	Gap Goal 3	**P.E., Music, Art** Teachers attend sessions around curriculum development, analysis of standards and implementation, STEAM principles, and best practices for the Arts and Humanities and Practical Living curriculum. **Music, Art and P.E. Certified Staff Only (May 31 – P.E. and Art August 1 – Music) 6 Hours** or	Kenton County Teachers	Best Practices

	July 29	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, and Transition Ready Goal 5	**Safety Team Training Safety Team Staff Members Only (July 29) 6 Hours**	District Consultants	PBIS
			or		Common Core Standards and Best Practices
	June 3rd	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, and Transition Ready Goal 5	**Adjusting to 1st Grade after Full Day Kindergarten** Adjusting timelines, scaffolding foundational standards, increasing rigor and accountability, reading stations, literacy model, critical skills and report cards. Targeted audience is 1st grade teachers. **Grade 1 Teachers Only (June 3) 6 Hours**	District Consultants	
PD Day # 2- Nov. 27, 2019 6 hours	August 8th or August 13th	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, and Transition Ready Goal 5	**District Training for all Special Education Teachers** IEP Training, PLEP, Goals, SDI, SAS, behavior interventions and SDI implementation. Training addresses the TSI population for Kenton Elementary. **Special Education Teachers Only (August 8th or 13th) 6 Hours**	District Special Education Staff	Best Practices, Common Core Standards, Special Education Law

	July 30th, 31st, August 1st	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, and Transition Ready Goal 5	**or** **Vertical Alignment** Preschool through fifth grade teams of teachers meet to vertically align standards, work with new standards, and develop a common language around working with standards. The focus will be instructions techniques and pedagogy of reading and math. There will also be emphasis on PBIS. **Preschool to 5th Grade Teachers and Special Area Teachers** **(July 30 – Preschool, Kindergarten, 1st** **July 31 – 1st, 2nd, 3rd** **August 1 – 3rd, 4th, 5th)** **6 Hours**	Kenton Principals	PBIS, Best Practices, Common Core Standards
PD Day #3- Feb. 3, 2020 6 hours	July 25th	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, and Transition Ready Goal 5	**Behavior and Mental Health Training** Various topics including, but not limited to, general classroom management and school-wide systems to supporting students with severe mental health issues. **(July 25)** **3 Hours** **and/or**	Kenton Elementary Staff	PBIS
	August 5th	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal	**Eliminating the TSI Label** Presentation supporting the work of John O'Connor that focuses on Increasing the achievement of students with disabilities	Kenton Elementary Principal and District Special Education Consultants	Best Practices, Common Core Standards, Special Education Services

		4, and Transition Ready Goal 5	and those that struggle academically. **(August 5) 3 Hours**		
	August 12th	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, and Transition Ready Goal 5	**and/or** **Co-Teaching** General Education teachers alongside special education teachers working together to learn and develop Best Practices to implementing and facilitating co-teaching strategies. **(August 12) 3 Hours**	District Academic Staff and District Special Education Staff	Best Practices, Common Core Standards, Special Education Services
PD Day #4- March 20, 2020 6 hours	July 23rd or 24th	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, and Transition Ready Goal 5	**Professional Instructional Practices** Teachers met in grade level teams to research and design Professional Practices that align to the Quality Cycle of Instruction. Emphasis will be on supporting the MTSS model. Discussions will be held over individual students to support tier I, tier II, and tier III. Discussion will also take place centered on TSI, specifically students with disabilities. Book Study over *10 Mindframes for Visible Learning: Teaching for Success* by John Hattie and Klaus Zierer **(July 23rd – 5th, 4th, 3rd July 24th – K, 1st, 2nd) 3 Hours**	Kenton Principals	Common Core, Best Practices, and Writing Continuum

	August 12th	Separate Academic Indicator Goal 2, Gap Goal 3	**and/or** **New Social Studies Standards** Recommended for all that teach social studies. **(August 12)** **3 Hours** **and**	District Consultants	KY State Social Studies Standards
	October 24th	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, and Transition Ready Goal 5	**Data Analysis** Teachers will meet to discuss student data and determine trends and outcomes with the staff from the 2018-2019 KPREP scores with a focus on analysis of overall weaknesses and strengths. Outcomes will impact instructional practices for all and certain populations, including students with disabilities. **(October 24)** **3 Hours**	Kenton Principals	Common Core Standards, and Best Practices

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

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

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
Proficiency Goal 1, Separate Academic	Data analysis and analysis of student work samples (Data review to include analysis of students in the GAP category)	District Consultants, Administrative Team,	Best Practices

Indicator Goal 2, Gap Goal 3, Growth Goal 4, and Transition Ready Goal 5		Assessment measures	
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, and Transition Ready Goal 5	PBIS focus on implementation of Tier I and Tier II strategies. Refining progress monitoring and supporting student goals that lead to success.	PBIS Committee, Administrative Team, District Consultants	Best Practices
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, and Transition Ready Goal 5	MTSS support with progress monitoring, tracking progress, use of AIMSweb and DIBELS, Quality Cycle of Instruction, and supporting differentiation, Tier I, Tier II, and Tier III supports.	District Consultants and Administrative Team	Common Core Standards and Best Practices
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, and Transition Ready Goal 5	Curriculum Analysis and alignment. Working with new standards and aligning materials and programs. Creation and development of new resources and materials to align to new state standards.	District Consultants and Administrative Team	Common Core Standards and Best Practices
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, and	School Safety trainings and updates, as needed.	District Consultants, Administrative Team, School Safety Team	PBIS

Transition Ready Goal 5			
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, and Transition Ready Goal 5	Ongoing training on the PPR document and the district evaluation cycle.	Administrative Team	Best Practices
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3	Teachers works to refine the process of work sample collection and documentation of visual and performing arts, practical living, career studies, writing and world languages and global competency.	Administrative Team	Common Core Standards and Best Practices
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, and Transition Ready Goal 5	Working with student writing samples to review, share, and analyze for mid-year and end of year reviews. Next steps discussed to move writing instruction forward and to help students progress with writing achievement. Writing in all content areas supported through this work.	District Consultants and Administrative Team	Common Core Standards and Best Practices
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, and Transition Ready Goal 5	Technology training in with new technology programs and supports. Learning to use technology to enhance instruction in the classroom. Work with technology standards to ensure students have knowledge of technology skills needed in the 21st Century.	District Consultants, Technology Committee, Administration Team	Common Core Standards, Technology Standards, Best Practices
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal	Personalize learning to enhance student engagements. Working with data to determine the best ways to meet student interest and enhance skills where students can take ownership of learning and become more engaged with critical thinking,	District Consultants, Administration Team	Common Core Standards, Best Practices.

