KCSD

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

Issue Paper

DATE:
April 18, 2022

AGENDA ITEM (ACTION ITEM):
Consider/Approve all KCSD schools the opportunity to flex the approved district calendar dates designated for professional development in the 2022-2023 calendar according to the individual school needs.

APPLICABLE BOARD POLICY:
8.3 School Calendar

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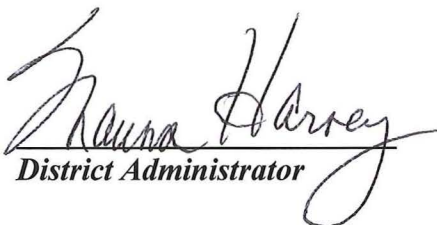
FISCAL/BUDGETARY IMPACT:
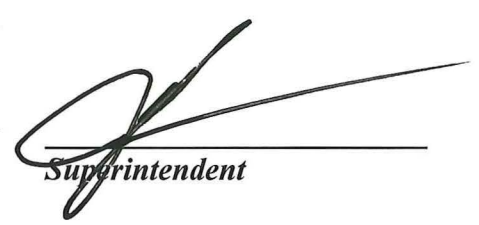N/A

RECOMMENDATION:
Approval to all KCSD schools the opportunity to flex the approved district calendar dates designated for professional development in the 2022-2023 calendar according to the individual school needs.

CONTACT PERSON:
Shawna Harney

_____   _____   _____
Principal/Administrator   *District Administrator*   *Superintendent*

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

Dixie Heights High School
2022-23 Professional Development Summary

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

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Student Learning and Progress
  - Ensure academic success for all students so that every student reaches his/her maximum learning potential
- Student Readiness
  - Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready
- Engaged, Well-Rounded Students
  - Engage students in a way that contributes to their overall development and future wellbeing
- Community Engagement and Partnerships
  - Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD
- Professional Learning/Quality Staff
  - Ensure that every student has quality teachers and adults that promote the learning and well-being of students
- Fiscal and Operational Systems
  - Ensure the district is financially responsible/efficient and using its resources to further the district mission
- Safety and Well-Being
  - Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social/emotional needs of each student

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

In reviewing the <u>data from these common assessments,</u> <u>Cert/ACT data,</u> and <u>teacher reflection form</u> we have decided on the following growth areas.

School Data Growth Areas

1) Improve the percentage of students reaching benchmarks in math.
2) Improve the percentage of students reaching benchmarks in science
3) Implementation of Mastery Learning through aligning Essential Standards to assessments to measure proficiency on 5-8 agreed upon standards for all students.

In reviewing our data and PD plan from our 2020-21 school year, we want to continue to provide professional development for our teachers in alignment with the four essential questions of a professional learning community (PLC's).

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

Strategies to Address Growth Areas

1) Continue the work in our Instructional Learning Teams (ILT's) to answer the 4 essential questions

of a Professional Learning Community.

2) School wide PD on Mastery Learning/Standards Based grading by Rick Wormelli.
3) Support teachers in utilizing data from common formative assessments/CERT to make decisions on instruction and interventions to improve the percentage of students at benchmark.
4) Support Instructional Learning Teams on utilization of PRIDE time to provide need based instruction.

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

1. Commonly assessing students in all Instructional Learning Teams (ILT's)- Goal will be utilizing Performance Matters to analyze data from small common formative assessments at least 1x every 2 weeks.
    a. Reviewing common formative assessment data by teacher; by student; by standard; to build collective efficacy to assure all students learn.
    b. Utilizing formative assessment data in our ILT's to inform instructional practices and interventions needed.
2. Use ILT assessment data to utilize PRIDE workshops to meet specific needs of all students. Our intervention time within our school day has shown positive trends. Within examination of student data to drive instruction, we want to improve our Tier 1 instruction and our Tier 2 interventions to improve student engagement according to our Cycle of Quality Instruction.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 16, 2022 6 hours	May 31st, 2022- 6 hours	Achievement Gap, Transition readiness, proficiency	Standards Based/Mastery Learning by Rick Wormeli. Introduction on how to align essential standards with grading practices. It is important that our grades reflect what students know. This is done through changing from a points earned system to a system that shows mastery of specific standards.	Presenter Rick Wormeli and resources provided by presenter
PD Day # 2 - November 23, 2022 6 hours	Varies by department (6 hours)	Achievement Gap, Transition readiness, proficiency	Schoology and Performance Matters training. Each department will have time to begin front loading common formative assessments and resources for Schoology.	School Instructional Technology Coach, District Consultants
	3 hours-June 1, 2, July 27, or August 3rd		Schoology/Performance Matters-All teachers	

	3 Hours (World Language: June 3rd Social Studies: June 3rd Science: June 3rd Math-June 3rd CTE- June 2nd Fine Arts: Aug. 10th Special Education : June 2nd English: June 3rd)		Department work around schoology and preparing formative assessments in Performance Matters	
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PD Day #3 - February 20, 2023 6 hours	**Math** Alg I- 10/18, 1/18, 3/21 Geo- 10/20, 1/24, 3/23 Alg II- 10/25, 1/26, 3/28 **Science and Social Studies** August 10 **New R180** August 8 **Special Education** 2 hours - 8/9/22 or 8/10/22 2 hours - 10/18/22 or 10/20/22 2 hours - 1/31/23 or 2/2/23 **Immigrant Family and Engagement** August 3 **SEB** September 15 3:00-4:00 November 10 3:00-4:00 February 9 3:00-4:00 **EL Training** 9/15/22 4:00-6:00	Achievement Gap, Transition readiness, proficiency	ILT members can choose from <u>District PL offerings</u> based on specific needs: • Academic • Technology • Special Ed • SEB • EL	District Consultants

	10/21/22 4:00-6:00 1/12/22 4:00-6:00 3/9/22 4:00-6:00 **1:1 SAMR** Initial Training- 2 hour June 7th/July 25th 1 hour December 6th **SCM** SCM Refresher 6/7/22, 6/8/22, 6/13/22, 6/15/22, 7/11/22, 7/13/22, 7/18/22, or 7/20/22 **SCM Initial** 7/25/22, 7/27/22 9/17/22 & 9/24/22			
PD Day #4 - March 10, 2023 6 hours	Varies by individual needs from the <u>district PL offerings</u> (6hours) **Math** Alg I- 10/18, 1/18, 3/21 Geo- 10/20, 1/24, 3/23 Alg II- 10/25, 1/26, 3/28 **Science and Social Studies** August 10 **New R180** August 9 **Special Education** 2 hours - 8/9/22 or 8/10/22 2 hours - 10/18/22 or 10/20/22 2 hours - 1/31/23 or 2/2/23 **Immigrant Family and Engagement** August 3 **SEB** September 15 3:00-4:00 November 10 3:00-4:00 February 9	Achievement Gap, Transition readiness, proficiency	ILT members can choose from <u>District PL offerings</u> based on specific needs: • Academic • Technology • Special Ed • SEB • EL	District Consultants

	3:00-4:00 **EL Training** 9/15/22 4:00-6:00 10/21/22 4:00-6:00 1/12/22 4:00-6:00 3/9/22 4:00-6:00 **1:1 SAMR** Initial Training- 2 hour June 7th/July 25th 1 hour December 6th **SCM** SCM Refresher 6/7/22, 6/8/22, 6/13/22, 6/15/22, 7/11/22, 7/13/22, 7/18/22, or 7/20/22 **SCM Initial** 7/25/22, 7/27/22 9/17/22 & 9/24/22			

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Academic Proficiency, Gap Transition readiness	Weekly Instruction learning team meetings to work together to analyze data, align standards, create common assessments, and use tier progression charts to make decisions on next steps of support.	Administration, ILT handbook, Tier Progression Charts, Landing Page.
GAP, Proficiency	A core team of teachers and 1 admin trained on a 5 day KAGAN training. These teachers provide support and training in PLC meetings 1x a month.	Core team of KAGAN trainers
Academic Proficiency	Observe Me will be conducted 1x per trimester to allow teachers to see other teachers at work. Reflection and sharing of high quality instruction will be shared with teams.	Administration
Academic Proficiency Achievement Gaps	MTSS & Differentiation Collecting data from Common Formative assessments and utilizing the data to implement tier 2 interventions for students not achieving proficiency on standards	Consultants & Administrators, Landing Page
Transition Readiness/ Achievement Gaps	Effective Instructional Practices, learning walks, quality instructional strategy, KAGAN strategy	Consultants and Administrators, Landing Page

Academic Proficiency/Achievement gaps	Each ILT will be provided at least 1 day during school to work on curriculum work during the school year.	ILT leaders and Administrators
Transition Readiness/ Achievement Gaps	Data Analysis (Data reviews to include analysis of students in the Gap)	Consultants, Administrators, Assessment results (Common formative assessments,ACT, CERT, AP, dual credit, district common assessments)
Graduation Rate/ achievement gap/transition ready	Curriculum for supporting SEL lessons with students is provided to all teachers. Monthly support on implementing the curriculum is provided.	PBIS Team, teachers, Administrators, School Connect Curriculum
Graduation Rate	ILT's discuss/share executive functioning, goal setting, and planning strategies in their weekly meetings.	Teachers, Administrators, student planners
Achievement Gaps, Proficiency, Transition Readiness, Graduation Rate	Instructional Technology coach will provide monthly professional development opportunities during planning periods and after school offerings to support the SAMR model for use of technology.	ITC and Administrators
Transition Readiness	Utilize PRIDE to provide student and teachers information on the KCSD transition readiness criteria and assist students in establishing goals for becoming College and/or Career Ready	Teachers, Counselors, Administration

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: ACT/ CERT assessments, common assessments made by ILT members, district common assessments for core content, grade distributions, student work, and failure rates. Many of these items will be reviewed and reflected on during weekly ILT meetings in all content areas. The feedback and data collected from ILT meetings and monthly PPR walks will be utilized to make adjustments to the job-embedded needs as well as determine the effectiveness of instruction.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	**0120 D**	*25%*
Certified Extra Service	**0113**	*15%*
Educational Consultant	**0322**	*15%*

Registrations	**0338**	*10 %*
General Supplies/Professional Books	**0610**	*25%*
Food	**0616**	
Travel In District	**0581**	
Travel Out of District	**0580**	*15%*
Total of your budget		**100%**

Please use the following coding structure for PD funds:
Org - SCH1118
Object – use code from above
Project – 7000, ESSER II, ARP (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: __3/2/22, 3/22/22_____

Scott High School
2022-23 Professional Development Summary

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

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Student Learning and Progress
  - Ensure academic success for all students so that every student reaches his/her maximum learning potential
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  - Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready
- Engaged, Well-Rounded Students
  - Engage students in a way that contributes to their overall development and future wellbeing
- Community Engagement and Partnerships
  - Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD
- Professional Learning/Quality Staff
  - Ensure that every student has quality teachers and adults that promote the learning and well-being of students
- Fiscal and Operational Systems
  - Ensure the district is financially responsible/efficient and using its resources to further the district mission
- Safety and Well-Being
  - Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social/emotional needs of each student

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

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

Based on the data and the bulleted information below, next steps for the 22-23 school year were determined with input from administration, teachers, SBDM members and consultants.

- Graduation rate is not a Senior year phenomenon, it starts with a strong system of support for students throughout high school both academically and social emotionally. Our graduation rate has shown a trend in the wrong direction the last two years, from 89.7% in the 2019-2020 school year to 84.3% in the 2020-2021 school year.
- Our failure rates have remained high the last two school years, which has a direct impact on our graduation rate. <u>Failure Rates/Grade Analysis Document</u>
- Current instructional walk data shows a lack of rigor and standards-based instruction in certain content areas.
- We have had 23 new MTSS referrals in the area of mental health and 20 new referrals in the area of behavior. We have had 21 students hospitalized so far this year for mental health needs. 4 of those students have had more than one hospitalization. 23 students have participated in small group counseling in the areas of resiliency, anxiety/depression,

executive functioning, and bibliotherapy. All of these students have failed classes, which directly impacts our graduation rate.

Our plan to address the above concerns include the following:

- Continue to refine the PLC process to include more focused and intentional data based work through Instructional Learning Teams (ILTs) specific to content taught, including:
  - o Work to answer the four essential questions of a PLC
  - o Development of Common Formative Assessments
  - o Detailed analysis of Common Formative Assessments and Common Assessments to provide data in real time and include specific action planning as a result of the analysis (What instructional adjustments need to be made? Does a standard need to be retaught? etc.)
  - o Continue working on the development of a common curriculum, based on the district curriculum map, that includes standards-based, rigorous instruction
- Identify and learn strategies to address the social emotional needs of our students and ourselves.

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 16, 2022 6 hours	August 9, 2022 6 hours	Proficiency, Separate Academic Indicator, Achievement Gap, Transition Readiness, Graduation Rate	PLCs that Work Training for all Staff to refine our PLC process to include more focused and intentional data based work	PLCs that Work Books for staff, Administration, Department Leads
PD Day # 2 - November 23, 2022 6 hours	**English** ENG 1-10/17,1/24, 3/20 ENG 2-10/18,1/23, 3/21 ENG 3-10/24,1/18, 3/27 ENG 4-10/25,1/17, 3/28 **Math** Alg I- 10/18, 1/18, 3/21 Geo- 10/20,	Achievement Gap, Transition readiness, proficiency, Graduation Rate	English, Math, Social Studies, Science, Special Education teachers: District training on standards, best practices, & common assessments Staff not attending District led, content specific training (Art, Music, Health/PE, Foreign Language, JROTC, etc.) will work on: Standards	District Consultants, Administration, Department Leads