4, and Transition Ready Goal 5	communication skills, and problem based learned.		
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, and Transition Ready Goal 5	Mental Health issues, Social Skills Curriculums, MTSS Behavioral Supports	District Consultants, Administrative Team	Best Practices and PBIS

D. IMPLEMENTATION AND IMPACT

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

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off – site Professional Learning)	**0120 F**	*$500.00 – 33%*
Certified Extra Service	**0113**	
Educational Consultant	**0322**	
Registrations	**0338**	*$500.00 – 33%*

General Supplies/Professional Books	0610	$200.00 – 12%
Food	0616	$100.00 – 10%
Travel In District	0581	
Travel Out of District	0580	$200.00 – 12%
Total of your budget		$1,500.00 – 100%

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

*March 12th (Team Leader Meeting)
*March14th (SBDM Council Meeting)
*March 21st (PLC Meetings)

Piner Elementary School
2019-2020 Professional Learning Summary

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

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

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Collaborative analysis of K-Prep data, Brigance data, Dibels data, RI/PI data, and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs. Through PLCs and job-embedded PD, as well as scheduled and flexible PD during the 18-19 school year, next steps for 2019-2020 were determined with input from administration, teachers, SBDM members, and consultants. Weekly review of formative assessment data and RTI progress monitoring data allowed us to identify areas of teacher needs in terms of specific instructional strategies. Administrator and teacher discussions following PPR walks also contributed to the next steps that are needed to continue to growth. Content specific best practices in the areas of Science, SS, PLCS, and A/H will improve instruction and learning. For Tier II and TIER III interventions, RTA, iRead, R180, and system 44 teachers will continue their professional development to increase effectiveness with these students (including those identified in "Gap" groups). With our increased access to assessment data of student groups as well as individuals, structured time in PLCs to learn what the data is telling us is an additional need that we have identified to increase student achievement. This data analysis effort will also focus on how to identify needs of student in "Gap" populations.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 20, 2019 6 hours	June 5, 2019 6 hours	KPREP Combined Proficiency, Achievement Gaps	Teachers will collaborate in grade level/department teams and/or vertically aligned subject teams to align curriculum, revise timelines, and develop grade level schedules for the 2019-2020 school year. O R	Teachers, Administrators, Kentucky Academic Standards, District and school timelines	Kentucky Academic Standards, District and school timelines

	August 8, 2019 6 hours	KPREP Combined Proficiency, Achievement Gaps	Instructional Assistant Special Ed Training- Training will be designed for instructional assistants supporting students in various special education settings. Participants will expand their understanding of assistive technology, communication devices, visual supports, providing accommodations while fostering independence, confidentiality, and more.	District Special Education Consultants	IDEA/best practices
PD Day # 2- Nov. 27, 2019 6 hours	August 6-8, 2019 6 hours	KPREP Combined Proficiency, Achievement Gaps	PGA: Individual PD sessions based on teacher need/ principal approved. This includes Best practices in Tier I instruction, curriculum design, data analysis, NGSS, Tier II and Tier III interventions for students included in gap groups for F/R and students with disabilities. OR	District Trainers	Kentucky Academic Standards, best practices
	August 8, 2019 6 hours	KPREP Combined Proficiency, Achievement Gaps	Special Education Teacher PD- customized for all special education teachers and related service personnel. Training will address common errors in compliance, progress monitoring, and SDI- OR	District Trainers	Kentucky Academic Standards, best practices
	June 3, 2019 6 hours	KPREP Combined Proficiency, Achievement Gaps	1st grade District Planning (Adjust timelines, more specific scaffolding of foundational standards throughout the year; Increasing rigor and accountability in whole group reading and centers; Literacy model; Critical skills & report card)	District Trainers	Kentucky Academic Standards, best practices

PD Day #3- Feb 3, 2020 6 hours	August 12, 2019 3 hours	KPREP Combined Proficiency, Achievement Gaps	Co-teaching- Next steps with regular classroom teachers and special education teachers AND	District Trainers	Kentucky Academic Standards, best practices
	August 12, 2019 3 hours	KPREP Combined Proficiency, Achievement Gaps	Teachers will collaborate in grade level/department teams to develop curriculum units and differentiated lessons for one of the following: • co-teaching in blended classrooms • reading curriculum (Journeys/ Jan Richardson- K-2) • reading curriculum strategies for struggling readers; RTI (Jan Richardson Grades 3-5) • Math strategies with Zearn	Administrators, Teachers	Kentucky Academic Standards, best practices
PD Day #4- March 20, 2020 6 hours	August 13, 2019 3 hours	KPREP Combined Proficiency, Achievement Gaps	Teachers will collaborate in grade level/department teams and/or vertically aligned subject teams to align writing curriculum, revise rubrics, and develop grade level schedules for the 2019-2020 school year AND	Administrators, Teachers	Kentucky Academic Standards, best practices
	August 13, 2019 3 hours	KPREP Combined Proficiency, Achievement Gaps	Social Studies development of instructional units aligned to the new Social Studies standards. OR	District Consultants	Kentucky Academic Standards, best practices
	(Dates listed in the description column) 6 hours	KPREP Combined Proficiency, Achievement Gaps	Professional learning designed for specific enrichment areas – 6 hours • PE - May 31 • Music- August 1	Administrators, Teachers	Kentucky Academic Standards, best practices