	1/24, 3/23 Alg II- 10/25, 1/26, 3/28 **Science and Social Studies** August 10 **Special Education** 2 hours - 8/9/22 or 8/10/22 2 hours - 10/18/22 or 10/20/22 2 hours - 1/31/23 or 2/2/23 **Other Depts** 8/10/22 2 hrs 10/25/22 2 hrs 1/17/22 2 hrs		Deconstruction, Curriculum Map Alignment, Common Assessment Development, Common Curriculum Development, Common Formative Assessment Development, Data collection & analysis	
PD Day #3 - February 20, 2023 6 hours	**SEB** September 15 3:00-4:00 November 10 3:00-4:00 February 9 3:00-4:00 **Schoology** Choose one: June 1st, June 2nd, July 27th or August 3rd	Proficiency, Separate Academic Indicator, Achievement Gap, Graduation Rate	SEB District Training (3hrs) AND Schoology/Performance Matters District Training (3hrs)	District Consultants
PD Day #4 - March 10, 2023 6 hours	**1:1 SAMR** Initial Training- 2 hour June 7th/July 25th 1 hour December 6th **New R180** August 8 **Immigrant Family and Engagement** August 3 **EL Training** 9/15/22 4:00-6:00 10/21/22 4:00-6:00 1/12/22 4:00-6:00 3/9/22 4:00-6:00 **SCM** SCM	Proficiency, Separate Academic Indicator, Achievement Gap, Transition Readiness, Graduation Rate	10th Grade Teachers & New 9th Grade Teachers - 1:1 & SAMR Model Training (3hrs) All staff can choose from <u>District PL offerings</u> based on specific needs: • Academic • Technology • Special Ed • SEB • EL English Teachers: Writing Review	District Consultants

Refresher 6/7/22, 6/8/22, 6/13/22, 6/15/22, 7/11/22, 7/13/22, 7/18/22, or 7/20/22 **SCM Initial** 7/25/22, 7/27/22 9/17/22 & 9/24/22 **ENG Writing Review** 10/25/22 2 hrs 1/17/22 2 hrs 4/25/22		*All staff must complete a total of 6 hours in this area	

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Proficiency, Separate Academic Indicator, Achievement Gap, Graduation Rate	Data Analysis: Review student CERT scores twice a year. Identify areas of strength and areas needed for growth, goal setting for students, instructional planning for teachers	Administration, Department Heads, Counselors, Data
Proficiency, Separate Academic Indicator, Achievement Gap, Transition Readiness, Graduation Rate	Data Analysis: Review student ACT scores annually. Identify areas of strength and areas needed for growth, instructional planning for teachers	Administration, Department Heads, Counselors, Consultants, Data
Graduation Rate	Data Analysis: Review student Terrace Metrics data. Identify areas of strength and areas needed for growth, instructional planning for teachers	Administration, Counselors, Data
Proficiency, Separate Academic Indicator, Achievement Gap, Transition Readiness, Graduation Rate	Data Analysis: Review student Common Assessment data. Identify areas of strength and areas that need retaught or remediated in order for students to master standards. Identify curricular adjustments that may be needed. Identify any needs specific to special education students.	Administration, Department Heads, Consultants, Data
Proficiency, Separate Academic Indicator, Achievement Gap, Transition Readiness, Graduation Rate	Data Analysis: Review of Behavior Data. Utilize staff who attended Behavior Institute to lead PD on specific behavior strategies and interventions that can be implemented within the classroom	Administration, Teachers, Data (Subs for teachers who attended the Behavior Institute to be available to

		lead PD if during a daytime PLC session)
Proficiency, Achievement Gap	Review of MTSS Process & Procedures, Data Collection & Progress Monitoring, Tier Progression Charts & Interventions for clear understanding by staff to ensure all students needs are being met	Administration, Counselors, MTSS Data, Tier Progression Charts, District Documents
Proficiency, Separate Academic Indicator, Achievement Gap, Transition Readiness, Graduation Rate	Cycle of Quality Instruction - Ongoing PD based on needs identified from classroom walks	Administration, Teacher Leaders, Consultants, PPR Document, District Cycle of QI Documents & Training Modules (Subs for Department Leads to participate in classroom walks in order to provide targeted support for department members)
Graduation Rate	Transition Readiness/Student Advising	Administrators, Counselors, XELLO
Proficiency, Separate Academic Indicator, Achievement Gap, Transition Readiness, Graduation Rate	SEL Supports and Curriculum for Students & Staff	Counselors, Administrators, The Core Project Curriculum Resources
Proficiency, Achievement Gap, Graduation Rate	Working with special education students in the general education setting	Administration, Consultants

D. IMPLEMENTATION AND IMPACT

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

E.   BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	**0120 D**	*35%*
Certified Extra Service	**0113**	
Educational Consultant	**0322**	*15%*
Registrations	**0338**	*15%*
General Supplies/Professional Books	**0610**	*15%*
Food	**0616**	*5%*
Travel In District	**0581**	
Travel Out of District	**0580**	*15%*
Total of your budget		**100%**

Please use the following coding structure for PD funds:
Org - SCH1118
Object – use code from above
Project – 7000, ESSER II, ARP (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: March 17, 2022

Simon Kenton High School
2022-23 Professional Development Summary

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

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A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Instructional walk data showed a need for a renewed focus on instruction at the level of the standards being taught in the class. This is aligned with element 1 of the Cycle of Quality Instruction (appropriate task, text, or problem). In several instances of walks by school administrators and central office staff, lessons have been observed that did not rise to the level of the standards required for mastery in the course. This data was further confirmed by our district common assessment scores in all areas. These standards-based assessments had a relatively low percentage of student mastery of content in most instances.

Additional instructional walk data showed a need for further training in the area of Cycle of quality instruction element 2-eliciting a product from all students. While our data in this area increased from the previous school years, there is still room for growth in this area.

To support these two elements of the Quality Instruction rubric, our school will be utilizing ILT structures to a much higher degree. The intention of this process is to ensure all tasks are aligned to standards and are taught at the level required by the standards (Cycle of Quality Instruction Element 1). This will include a Tuesday meeting weekly with an administrator and subject area teachers to ensure high-quality tasks are being utilized in all classes and in-house common assessments to accurately measure student mastery of standards. To enhance the effectiveness of these ILT meetings, summer and ongoing training will be provided to support the work.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 16, 2022 6 hours	English June 13, 2022 Math June 13, 2022 Science June 13, 2022 Social Studies June 13, 2022 Health/P E June 13, 2022 Business June 13, 2022 World Language s, June 13, 2022 VPAM June 13, 2022 Special Educatio n, August 10, 2022	Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	This professional development session will consist of development of common formative assessments within each unit plan for each subject area. This planning will include an intentional focus on the specific standards being taught in the unit, development of formative assessments that are standards-based and at the level of the standards being taught, and lessons that are engineered to ensure student mastery of content within a pacing guide that is developed by the ILT and is aligned to the district curriculum maps in subjects where such exist.	ILT Members, Supporting Assistant Principal, Consultants as needed
PD Day # 2 - November 23, 2022 6 hours	3 Hours for District Schoolog y / Performa nce Matters on 6/1, 6/2, 7/27, or 8/3	Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	All Staff–Schoology/Performance Matters will allow teachers to interact with the new learning management system and assessment data system. This will impact students positively since teachers will be more familiar with the system. Teachers will be more responsive to student needs with this training. Administration will direct staff to either the beginner or advanced sessions based on their individual need.	District trainers and session.