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

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

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
KPREP Combined Proficiency, Achievement Gaps	Data Analysis &/or Analysis of student work. (Data reviews to include analysis of students in "Gap/Special Education".)	Consultants, Administrators, Assessment results (MAP, KPREP)	MAP, K-PREP
KPREP Combined Proficiency, Achievement Gaps	Effective Instructional Practices and Curriculum Design (To include co-teaching and collaboration training on what to do when students are not achieving and "Gap/Special Education" students.	Consultants, Administrators	KAS, Best Practices, R180, S44
KPREP Combined Proficiency, Achievement Gaps	Improving RTI practices (including SEL and mental health) and Differentiation	Consultants, Administrators	R180, S44, Best Practices
KPREP Combined Proficiency, Achievement Gaps	Effective Practices with Behavior Interventions and Class Dojo	Administrators, Teachers, PBIS Coach, Counselor	PBIS, Best Practices
KPREP Combined Proficiency, Achievement Gaps	School Safety	SRO, Teachers, Administrators	IDEA/ Best Practices
KPREP Combined Proficiency, Achievement Gaps	Improving writing instruction and assessments	Consultants, Administrators	Best Practices
Tell Survey	PBIS	KYCID Committee	KYCID
KPREP Combined Proficiency, Achievement Gaps	Professional Learning and curriculum design in the areas of KAS Science and Social Studies	Consultants, Administrators, Teachers	KAS, Best Practices

D. IMPLEMENTATION AND IMPACT

All school-specific Professional Learning sessions from our school wide Professional Learning Summary will be posted on the school's Master Calendar. Job Embedded professional learning topics will be placed on the Professional Learning Communities schedule or on the Faculty Meeting Schedule. Each staff member will complete an individual Professional Learning Plan for the 2019-2020 school year prior to May 30, 2019. Impact will be assessed throughout the year through the following data being analyzed in faculty meetings, committee meetings, PLC meetings, and RTI meetings: KPREP, three MAP assessments, DIBELS data, Brigance data, RTI data, common assessments, weekly assessments in reading and math, grade distributions, student work, and RI/PI assessments. Student on-demand writing products will be reviewed and discussed to determine areas of instructional need in our writing program. Adjustments to the job-embedded needs will be made based on this data as well as PPR walk findings, teacher progress on professional growth plans, formal observations, and administrator/teacher discussions on instructional needs.

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

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

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

Please use the following coding structure for PL funds:
Org - SCH2053
Object – use code from above
Project – 140X, where the X signifies the fiscal year we are in. FY19=E, FY20=F

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

2019- 2020 Professional Development Ad Hoc Committee meeting 3/25/19, 3/27/29; Staff Survey3/25/19; 4-9-2019 SBDM Meeting for Approval

R. C. Hinsdale Elementary School
2019-20 Professional Learning Summary

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

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

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Through the analysis of student K-Prep and MAP data and discussion during faculty meetings, SBDM meetings, Team Leader Meetings and PLCs, the greatest areas of student needs are math and social emotional learning. Our MAP data has continued to reflect a disparity between our math and reading scores. We have continued making adjustments to our school-wide RTI processes to better address these needs. Through our PPR walks, teachers and administrators have engaged in conversation regarding Quality Instruction and we will continue with implementation and refinement for the 2019-2020 school year. In addition, our staff and students have been working on increasing their knowledge and use of technology to enhance learning. We are not currently a one to one school, but we continue to strive to increase our instructional technology implementation to further develop personalized learning opportunities for our students.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 20, 2019 6 hours	Core Teachers **May 31** (6 hours) OR Arts & Humanities Teachers/ Music Teachers – **August 1** (6 Hours) OR PE/Health Teachers – **May 31**	KPREP Proficiency, Transition Ready, & Gap Goals	Teachers will be reviewing the new academic standards and participating in curriculum design for ELA, Math, Social Studies, P.E. Art, and Music	KDE Standards Documents/ Cycle of Quality Instruction	Common Core Standards, Best Practices

	(6 Hours) OR 1st Grade Teachers – **June 3** (6 Hours)				
PD Day # 2- Nov. 27, 2019 6 hours	June 11 6 hours	KPREP Proficiency	Teachers will develop ways to implement and refine their technology practices to enhance instruction and create more individualized learning opportunities.	Leadership Team, Consultants, Teachers	Common Core Standards, Educational Technology Best Practice
PD Day #3- Feb 3, 2020 6 hours	August 1 6 hours	KPREP Proficiency and Gap Goals	Response to Intervention - Data Analysis from Data Notebooks/Instructional Practices/MTSS process Social Emotional Learning/MTSS support/Adult Advocate/PBIS	Leadership team, consultants, teachers, Prodigy Moby Max I-Read Choose Love	Common Core Standards, Best Practice/Social Emotional Learning
PD Day #4- March 20, 2020 6 hours	August 6-8 6 hours OR August 12	KPREP Proficiency and Gap Goals	Differentiated Professional Learning based on area of need and professional growth plan. Professional Development session will support alignment to school's Comprehensive School Improvement Plan. OR Special Education and Regular Education Co-Teaching Training	Consultants /Key Note Speakers/ Grade Level Experts	Common Core Standards/ Best Practice

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

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

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
KPREP Proficiency and Gap Goals	Core Expectations for Quality Instruction -- Meaningful Engagement, Formative Assessment, Accountable Talk, and Collaborative Learning (Tier I, Tier II, and Tier III) MTSS	Consultants, Administrators, Teachers	Consultants, Administrators, Teachers MDC/LDC, R180, S44