	2 Hours for District 1:1 Technology Training (All 9th/10th grade teachers who were no trained in 21-22) on 6/7		1:1 technology training exposes teachers to best practices in teaching with technology including element 1–providing an appropriate task, text, or problem, element 2–eliciting a product from all students, element 3–effective collaboration, and element 4–using student responses to adjust instruction.	District trainers and session.
	3 Hours Assessment Planning (Non-1:1 trained teachers) on 8/8		This session focuses on development of formative assessments. This supports our PD goals by ensuring an intentional focus on frequent, standards-based assessments.	Access to pacing guides and developed common assessments. ILT members and supporting administrators. District consultants as needed
	1 Hours Assessment Planning (1:1 trained teachers) on 8/8		This session focuses on development of common formative assessments. This supports our PD goals by ensuring an intentional focus on frequent, standards-based assessments.	Access to pacing guides and developed common assessments. ILT members and supporting administrators.District consultants as needed
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PD Day #3 - February 20, 2023 6 hours	Each ILT Listed has three 2-hour sessions as listed below English 1 10/17, 1/24,	Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	The purpose of these district-led sessions is to use real-time data to make adjustments to future instruction for students.	Current common assessment material and data. ILT/department members. District consultants

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3/20 English 2 10/18, 1/23, 3/21 English 3 10/24, 1/18, 3/27 English 4, 10/25, 1/17, 3/28 Algebra 1, 10/18, 1/18, 3/21 Geometry, 10/20, 1/24, 3/23 Algebra 2, 10/25, 1/26, 3/28 Each Department listed here has one 6-hour session Science, 8/10 Social Studies, 8/10			

Special education SCM core team, 6/7, 6/8, 6/13, 6/15, 7/11, 7/13, 7/18, or 7/20		SCM Refresher	JKM Materials and Trainers
Special education SCM core team, 7/25&7/27 or 9/17 & 9/24		SCM Refresher	JKM Materials and Trainers
Those not covered by the previous listings in PD day #3 will participate in six 1-hour sessions on standards, curriculum development and pacing guides on 9/6, 10/3, 11/7, 12/5, 1/9, and 2/6		These sessions will focus on standards, curriculum development, and pacing guide adjustments including in-house common formative assessment development.	Current assessments, pacing guides. ILT members and supporting administrators.

| PD Day #4 - March 10, 2023 6 hours | September 13th (2 Hours) November 10th (2 Hours) February 15th (2 Hours) | Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact) | Each ILT will develop and refine unit plans based on standards with an appropriate assessment and lessons. | Access to pacing guides, ILT members, supporting administrators. |

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	Training on elements of the cycle of quality instruction to include element 1 - appropriate task, text, or problem, specifically, how to ensure lessons meet the level required by the standard. Also includes element 2 - eliciting a product from all students, specifically, sharing and exploring effective methods of obtaining a product. Includes element 3 - effective collaboration, specifically, when is collaboration appropriate and what methods are effective. Includes element 4 - adjusting instruction in response to students, by sharing best practices for doing so.	Landing page resources, possible involvement by consultants. Substitutes may be used to allow teachers to visit others when appropriate.
Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	Training on use of Schoology to enhance the use and effectiveness of using our new LMS. This will focus on enhancing teacher's ability to effectively use Schoology to organize information including classwork, use Schoology as an effective tool for communication with students and parents, and to use the features of Schoology to effectively implement 1:1 instruction.	School Technology Support Staff. Use of substitute teachers to allow support staff to lead training sessions.
Proficiency, Separate Academic Indicator, Gap, Transition Readiness,	Common assessment training to enhance use of and effectiveness of assessments. This will include ILT groups and special education teachers to accomplish two tasks. One, to improve instruction resulting in higher proficiency and separate academic indicator scores on common	Possible consultants with ILT members. Substitutes may be needed to provide time for collaboration beyond a planning period.

Graduation Rate, Other (Impact)	assessments, KSA, and college readiness exams. Two, to reduce the achievement gap, specifically with regards to special education students.	
Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	SEL training to enhance social-emotional support effectiveness. These sessions are meant to enhance teacher efficacy in delivering lessons on SEL and to support school efforts to support the social emotional health of students.	Resources shared at counseling meetings and brought to staff
Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	Trauma-informed care to further develop the approach of handling students who have experienced trauma appropriately. These sessions will help support the SEL and PBIS goals of the school.	Resources shared at counseling meetings and brought to staff
Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	MTSS training to enhance understanding and utilization of MTSS supports. These sessions will help teachers understand the MTSS process and their role in it.	Resources from training, measurement tools,instructional resources.
Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	PBIS/SEB training to develop and enhance the effectiveness of classroom management techniques. These sessions will support all staff efforts to use best practices in creating a positive classroom environment, which impacts graduation rates and all academic areas.	Resources from training, measurement tools,instructional resources.
Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	Transition readiness training to build capacity of staff to support school and district CBAS goals. These training sessions will remind teachers of transition readiness goals, define their roles in promoting transition readiness, and equip them to assist students in meeting transition readiness indicators.	Transition readiness documents, timelines of expectations for teachers and students regarding transition readiness.

D. IMPLEMENTATION AND IMPACT

Measurements:
- District Common Assessment Data
- ILT Common Assessment Data
- Special Education IEP Goal Monitoring
- Staff Feedback Forms
- Cycle of Quality Instruction Feedback Data Trends
- Terrace Metrics Data (SEB/Trauma)
- Transition Readiness Data

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	**0120 D**	40
Certified Extra Service	**0113**	5
Educational Consultant	**0322**	
Registrations	**0338**	15
General Supplies/Professional Books	**0610**	20
Food	**0616**	10
Travel In District	**0581**	
Travel Out of District	**0580**	10
Total of your budget		**100%**

Please use the following coding structure for PD funds:
Org - SCH1118
Object – use code from above
Project – 7000, ESSER II, ARP (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: March 1st-25th, department chairs (shared with department members), April 20th, SBDM

Summit View Academy
2022-23 Professional Development Summary

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

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Student Learning and Progress
  - Ensure academic success for all students so that every student reaches his/her maximum learning potential
- Student Readiness
  - Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready
- Engaged, Well-Rounded Students
  - Engage students in a way that contributes to their overall development and future wellbeing
- Community Engagement and Partnerships
  - Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD
- Professional Learning/Quality Staff
  - Ensure that every student has quality teachers and adults that promote the learning and well-being of students
- Fiscal and Operational Systems
  - Ensure the district is financially responsible/efficient and using its resources to further the district mission
- Safety and Well-Being
  - Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social/emotional needs of each student

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

Further analysis of Common Assessment data and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs. Our overall reading Common Assessment data is as follows:
- *4th Grade Math Overall PD: 67%*
- *5th Grade Math Overall PD: 68%*
- *6th Grade Reading Overall PD: 68%*
- *6th Grade Math Overall PD: 59%*
- *7th Grade Reading Overall PD: 34%*
- *7th Grade Math Overall PD: 45%*
- *8th Grade Reading Overall PD: 41%*
- *8th Grade Math Overall PD: 44%*

Spring MAP data indicates a further need to focus on the development of effective Tier I instructional strategies and tightening of the PLC process:

- *Overall Reading PD: 55%*
- *Overall Math PD: 38%*

Behavior Data Collected throughout the 2021-2022 School year also indicated a need for more intensive focus on Tier I Classroom Management strategies and behavior supports:

- *Total Behavior Referrals: 775*
- *Total Number of Suspensions: 379*
- *Total Number of Out of School Suspensions: 110*
- *Total Number of In School Suspensions: 269*
- *Total Number of Discipline Referrals FRAM: 70%*

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 16, 2022 6 hours	(6 hrs.) Sept. 6th, Oct. 4th, Nov. 1st, Dec. 6th, Jan. 10th, Feb. 1st	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	**22-23 SVA Faculty Meeting Schedule** -Behavior Management/Restorative Practices -Differentiated Learning on the Cycle of Quality Instruction	District Consultants, NKCES Behavior Team, Administrative Team, Building Teachers, Kentucky Academic Standards, Colleagues
PD Day # 2 - November 23, 2022 6 hours	(3 hrs) Choose 1 June 1, June 2, July 27th or August 3rd AND Initial Training- 2 hour June 7th/July 25th 1 hour December 6th	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	**Professional Development Plan** **Schoology/Performance Matters**	District Consultants, ITCs
PD Day #3 - February 20, 2023 6 hours	September 15 3:00-4:00 November 10 3:00-4:00 February 9 3:00-4:00 And/or 9/15/22 4:00-6:00	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	**Professional Development Plan** SEB-Teachers and IAs EL Best Practices Initial SCM Training	District Behavior Support Staff, Consultants

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	10/21/22 4:00-6:00 1/12/22 4:00-6:00 3/9/22 4:00-6:00 And/or 9/17 9/24			
PD Day #4 - March 10, 2023 6 hours	**ELA** 2 hr each K- 10/18, 1/17, 3/21 1- 10/19, 1/18, 3/22 2- 10/20, 1/19, 3/23 3- 10/25, 1/24, 3/28 4- 10/26, 1/25, 3/29 5- 10/27, 1/26, 3/30 6-10/18, 1/17, 3/21 7-10/20, 1/19, 3/23 8-10/25, 1/24, 3/28 **Math** 2 hrs each K- 10/18, 1/17, 3/21 1- 10/19, 1,18, 3/22 2- 10/20, 1/19, 3/23 3- 10/25, 1/24, 3/28 4- 10/26, 1/25, 3/29 5- 10/27, 1/26, 3/30 6-10/18, 1/18, 3/21 7-10/20, 1/24, 3/23	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	<u>Professional Development Plan</u> Grade Level/Content Cadres to work on curriculum, instruction and assessment	District Consultants, Kentucky Academic Standards, District Timelines, Teacher Colleagues

8-10/26, 1/26, 3/29 **Science and SS** 6 hrs 6-10/18, 1/18, 3/21 7-10/20, 1/24, 3/23 8-10/26, 1/26, 3/29 **Sp Ed** 2 hours - 8/9/22 or 8/10/22 2 hours - 10/18/22 or 10/20/22 2 hours - 1/31/23 or 2/2/23			

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	PBIS strategies focusing on implementation of Tier I, Tier II and Tier III strategies.	PBIS Data, MTSS data, Progress monitoring data
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	Support with the MTSS process and progress monitoring - tracking and determining progress	Standards, Lesson plans, Tiered intervention programs for math, reading and SEL/behavior Landing page
Proficiency Goal 1, Separate Academic Indicator Goal 2,	Ongoing training on the PPR document and the district evaluation cycle.	Administrative Team

Gap Goal 3, Growth Goal 4, Impact Survey Goal 5		
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	Training on technology platforms and supports. Learning to use technology to enhance instruction in the classroom. Work with technology standards to ensure students have knowledge of technology skills needed in the 21st Century.	Instructional Technology Coaches, Administrative Team
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	EL supports including understanding English Proficiencies, strategies for communication with families and engaging ELL students in the cycle of quality instruction	District Consultants, Administrative Team Landing Page
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	On going Data analysis at PLC's and MTSS and analysis of student work samples, IEP progress monitoring data and common assessment data to determine next steps for students. Discussion of strategies and programs to use with students	District Consultants, Administrative Team Landing Page
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	Cycle of Quality instruction to include but not limited to deconstruction of standards, increasing task complexity, incorporating meaningful collaboration, adjusting instruction in real time.	District Consultants, Administrative Team Landing Page

D. IMPLEMENTATION AND IMPACT

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

individual teacher needs as well as whole school trends to meet the needs of

teachers.

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	**0120 D**	*60%*
Certified Extra Service	**0113**	
Educational Consultant	**0322**	
Registrations	**0338**	*5%*
General Supplies/Professional Books	**0610**	*5%*
Food	**0616**	*15%*
Travel In District	**0581**	*15%*
Travel Out of District	**0580**	
Total of your budget		**100%**

Please use the following coding structure for PD funds:
Org - SCH1118
Object – use code from above
Project – 7000, ESSER II, ARP (Use codes from finance)

F.   DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: March 9th 2022, April 7th 2022

Turkey Foot Middle School
2022-23 Professional Development Summary

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

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Student Learning and Progress
  - Ensure academic success for all students so that every student reaches his/her maximum learning potential
- Student Readiness
  - Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready
- Engaged, Well-Rounded Students
  - Engage students in a way that contributes to their overall development and future wellbeing
- Community Engagement and Partnerships
  - Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD
- Professional Learning/Quality Staff
  - Ensure that every student has quality teachers and adults that promote the learning and well-being of students
- Fiscal and Operational Systems
  - Ensure the district is financially responsible/efficient and using its resources to further the district mission
- Safety and Well-Being
  - Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social/emotional needs of each student

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

Using our MTSS process, we regularly review Tier I, II and III progress data of our students, to include Common Assessment data, MAP data, IEP data, KPREP data, RTI progress data, grades and attendance to pinpoint overall student achievement and individual student needs. Additionally, the school Leadership Team routinely reviewed data from informal learning walks, formal observations, and teacher needs surveyed to identify overall program strengths and needs, as well as those of individual teachers. Based on the data listed below it was determined that we need to continue work with standards and quality instruction to include but not limited to resource and collaborative instruction.

66% of All TFMS students reached proficiency on Math Common Assessments
48% of Special Education students reached proficiency on Math Common Assessments
48% of EL students reached proficiency on Math Common Assessments
67% of All TFMS students reached proficiency on ELA Common Assessments
51% of Special Education students reached proficiency on ELA Common Assessment
49% of EL students reached proficiency on ELA Common Assessments
54% of All TFMS students reached proficiency on Fall Math Map
8% of Special Education students reached proficiency on Fall Math Map
0% of EL students reached proficiency on Fall Math Map
66% of All TFMS students reached proficiency on ELA Common Assessments
19% of Special Education students reached proficiency on ELA Common Assessments
11% of EL students reached proficiency on ELA Common Assessments

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed	
PD Day # 1 - August 16, 2022 6 hours	August 2nd (6 hrs) OR **August 8 and August 9** OR July 28th OR July 28th OR 6/7/22, 6/8/22, 6/13/22, 6/15/22, 7/11/22, 7/13/22, 7/18/22, or 7/20/22 OR 7/25/22, 7/27/22 9/17/22 & 9/24/22	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	**Dr. Webb keynote and EdCamp Team Kenton** **New R180** **New S44** **New M180** **SCM Refresher** **SCM Initial**	District Consultants Kentucky Academic Standards and District Consultants District Consultants District Consultants	
PD Day # 2 -	(3 hrs) Choose 1	Proficiency Goal 1, Separate	**Schoology and Perfomance Matters**		