KPREP Proficiency and Gap Goals	Ongoing curriculum design and implementation for teaching and assessing KCAS	Core Standards, Teacher Leaders Consultants, Administrators	KCAS and Best Practice for Instruction and Assessment
KPREP Proficiency and Gap Goals	Data Analysis &/or Analysis of Student Work – Utilizing Teacher Data Notebooks & District Data Dashboard to analyze formative and summative assessment data MTSS	Consultants, Administrators, Assessment results (MAP, K-Prep), CIITS	MAP, K-PREP, Scholastic, MDC/LDC
KPREP Proficiency and Gap Goals	Writing Calibration and Student Work Analysis	Consultants, Administrators, Teachers, Lesson plan models, engaging video exemplars	MAP, K-PREP, Common Core Standards, Best practices
KPREP Proficiency and Gap Goals	Team Building/Culture Building	*Culturize* by Jimmy Casas/ Behavior Institute	Culture and Climate ABRI
KPREP Proficiency and Gap Goals	Response to Instruction: planning for instruction and monitoring student data; Differentiation MTSS/	Consultants, Administrators, Teachers, MAP, DIBELS, KPREP data	Best Practices
KPREP Proficiency and Gap Goals	Special Education training on instructional strategies and IEP development (SDI, Co-Teaching)	Consultants, Administrators, Teachers	Best Practices
Social and Emotional Learning/ Safety	PBIS/Behavior Intervention - Tier I, Tier II, Tier III Social Emotional Learning MTSS/Creating a Classroom Culture of Care	Behavior Institute/Allison Fangman	ABRI
Safety	Review of Safety Procedures and utilization of Navigate Prepared to ensure accurate student accounting during drills	Administrators, SRO, Counselor, District Safety Coordinator	Safe Schools District Safety Protocols

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 Adjustments to the job-embedded needs will be made based off of this data as well as PPR walk findings and administrator/teacher discussions on instructional needs.

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off – site Professional Learning)	0120 F	30%
Certified Extra Service	0113	10%
Educational Consultant	0322	15%
Registrations	0338	0%
General Supplies/Professional Books	0610	30%
Food	0616	15%
Travel In District	0581	0%
Travel Out of District	0580	0%
Total of your budget		100%

Please use the following coding structure for PL funds:

Org - SCH2053

Object – use code from above

Project – 140X, where the X signifies the fiscal year we are in, FY19=E, FY20=F

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: February 26, 2019, March 21, 2019 & March 26, 2019

River Ridge Elementary
2019-20 Professional Learning Summary

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

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

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Significant data analysis has been conducted in support of the needs assessment process for identifying professional learning. The administration and staff at River Ridge Elementary School have collaborated to examine student learning results from summative assessment measures, like KPrep, as well as formative assessment measures, such as MAP and common unit assessments. The 2018 KPREP data indicates a need for closing the performance gap between all students and those identified as Special Education as well as increasing writing proficiency across all grade levels. In addition, MAP data demonstrates the need to accelerate student mastery of Kentucky Core Academic Standards (KCAS). Furthermore, continuous analysis of common unit assessment data supports the need to focus improvement efforts on student writing and increasing mastery of ELA and Math KCAS standards in order to satisfy the expectations embedded within our school's 2019-2020 trajectory goals. The RRE CSIP committee, as charged by the SBDM Council, has analyzed data on a monthly basis and determined the need for further development in the aforementioned areas (Reading, Math, Writing, Closing the Achievement Gap/TSI).

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 20, 2019 6 hours	July 17-18, 2019 6 hours	Separate Academic Indicator	<u>Launching the Writer's Workshop</u> - Teachers will receive training to support writing instruction and our current writing plan. Each day (K-2 and 3-5) will be spent on Christina Smekens framework	Smeken's Summer Workshop	Best Practices for Writing Instruction

			for implementing a Writer's Workshop in all classrooms. OR		
	May 31, 2019 6 Hours	Proficiency, Gap, Growth	PE Teachers - Analyze and plan for new standards for Physical Education	Various Presenters	KCAS, Best Practice
	May 31, 2019 6 Hours	Proficiency, Gap, Growth	Art Teachers - Collaborate on assessment design and grade level benchmarks for content	Various Presenters	KCAS, Best Practice
	Aug. 1, 2019 6 Hours	Proficiency, Gap, Growth	Music Teachers - Formative Assessment, integrated content, standards for teaching, grade level benchmarks for content	Various Presenters	KCAS, Best Practice
	June 19, 20, 26, July 10, 11, 17, 19, 24, 25, Aug. 2, 15 6 Hours	Gap, Growth	SCM Training - Safe Crisis Management (refresher) Training for special education teachers and assistants	District SCM Staff	PBIS Data
PD Day # 2- **Nov. 27,** **2019** **6 hours**	Aug. 1, 2019, 6 Hours	Separate Academic Indicator, Gap, Proficiency, Transition Readiness	RRE Instructional Practices Day - Teachers will engage in curriculum design around the new social studies standards, our new school-wide writing framework, and special education co-teaching models to address our TSI status and increase proficiency with our special education population.	Administrat ors, Teachers, District Consultants , Special Education Consultants	KCAS, KPREP Data, Common Assessment Data, Data collected from PPR walks and evaluations, RTI Data
PD Day #3- **Feb. 3, 2020** **6 hours**	Sept. 12 and Sept. 19, 2019 6 hours	Separate Academic Indicator	Teaching Writing Skills All Year Long - Teachers will receive ongoing training with implementing the writer's workshop framework in addition to planning a year long writing curriculum. OR	Skeken's Summer Workshop Training Video	Best Practices for Writing Instruction