November 23, 2022 6 hours	June 1, June 2, July 27th or August 3rd AND August 31st 3-6 Or Initial Training- 2 hour June 7th/July 25th 1 hour December 6th	Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	In preparation for the full implementation of our LMS this school year, we are requiring all teachers to attend a differentiated 3-hour training on Schoology and Performance Matters this summer. **TF Technology Session for 6th grade teachers** **SAMR Model 7th, 8th and Encore teachers**	District Consultants and District Curriculum Maps/Common Assessment Turkey Foot ITC's District Consultants and District Curriculum Maps/Common Assessment	
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PD Day #3 - February 20, 2023 6 hours	September 15 3:00-4:00 November 10 3:00-4:00 February 9 3:00-4:00 And/or 9/15/22 4:00-6:00 10/21/22 4:00-6:00 1/12/22 4:00-6:00	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	***Each section will cover a different topic** **SEB for Secondary Teachers** De-escalation Power Struggles Needs based supports • Impact of mental health • School level resources And/or **EL Best Practices for Classroom Teachers** Best practices for effectively addressing the grade-level academic needs of English Learners at every ELP level	District Consultants District Consultants, District Curriculum Maps/Common Assessment Timelines, Kentucky Academic Standards,	

	3/9/22 4:00-6:00		through the Sheltered Instruction Observation Protocol (SIOP).The eight components of SIOP fit within the Cycle of Quality Instruction in order to address academic and linguistic needs of all students, but ELs in particular. Year 1 will address the first four components of SIOP.		
PD Day #4 - March 10, 2023 6 hours	**ELA** 2 hr each 6th-10/18, 1/17, 3/21 7th-10/20, 1/19, 3/23 8th-10/25, 1/24, 3/28 **Math** 2 hrs each 6-10/18, 1/18, 3/21 7-10/20, 1/24, 3/23 8-10/26, 1/26, 3/29 **Science and SS** 6 hrs 6-10/18, 1/18, 3/21 7-10/20, 1/24, 3/23 8-10/26, 1/26, 3/29 **Sp Ed** 2 hours - 8/9/22 or 8/10/22	Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	**Middle School ELA** **ALL GRADES:** Meet to discuss formative assessment and common assessment data and what adjustments need to be made based on the data; bring student samples of work and have discussions based on student work **Middle School Math** **ALL GRADES:** Meet throughout the year before each unit looking at past CA data to determine issues throughout units. Develop strong tasks to fit the rigor of each standard **Middle School Science** **All grades:** Best Practices in Science, Using the SEPs to guide instruction in the classroom, Curriculum development. **Middle School Social Studies** **6th - CA** vetting and standards alignment of CAs **7th and 8th -** 3-4 CAs need development - continue work at paid sessions throughout the 2021-2022 school year **All SpEd Training-** SpEd Teachers, School Psychologists Required	District Consultants,District Curriculum Maps/Common Assessment Timelines, Kentucky Academic Standards	

2 hours - 10/18/22 or 10/20/22 2 hours - 1/31/23 or 2/2/23				

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	On going Data analysis at PLC's and MTSS and analysis of student work samples, IEP progress monitoring data and common assessment data to determine next steps for students. Discussion of strategies and programs to use with students	District Consultants, Administrative Team Landing Page
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	SEB and PBIS strategies focusing on implementation of Tier I, Tier II and Tier III strategies.	PBIS Data, MTSS data, Progress monitoring data
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	Support with the MTSS process and progress monitoring - tracking and determining progress	Standards, Lesson plans, Tiered intervention programs for math, reading and SEL/behavior Landing page
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	Ongoing training on the PPR document and the district evaluation cycle.	Administrative Team
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	Training on technology platforms and supports. Learning to use technology to enhance instruction in the classroom. Work with technology standards to ensure students have knowledge of technology skills needed in the 21st Century.	Instructional Technology Coaches, Administrative Team

Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	EL supports including understanding English Proficiencies, strategies for communication with families and engaging ELL students in the cycle of quality instruction	District Consultants, Administrative Team Landing Page
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	Cycle of Quality instruction to include but not limited to deconstruction of standards, increasing task complexity, incorporating meaningful collaboration, adjusting instruction in real time.	District Consultants, Administrative Team Landing Page

D. IMPLEMENTATION AND IMPACT

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

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

Type of Expenditure	Munis code	Percentage of Your Budget

Certified Substitutes (for both on and off –site Professional Learning)	**0120 D**	*60%*
Certified Extra Service	**0113**	
Educational Consultant	**0322**	
Registrations	**0338**	*5%*
General Supplies/Professional Books	**0610**	*5%*
Food	**0616**	*15%*
Travel In District	**0581**	*15%*
Travel Out of District	**0580**	
Total of your budget		**100%**

Please use the following coding structure for PD funds:
Org - SCH1118
Object – use code from above
Project – 7000, ESSER II, ARP (Use codes from finance)

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

| **__Twenhofel__ School** |
| **2022-23 Professional Development Summary** |

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

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Student Learning and Progress
  - Ensure academic success for all students so that every student reaches his/her maximum learning potential
- Student Readiness
  - Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready
- Engaged, Well-Rounded Students
  - Engage students in a way that contributes to their overall development and future wellbeing
- Community Engagement and Partnerships
  - Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD
- Professional Learning/Quality Staff
  - Ensure that every student has quality teachers and adults that promote the learning and well-being of students
- Fiscal and Operational Systems
  - Ensure the district is financially responsible/efficient and using its resources to further the district mission
- Safety and Well-Being
  - Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social/emotional needs of each student

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Further analysis of Common Assessment data and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs. Our overall reading Common Assessment data is as follows:
- **6th Grade Reading Overall PD: 46.75**
- **6th Grade Math Overall PD: 59.83**
- **7th Grade Reading Overall PD: 40.60**
- **7th Grade Math Overall PD: 31.00**
- **8th Grade Reading Overall PD: 41.25**
- **8th Grade Math Overall PD: 26.00**

Through PLC's and job-embedded PD, as well as, scheduled and flexible PD during the 2021-2022 school year, next steps for 2022-2023 were determined with input from administration, teachers, SBDM members, and consultants. Administrators and teacher discussions following PPR walks also contributed to the next steps that are needed to continue growth. For Tier II and Tier III interventions, Math 180 and R180 teachers will continue their professional development to increase effectiveness with these students. Specifically TMS will work on the following data: Common Assessments using the Performance Matters analysis tool, KSA data, MAP assessment data, MTSS data within the KCSD MTSS Windows for Progress Review, Behavior Data, grade distributions, and IEP progress data.