	Aug. 8, 13, 2019 6 Hours	Gap, Growth	District Training for All Special Education Staff - IEPs, Behavior Interventions, SDI	District Special Ed Staff	TSI Data, KPREP Data
PD Day #4- March 20, 2020 6 hours		Proficiency, Gap, Growth, Transition Readiness	Additional PD - Teachers will have the opportunity to engage in meaningful professional learning relevant to their assigned roles and responsibilities. The following sessions will be available.	Various Presenters	KCAS, Common Assessment Data, Data collected from PPR Walks and Evaluations
	June 3, 2019 6 Hours	Proficiency, Growth, Transition Readiness	First Grade Teachers - District collaboration to adjust to first grade after full day Kindergarten (timelines, report card, literacy model, etc.)	District Consultants	KCAS, Best Practice
	June 5, 2019 6 Hours	Growth, Gap, Transition Ready	Summer Reading Program - Mandatory training for all KCSD Summer Reading Program Teachers	District Consultants	KCAS, Best Practice, Literacy Model
	June 6, 2019 6 Hours	Growth, Proficiency	Social Studies Standards - Work on creating new timelines for the new standards	District Consultants	KCAS, Best Practice
	June 13-14, 2019 6-12 Hours	Proficiency, Gap	Behavior Institute - Two day institute facilitated by Kentucky Center for School Safety	2019 Behavior Institute	Special Education Data, TSI Status
	June 11,17 and July 30, 31 6 Hours	Gap, Growth	NKY Instructional Assistant Summer Conference - Sessions for instructional assistants facilitated by Northern Kentucky Cooperative for Educational Services	NKCES Coaches	TSI, PBIS, MTSS
	July 29, 2019 6 Hours	Proficiency, Gap, Growth	PREPaRE Curriculum - School Safety and Crisis Team to receive training on comprehensive school safety planning	District Consultants and CO Staff	PBIS Data

	Aug. 5-6 2019 6 Hours	Proficiency, Gap, Growth	New Read 180 Teachers - Training for Read 180	District Consultants	Best Practice, MTSS Model
	Aug. 6-8, 2019	Proficiency, Gap, Growth, Transition Readiness	KCSD PGA - A variety of sessions will be available for all teachers and assistants. Highlighted sessions include Effective Reading Strategies for Struggling Readers in the Intermediate Grades, Effective Reading Practices in the Primary Grades (how to teach phonics), Returning Read 180 and System 44 Training, Brigance, New ELA and Math Standard updates, and Medication Training.	A variety of presenters	KCAS, Best Practice, MTSS
	Aug. 8, 2019 3 Hours	Gap, Growth	Special Education IA Training -Session for special education instructional assistants	NKCES Coaches	PBIS, MTSS, TSI
	Aug. 12, 2019 3 Hours	Gap, Growth, Proficiency	Co-Teaching - LBD teachers and co-teaching regular education teachers to explore co-teaching methods, schedules, planning- what is effective practice for successful co-teaching	District Special Education Consultants	TSI, Gap data, Best Practice
	Aug. 13, 2019 3 Hours	Proficiency	Social Studies Standards - 3 hour sessions for teachers in grades K-2 and 3-5 to review new standards and create district timelines	District Special Education Consultants	KCAS, Best Practice
	Aug. 14, 2019	Gap, Growth	System 44 - Training for teaching new to System 44	District Special Education Consultants	Best Practice, MTSS
	Aug. 14, 2019	Gap, Growth	LEAD Special Ed Teacher - Session for all lead special	District Special	PBIS, MTSS, TSI

	4 Hours		education teachers and school psychologists	Education Staff	
	Aug. 29, 2019 2.5 Hours	Gap, Growth	General ABA Strategies - Session for STU, EBD, & LBD teachers and IAs	Positive Solutions Staff	PBIS, MTSS, TSI
	Sept. 30, 2019 2.5 Hours	Gap, Growth	ABA, Creating Behavioral Success in classroom - Session for preschool, self-contained, and autism specific roles)	Positive Solutions Staff	PBIS, MTSS, TSI
	Oct. 24, 2019 2.5 Hours	Gap, Growth	ABA-DTT and Naturalistic Teaching Strategies - Session for STU, EBD, and LBD Teachers	Positive Solutions Staff	PBIS, MTSS, TSI

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

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

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
Proficiency and Gap Goals	**Weekly Data Analysis** Teachers and administrators collaborate weekly to analyze intervention data and determine progress in all content areas. Weekly PLC's also include careful examination of summative data to guide instruction. Analysis of student work samples in writing and will be conducted to monitor student progress.	Teachers, Administrators, Title Staff, District Consultants	RTI Progress Monitoring Data, MAP, KPREP, Common Assessments
Proficiency and Gap Goals	**Effective Instructional Practices** Ongoing learning and curriculum design around the Cycle of Instruction and high quality instructional strategies to enhance tier 1, core instruction including (but not limited to) engagement, assessment, and meaningful tasks	Teachers, Administrators, Title Staff, District Consultants	RTI Progress Monitoring Data, MAP, KPREP, Common Assessments
Proficiency, Gap, and Growth Goals	**RTI/MTSS and Differentiation -** Ongoing analysis of student intervention data to determine student needs and successes.	Teachers, Administrators, Title Staff	RTI Progress Monitoring Data, MAP, KPREP, Common Assessments

Proficience and Transition Readiness Goals	**Behavior Interventions and PBIS -** Ongoing analysis and conversations around effectiveness of behavior interventions as they relate to PBIS, mental health, and overall school safety.	Teachers, Administrators, Title Staff	RTI Progress Monitoring Data, MAP, KPREP, PBIS Data
Gap and Growth Goals	**Co-Teaching and Collaboration -** Ongoing conversations around research as it relates to effective co-teaching models for special education and regular education teacher	Teachers, Administrators, Title Staff, District Consultants	RTI Progress Monitoring Data, MAP, KPREP, Common Assessments
Proficiency, Separate Academic Indicator Goals	**Writing Instruction and Assessments -** Ongoing analysis of writing program/framework, writing policy and plan, and student writing samples	Teachers, Administrators, Title Staff, Smekens	RTI Progress Monitoring Data, MAP, KPREP, Common Assessments
Separate Academic Indicator and Transition Ready Goals	**KAS Science and Social Studies -**Ongoing conversation around implementation of the new science and social studies standards implementation	Teachers, Administrators, Title Staff, District Consultants	KPREP Data, Common Assessments

D. IMPLEMENTATION AND IMPACT

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

E. BUDGET PROJECTIONS FOR SCHOOL Professional Learning

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

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

Certified Extra Service	0113	
Educational Consultant	0322	
Registrations	0338	*50%*
General Supplies/Professional Books	0610	*30%*
Food	0616	*10%*
Travel In District	0581	
Travel Out of District	0580	*10%*
Total of your budget		100%

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

March 7th at CSIP committee meeting.
April 11th at CSIP committee meeting.
April 11th at SBDM Council meeting (approved).