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

District Calendar Date	*Flexible Date Request, as applicable*	*CSIP Goal*	*Description of Content of Professional Development*	*Specific Supporting Resources, as needed*
PD Day # 1 - August 16, 2022 6 hours	August 3th (6 hours)	Combined ProficiencyAchievement Gaps	<u>Professional Development</u> <u>TMS KCSD Learning Plan</u> Dr. Webb Keynote & EdCamp	KY Academic Standards, Best Practices for Quality Instruction, District Consultants
PD Day # 2 - November 23, 2022 6 hours	Aug. 4th (3 hours) Oct. 3 (1.5 hours) Nov 14 (1.5 hours)	Combined ProficiencyAchievement Gaps	Cycle of Quality Instruction Core Indicators	KY Academic Standards, Best Practices for Quality Instruction, District Consultants
PD Day #3 - February 20, 2023 6 hours	**ELA** 2 hr each 6-10/18, 1/17, 3/21 7-10/20, 1/19, 3/23 8-10/25, 1/24, 3/28 **Math** 2 hrs each 6-10/18, 1/18, 3/21 7-10/20, 1/24, 3/23 8-10/26, 1/26, 3/29 **Science and SS** 6 hrs 6-10/18,	Combined ProficiencyAchievement Gaps	**Middle School ELA** **ALL GRADES:** Meet to discuss formative assessment and common assessment data and what adjustments need to be made based on the data; bring student samples of work and have discussions based on student work **Middle School Math** **ALL GRADES:** Meet throughout the year before each unit looking at past CA data to determine issues throughout units. Develop strong tasks to fit the rigor of each standard **Middle School Science** **All grades:** Best Practices in Science, Using the SEPs to guide instruction in the classroom, Curriculum development.	KY Academic Standards, Best Practices for Quality Instruction, District Consultants

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	1/18, 3/21 7-10/20, 1/24, 3/23 8-10/26, 1/26, 3/29		**Middle School Social Studies** **6th - CA** vetting and standards alignment of CAs **7th and 8th -** 3-4 CAs need development - continue work at paid sessions throughout the 2021-2022 school year	
	Sp Ed 2 hours - 8/9/22 or 8/10/22 2 hours - 10/18/22 or 10/20/22 2 hours - 1/31/23 or 2/2/23		**All SpEd Training-** SpEd Teachers, School Psychologists Required	
PD Day #4 - March 10, 2023 6 hours	2 hours- June 7, or July 25, 2022 & 1 hour Dec. 6, 2022 or June 7th/July 25, 2022 Sept. 12.,2022	Combined ProficiencyA chievement Gaps	<u>TMS KCSD Learning Plan</u> SAMR Training (3 hours) or 6th Grade Balanced Assessment Work - Common Formative Assessments and Make It Plain Training (3 hours)	KY Academic Standards, Best Practices for Quality Instruction, District Consultants, Make It Plain Consultants

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
KAS Combined Proficiency/ Achievement Gaps	Cycle of Quality Instruction: To ensure that staff have a understanding of the specifics within the Cycle of Quality Instruction to better assist with Tier 1 Instruction	Cycle of Instruction Landing Page
Combined Proficiency/ Achievement Gaps	MTSS: Core Expectations of Quality Instruction, MTSS, alignment of assessments and curriculum to standards, Common Assessment Data Review	MTSS/Data Dashboard
Combined Proficiency/ Achievement Gaps	Data Analysis: Twenhofel's Academic Plan Data reviews to include analysis of students in "GAP")/MTSS/ Focus on best practices with the implementation of technology.	Data Dashboard, Academic Plan
School Safety/PBIS/ Trauma Informed Care	SEB/Trauma Informed Care/Terrace Metrics/D.E.I	PBIS/SEB Data
Combined Proficiency/ Achievement Gaps	Special Education Specifics: IEP Training, Goals, SDI	Consultants, Make It Plain

Combined Proficiency/ Achievement Gaps	Formative & Common Assessment Data analysis through Performance Matters in a recursive process through PLC's	Performance Matters,

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: common assessment data, KAS, MAP assessments, common assessments, grade distributions, school discipline data, student work, and SMI's/SRIs. MTSS Tier II and Tier III data will be reviewed to measure their impact. Adjustments to the job-embedded needs will be made based on data as well as classroom PPR and administrator/teacher discussions on instructional needs. Specifically TMS will work on the following goals: Impact will be assessed throughout the year through a continuous review and analysis of data during weekly PLCs, Tier II and III MTSS progress review meetings within the scheduled windows, monthly meetings, and bimonthly special ed progress review meetings. Data reviewed shall include: Common Assessments using the Performance Matters analysis tool, KSA data, MAP assessment data, MTSS data in conjunction with the KCSD MTSS Windows for Progress Review, Behavior Data, grade distributions, and IEP progress data.

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	0120 D	*(12%) - $1400.00*
Certified Extra Service	0113	*(08%)- $1000.00*
Educational Consultant	0322	*(08%)-$1000.*
Registrations	0338	*(40%) -$6000.00*
General Supplies/Professional Books	0610	*(10%)- $1200.00*
Food	0616	*(02%)-$300.00*
Travel In District	0581	*(03%)-$400.00*

Travel Out of District	0580	*(17%)-$2000.00*
Total of your budget		**100%**

Please use the following coding structure for PD funds:
Org - SCH1118
Object – use code from above
Project – 7000, ESSER II, ARP (Use codes from finance)

F.   DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: _4-6-2022, 4-17-2022_____

Woodland Middle School
2022-23 Professional Development Summary

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

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Student Learning and Progress
  - Ensure academic success for all students so that every student reaches his/her maximum learning potential
- Student Readiness
  - Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready
- Engaged, Well-Rounded Students
  - Engage students in a way that contributes to their overall development and future wellbeing
- Community Engagement and Partnerships
  - Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD
- Professional Learning/Quality Staff
  - Ensure that every student has quality teachers and adults that promote the learning and well-being of students
- Fiscal and Operational Systems
  - Ensure the district is financially responsible/efficient and using its resources to further the district mission
- Safety and Well-Being
  - Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social/emotional needs of each student

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Following our MTSS process, we reviewed Tier I, II, and III progress data of our students, as well as Common Assessment data, MAP data, IEP data, KPREP data, Implementation and Impact reviews of the CSIP, and student grades and attendance to pinpoint overall student achievement and individual student needs. Reading and Math achievement have been identified as whole school needs, based upon a review of Common Assessment and MAP data. Currently, only 32 % of our students have scored proficient on a yearlong average of Reading Common Assessments, and only 36% have scored proficient on a yearlong average of Math Common Assessments. Fall 2021 MAP data indicated that 64% of our students are at or above the 50th percentile in reading, and 53% are at or above the 50th percentile in math. Additionally, the school Leadership Team reviewed and analyzed instructional trend data and teacher needs surveys to identify both individual teacher needs and whole school trends to meet the needs of teachers. Instructional trend data demonstrated that Element 1:Providing an appropriate task/text/problem garnered a 25% Recommend rate, Element 2: All students interact/teacher elicits a response or product from every student garnered a 19% Recommend rate, Element 3: Students collaborate to process thinking/ideas earned a 37% Recommend rate, and Element 4: Teacher uses responses from all students to adapt instruction had a 21% Recommend rate. Teachers and staff were surveyed for priority needs for school wide professional learning prior to the development of this plan.