> # Ryland Heights Elementary School
> # 2019-20 Professional Learning Summary

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

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

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Analysis of KPREP data indicates a continued focus is needed in the academic performance of our special education students. Our Gap Goal it to increase the combined reading and math KPREP proficiency scores for students with disabilities from 23.1% in 2018 to 61.55% in 2023 as measured by school report card proficiency data.

Our overall proficiency goal is to increase the combined reading and math KPREP proficiency scores from 58.4% in 2018 to 77.7% in 2023 as measured by school report card proficiency data.

Our Growth Goal is by 2022, Ryland Heights Elementary will increase the percentage of all students showing growth in MAP for reading from 53.77% in spring of 2018 to 72.9%; and for math from 53.29% in Spring 2018 to 68.3%.

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

With an increase in the mental health needs of our students, we have determined the need for more professional learning in the area of Trauma Informed Care and Behavior Interventions to meet the needs of Tier II and Tier III students with significant behavior and mental health needs.

B. PROFESSIONAL LEARNING SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 20, 2019 6 hours	Core Teachers & Special Education Teachers May 31, 2019 (6 hours)	*Proficiency Goal, GAP Goal and Transition Goal*	• Staff will receive additional training in quality instruction and effective instruction and assessment of standards. Current data on students utilized to develop differentiated instructional groups and information utilized to assist in the creation of differentiated	Consultants, Administrators, Teacher Leaders	Best Practices, Cycle of Quality Instruction, Core Standards

	OR Arts& Humanities /Music Teachers August 1, 2019 (6 hours) **OR** PE/Health 5/31/19 6 hours **OR** PLTW July 22, 2019 or July 24, 2019 (6 hours)		instructional units that address core standards. **OR** ● Elementary Music Teacher PD covering formative assessments (skills based and content based), Music Centers (Make it, Take it), Singing Games for Upper Elementary, Literature in the Music Classroom, Grade-Level Benchmarks for Content **OR** ● Elementary PE/Health Teachers – Understanding the New Standards **OR** ● PLTW Core Training Day 1	PLTW Trainers	PLTW Curriculum & Strategies
PD Day # 2 - Nov. 27, 2019 6 hours	June 3, 2019 (6 hours) **OR** PGA August 6-8 (6 hours) **OR** July 24, 2019 (6 hours) **OR** PGA August 6-8 (6 hours)	*Proficiency Goal, GAP Goal, and Transition Goal*	● All 1st Grade Teachers -- Adjusting to 1st Grade after full day K **OR** ● Grades K, 2-5 -- ELA & Math Standards updates & other needed sessions from PGA **OR** Special Education Teachers ● SCM Training Refresher **OR** Specials Teachers ● PGA Sessions as Appropriate	Consultants, Administrators, Teacher Leaders	Best Practices, Core Standards

	OR July 23, 2019 or July 25, 2019 (6 hours)		OR PLTW Core Training Day 2	PLTW Trainer	
PD Day #3- Feb 3, 2020 6 hours	August 13, 2019 (3 hours) **AND** PGA August 6-8 (3 hours) **OR** August 8, 2019 or August 13, 2019 (6 hours) **OR** PGA August 6-8 (6 hours)	*Proficiency Goal, GAP Goal, and Transition Goal*	**Grades K-5** • New Social Studies Standards (3 hours) **AND** • Effective Reading Practices in the Primary Grade (3 hours) **OR** • Effective Reading Strategies for Struggling Readers in the Intermediate Grades (3 hours) **OR** **Special Education Teachers** District PD Training for All SPED **OR** **Specials Teachers** • Effective Reading Practices in the Primary Grade (3 hours) **AND** • Additional 3 hours of appropriate PGA sessions	Consultants, Administrators, Teacher Leaders	Best Practices, Core Standards
PD Day #4- March 20, 2020 6 hours	Sept. 5, 2019 1.5 hours **AND**	*Proficiency Goal, GAP Goal, and Transition Goal*	• Effective Classroom Management and Behavior Interventions to maximize instructional time. **AND**	Consultants, Administrators, PBIS Resources, CHAMPS Resources, Cycle of Quality Instruction Resources,	Research based strategies and best practices from PBIS, CHAMPS, RTI

| | Oct 3, 2019 2.0 hours

AND

Nov 7, 2019 2.5 hours | | ● Increasing Performance with Special Education Students – Effective Collaboration through Parallel Teaching, Co-teaching and stations in the classroom

AND

● Cycle of Quality Instruction

OR

Special Education

● General ABA Strategies by Positive Solutions

AND

● Effective Classroom Management and Behavior Interventions to maximize instructional time.

AND

● Increasing Performance with Special Education Students – Effective Collaboration through Parallel Teaching, Co-teaching and stations in the classroom | | |

(Note: left date column continues: August 29, 2019 (2.5 hours) AND Sept. 5, 2019 (1.5 hours) AND Oct 3, 2019 (2.0 hours))

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

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

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
KPREP Proficiency and GAP Goals	Data Analysis –Analyze Weekly Formative Assessments, Common Assessments as well as MAP, iREAD, RI and PI Data to determine overall instructional needs as well as individual student needs	Administrators, Teachers, Consultants, Assessment Results	MAP, KPREP, Read 180/System 44, iRead Data

KPREP Proficiency and GAP Goals	Ongoing review of progress for Special Education Students. Continuous review/introduction of effective strategies for co-teaching and parallel teaching.	Administrators, Lead Teachers, District Consultants	Research Based Best Practice
GAP Goals	MTSS Meetings – Both Behavior and Academic – Best Practices and focus on effective tiered instruction to encourage growth and mastery of core instruction	MTSS Committee, RTA Teacher Leaders, Consultants, Administrators	Research and Evidence Based Interventions
KPREP Proficiency and GAP Goals	Continuous review of Friday assessments to ensure assessments address core standards. Utilization of assessment scores to determine instructional needs	Core Standards, District Timelines, Mastery Connect and District Analyzer Data	Research based best practices, data analysis
GAP Goals	Review individual progress and student IEP goals as well as progress on core standards. Focus on differentiation of instruction to meet student needs as well as utilization of formative assessments to guide instruction.	Student IEP Goals and Progress Monitoring Data, classroom performance and common assessment data	Research based best practices for interventions, collaborative teaching and effective resource instruction.
KPREP Proficiency and GAP Goals	Curriculum and Instruction – Continuous review of effective instructional strategies and ongoing analysis of standards as well as effective strategies to teach and assess KCAS	Core Standards, Teacher Leaders, Consultants, Administrators, Core Standards	Research based best practices, Core Standards
KPREP Proficiency and GAP Goals	Effective implementation of assessments and interventions such as MAP, RI, iREAD, S44, R180, Read Naturally, and accurately interpreting data to determine progress and areas of growth	Teacher Leaders, Consultants, Administrators	Research based best practices for RTI, Read 180, S44, and academic growth for special education students
KPREP Proficiency and GAP goals	Continuous review of effective behavior de-escalation strategies, behavior interventions and classroom management strategies that maximize instructional time and increase student learning	PBIS Lead, Teacher Leaders, Consultants and Administrators	Research based strategies and best practices for behavior from PBIS, RTI and CHAMPS
KPREP Proficiency and GAP Goals	Social Emotional Learning – Continuous review of effective practices for social emotional learning as well as effective frameworks to present SEL to students.	Counselor, Admin, Consultants, Calm Classroom Materials, Choose Love Materials	Research based strategies and best practices for SEL including Calm Classroom, Choose Love
KPREP Proficiency and GAP Goals	Continuous review of safety procedure and ongoing training for consistent utilization of Navigate Prepared to ensure efficient student accounting during times of crisis	Admin, SRO, Counselor, District Safety Coordinator, School Safety Team	Research based safety protocols

D. IMPLEMENTATION AND IMPACT

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

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

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

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

Please use the following coding structure for PL funds:
Org - SCH2053
Object – use code from above
Project – 140X, where the X signifies the fiscal year we are in. FY19=E, FY20=F

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: April 12, 2019

Taylor Mill Elementary
2019-20 Professional Learning Summary

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

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

Data analyzed that informed the professional development needs include KPREP data, MAP, Brigance data, Dibels data, RI/PI data, instructional walkthrough observations and teacher voice survey. This analysis is a collaborative process throughout the school year and led to continual adjustments in job-embedded needs. Through PLCs and job-embedded PD, as well as scheduled and flexible PD during the 18-19 school year, next steps for 19-20 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" and our TSI groups). We continue our focus on data analysis and informing both core instruction as well as interventions necessary to support student success.

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- 2019 6 hours	**May 31, 2019 (6 hours)** or **6/19,6/20, 6/26, 7/10,7/11, 7/17, 7/18, 7/24,**	KPREP Combined Proficiency, Achievement Gaps	Taylor Mill Instructional Practices Professional Learning Day (CSIP Strategy Implementations, Kagan, QI Cycle, SEL, etc.) OR SCM (Non-flex for SPED)	School Administrat ors, District Curriculum Consultant	Best Practices

	7/25,8/2, 8/15				
PD Day # 2- 2019 6 hours	Aug 5, 2019 (6 hours) Non-flex for all TM Cert	KPREP Combined Proficiency, Achievement Gaps	Taylor Mill Instructional Practices Professional Learning Day (CSIP Strategy Implementations, Kagan, QI Cycle, Team Building, etc.) (Non-flex for all TM Cert)	School Administrat ors, District Curriculum Consultant	Best Practices
PD Day #3- 6 hours	September 19, 2019 (3 hours) Non-flex for all TM Cert AND October 17, 2019 (3 hours) Non-flex for all TM Cert	KPREP Combined Proficiency, Achievement Gaps KPREP Combined Proficiency, Achievement Gaps	Follow-up to Aug 5 Instructional Practices Taylor Mill Instructional Practices Professional Learning Day (CSIP Strategy Implementations, Kagan, QI Cycle, School Safety, Team Building, etc.) (Non-flex for all TM Cert) AND Follow-up to Aug 5 Instructional Practices Taylor Mill Instructional Practices Professional Learning Day (CSIP Strategy Implementations, Kagan, QI Cycle, School Safety, Team Building, etc.) (Non-flex for all TM Cert)	School Administrat ors, District Curriculum Consultant	Best Practices
PD Day #4- 6 hours	May 31, Jun 3, 6, 11, 13 ,14, Jul 29, Aug 1, 2, Aug 6-8, Aug 8,12, 13,14 (6 hours)	KPREP Combined Proficiency, Achievement Gaps	• Google Educator OR • KYGoDigital OR • PGA OR • SPED trainings OR • 1st grade Teacher Collaboration OR • New Social Studies Standards OR • Behavior Institute OR • School Safety Team PD OR • Special Area Collaboration, Standards & Formative Assessment OR • New S44 Training	School Administrat ors, District Curriculum Consultant, District Staff, Teacher Leaders	Best Practices

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

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

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
KPREP Combined Proficiency, Achievement Gaps	IOU professional learning (monthly faculty learning) - CSIP Strategy Implementations (including TSI strategies) & data analysis, Instructional Strategies	School Administrators, District Curriculum Consultant	Best Practices
KPREP Combined Proficiency, Achievement Gaps	Co-Teaching models and strategies for collaboration between special and general education teachers	Teachers, Consultants, Administrators	IDEA/ Best Practices
KPREP Combined Proficiency, Achievement Gaps	PLCs – Analyzing student work, sharing strategies, collaborative work aligning with school mission, formative assessment, data analysis, TSI strategies	School Administrators, District Curriculum Consultant	Best Practices, KCAS
KPREP Combined Proficiency, Achievement Gaps	PBIS, Social Emotional Learning, Mental Health	School Administrators, District Curriculum Consultant	Best Practices, KCAS
KPREP Combined Proficiency, Achievement Gaps	Curriculum Alignment - Core and RTI Instructional Strategies	School Administrators, District Curriculum Consultant	Best Practices, KCAS
TELL Survey	PBIS & School Safety	School Administrators, District Curriculum Consultant	PBIS, District Safety Team
KPREP Combined Proficiency, Achievement Gaps	Data Analysis	School Administrators, District Curriculum Consultant	Best Practices, KCAS

D. IMPLEMENTATION AND IMPACT

We will monitor the implementation and impact based upon several data points including staff surveys, learning walks, review of student work, staff PD reflections, and beginning, mid and end of the year staff growth meetings. We will also analyze student data included above to determine impact. All staff will complete an individual PD plan by May 31, 2019 which will be reviewed with a school administrator.

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

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

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

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Mar 14, 2019, Mar 21, 2019, Apr 23, 2019

White's Tower Elementary School
2019-20 Professional Learning Summary

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

A. DATA COLLECTION/ NEEDS ASSESSMENT
Describe the needs assessment process for identifying professional learning (e.g. student performance data, data analysis, teacher needs and strengths surveys, etc.)
Further analysis of K-Prep data, Dibbles data, and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs. Through PLCs and job-embedded PD, as well as, scheduled and flexible PD during the 2018-2019 school year, next steps for 2019-20 were determined with input from administration, teachers, SBDM members, and consultants. Administrators and teachers discussions following PPR walks also contributed to the next steps that are needed to continue growth. Likewise, content specific best practices in the areas of Science, SS, PLCS, and A/H will improve instruction and learning. For Tier II and Tier III interventions, teachers will continue their professional development to increase effectiveness with these students (including those identified in "Gap" groups). With our increased access to assessment data of student groups as well as individuals, structured time to learn what the data is telling us is an additional need that we have identified to increase student achievement. This data analysis effort will also focus on how to identify needs of students in "Gap" populations.

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Learning	Specific Supporting Resources, as needed	Research Base for the Content
PD Day # 1- Aug. 20, 2019 6 hours	August 13, 2019 6 Hours	Achievement Gap	Instructional Strategies & Resource Design (3 Hours) AND Keeping Calm Classroom Strategies & Implementation (3 Hours)	FRC Funding Shelly Boutwell	Best Practice Common Core Standards
PD Day # 2- Nov. 27, 2019 6 hours	August 12 & 14, 2019 6 Hours	KPREP Combined Proficiency & Achievement Gap	Technology Integration & Implementation (3 Hours) 8/14/19 AND Co-Teaching Teams (Regular/Special Education Teachers) Co-Teaching Instructional Practices Training (3 Hours)	Joe Chavez District Consultants	Best Practice

PD Day #3- Feb 3, 2020 6 hours	August 6-8, 2019 3-6 Hours	KPREP Combined Proficiency & Achievement Gap	PGA: Individual professional development sessions based on teacher need/ admin approval.	District Personnel	Common Core Standards, Best Practice, MDC/LDC
	June 3, 2019 6 Hours	KPREP Combined Proficiency & Achievement Gap	Adjusting to 1st grade after full day K (1st Grade Teachers)	District Personnel	Common Core Standards
	August 13, 2019 3 Hours	KPREP Combined Proficiency & Achievement Gap	New Social Studies Standards (Social Studies Teachers)	District Personnel	Common Core Standards
	August 1, 2019 6 Hours	KPREP Combined Proficiency & Achievement Gap	Elementary Music Collaborative Planning (Music Teachers)	Teachers	Common Core Standards
	May 31, 2019 6 Hours	KPREP Combined Proficiency & Achievement Gap	Elementary Physical Education Collaborative Planning (PE Teachers)	Teachers	Common Core Standards
	June 3-6, 2019 6 Hours	KPREP Combined Proficiency	Project Lead the Way Training	PLTW Trainers	Common Core Standards, Best Practice
	May 31, 2019 6 Hours	KPREP Combined Proficiency & Achievement Gap	Elementary Art Collaborative Planning (Art Teachers)	Teachers	Common Core Standards
PD Day #4- March 20, 2020 6 hours	September 11th & 25th, 2019. 3 Hours October 9th & 23rd, 2019. 3 Hours	KPREP Combined Proficiency & Achievement Gap	MTSS Pyramid Quality Control Indicators	Admin/ Consultants	Common Core Standards, Best Practice

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL LEARNING

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

CSIP Goal (Name)	Description of Content of PD	Specific Supporting Resources, as needed	Research Base for the Content of PD
KPREP Proficiency & Growth/Gap Goals	Core Expectations for Quality Instruction MTSS (Tier I, II, & III)	Admin, Consultants, Teachers	Common Core Standards, Best Practice
KPREP Proficiency & Gap Goals	Data Analysis/ Student Progress Monitoring (MAP, KPREP, Assessments, Mastery Connect)	Admin, Consultants, Teachers	Common Core Standards, Best Practice
KPREP Proficiency & Growth/ Gap Goals	PBIS: Behavior Intervention & Social Emotional Learning (MTSS) School Safety & Environmental Impact	Admin, Consultants, Teachers	Safe School KYCID
KPREP Proficiency & Growth/Gap Goals	Response to Intervention: Instructional strategies, Student progress monitoring, differentiated grouping.	Admin & Teachers	Best Practice
KPREP Proficiency & Gap Goals	Curriculum Design and Implementation	Admin, Consultants, Teachers	Common Core Standards, Best Practice

D. IMPLEMENTATION AND IMPACT

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

E.   BUDGET PROJECTIONS FOR SCHOOL Professional Learning

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

Type of Expenditure	Munis code	Percentage of Your Budget

Certified Substitutes (for both on and off – site Professional Learning)	0120 F	75%
Certified Extra Service	0113	
Educational Consultant	0322	
Registrations	0338	
General Supplies/Professional Books	0610	
Food	0616	
Travel In District	0581	
Travel Out of District	0580	25%
Total of your budget		100%

Please use the following coding structure for PL funds:
Org - SCH2053
Object – use code from above
Project – 140X, where the X signifies the fiscal year we are in. FY19=E, FY20=F

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: _April 10, 2019_