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 – August 16, 2022 6 hours	6 hours total (3-2 hour sessions throughout the school year) 6-10/18, 1/17, 3/21 7-10/20, 1/19, 3/23 8-10/25, 1/24, 3/28 OR 6-10/18, 1/18, 3/21 7-10/20, 1/24, 3/23 8-10/26, 1/26, 3/29 OR 6 hours Grades 6-8: August 9 OR 6 hours Grades 6-8 - August 9 OR Total of 6 hours: 2 hours - 8/9/22 or 8/10/22 2 hours - 10/18/22 or 10/20/22 2 hours - 1/31/23 or 2/2/23 R 6 hours Aug. 8 OR	Goal 1: Proficiency Goal for Math and Reading Goal 2: Separate Academic Indicator Goal 3: Achievement Gap Goal 4: Growth	**Middle School ELA** **ALL GRADES:** Meet to discuss formative assessment and common assessment data and what adjustments need to be made based on the data; bring student samples of work and have discussions based on student work OR **Middle School Math** ALL GRADES: Meet throughout the year before each unit looking at past CA data to determine issues throughout units. Develop strong tasks to fit the rigor of each standard. OR **Middle School Science** All grades: Best Practices in Science, Using the SEPs to guide instruction in the classroom, Curriculum development. OR **Middle School Social Studies** 6th - CA vetting and standards alignment of CAs: 7th and 8th - develop 3-4 CAs OR **All Sped Training** August training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps for students with disabilities. Fall and Winter trainings will use evidence and data in real time to fit the needs of staff in differentiated focus areas. OR **New R180 (Day 1)** OR	District Curriculum Consultants **If teachers are unable to attend any of these district level content specific trainings, the WMS Department Lead Teachers will be responsible for providing the training to them at a different date.

	6 hours July 28 OR 6 hours Feb. 8-11		**New M180** OR **KMEA Conference**	OR **KMEA Presenters**

PD Day #2 - November 23, 2022 6 hours	3 hours: (Total of 3 1 hour sessions): September 15 3:00-4:00 November 10 3:00-4:00 February 9 3:00-4:00 AND 3 hours: 2 hours on either June 7th or July 25th and 1 hour December 6th OR 6 hours Aug. 9 OR 3 hours 7/26/22	Goal 1: Proficiency Goal for Math and Reading Goal 2: Separate Academic Indicator Goal 3: Achievement Gap Goal 4: Growth	SEB for Secondary Teachers De-escalation Power Struggles Needs based supports • Impact of mental health • School level resources AND 1:1 SAMR Model-all 7th/8th grade teachers and new 6th grade teachers (required) OR **New R180 (Day 2)** OR Differentiating Instruction within the middle school classroom -Developing strategies and plans for small group instruction within the core classroom to address Needs Based Instruction.	District Curriculum Consultants OR Woodland Leadership Team, Lead Teachers
			1	
PD Day #3 - February 20, 2023 6 hours	3 hours; Choose one: June 1st, June 2nd, July 27th or August 3rd AND	Goal 1: Proficiency Goal for Math and Reading Goal 2: Separate	Schoology Sessions (1.5 hours) and Performance Matters Sessions (1.5 hours) AND	District Curriculum Consultants AND

1

	3 hours 7/26/22 OR 6 hours July 28 OR 6 hours per day: **7/25/22** & 7/27/22 **9/17/22** & 9/24/22 (must attend both days)	Academic Indicator Goal 3: Achievement Gap Goal 4: Growth	Effective Classroom Management Strategies OR **New S44** OR Day 1: SCM Initial Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school. (must attend both days)	Woodland Leadership Team, PBIS Committee OR District Curriculum Consultants OR District SCM Trainers
PD Day #4 - March 10, 2023 6 hours	6 hours: 6/7/22, 6/8/22, 6/13/22, 6/15/22, 7/11/22, 7/13/22, 7/18/22, or 7/20/22 OR 6 hours per day (must attend both days) 7/25/22 & **7/27/22** 9/17/22 & **9/24/22** OR 6 hours 8/2//22	Goal 1: Proficiency Goal for Math and Reading Goal 2: Separate Academic Indicator Goal 3: Achievement Gap Goal 4: Growth	**SCM Refresher** Training is designed to assist staff who have previously completed the initial 12 hour training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most challenging. OR Day 2 SCM Initial Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school. (must attend both days) OR Curriculum development with grade level departmental teams -Deconstruction of standards, unit development, Short Cycle Assessment development, development of classroom plans to implement the SAMR model.	District SCM Trainers OR Department Lead Teachers

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Goal 1: Proficiency Goal for Math and Reading Goal 2: Separate Academic Indicator Goal 3: Achievement Gap Goal 4: Growth	Element 1- Process for Deconstructing Standards/Using Deconstructed Standards Documents, Assignment Review Protocol; Standard Based Tasks of Varying Complexity (Standard Deconstruction); Element 2: Products from ALL Students; Element 2/4: Using Technology to More Efficiently Get Products/Adjust Instruction; Element 3: After an Individual Product, Meaningful Collaboration; Element 4: Adjusting Instruction in Real-Time (Data Analysis)	KAS; KCSD Instructional Videos (KCSD Professional Learning Landing Page); District Consultants; Content Specific Tools and Assignments to Calibrate; Various Technology Tools; KCSD Cycle of Instruction Lesson Plan Template and other Graphic Organizers
Goal 1: Proficiency Goal for Math and Reading Goal 2: Separate Academic Indicator Goal 3: Achievement Gap Goal 4: Growth	Teachers will focus on viewing videos of effective PLC/ILTs and making adjustments to their own practices for efficient analysis of assessments to inform instruction. This process will be revisited weekly in PLCs and will be reflected on PLC agendas.	KAS; KCSD Instructional Videos (KCSD Professional Learning Landing Page); District Consultants; Content Specific Tools and Assignments to Calibrate; Various Technology Tools; KCSD Cycle of Instruction Lesson Plan Template and other Graphic Organizers
Goal 3: Achievement Gap Goal 4: Growth	Teachers will understand the implications of the KCSD MTSS Progression Charts, apply student data to the Progression Charts to determine placement in interventions, and understand data requirements for referral to Special Education	MTSS: Progression Charts Full session with embedded links to materials
Goal 3: Achievement Gap Goal 4: Growth	Teachers will meet monthly with counselors to learn and review effective Trauma Informed Teaching strategies.	Counselor provided materials

Goal 3: Achievement Gap Goal 4: Growth	Teachers will meet monthly with counselors to learn and review appropriate steps to be taken in the areas of Restorative Justice.	Counselor provided materials

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through a recursive review and analysis of data during weekly PLCs, weekly RBTL meetings, Tier II and III progress review meetings, monthly department meetings, and weekly special ed progress review meetings. Data reviewed shall include: KSA data, MAP assessment data, CBAS Pillars, MTSS data in conjunction with the KCSD MTSS Windows for Progress Review, Behavior Data, Common Assessments using the Performance Matters analysis tool, grade distributions, student work, and IEP progress data. Instructional Trend Data will be reviewed in weekly Leadership Team meetings, during which samples of feedback given will be reviewed and discussed for calibration, and ongoing reflections on student work and instructional trend data will drive future work and help determine next steps. Adjustments to job-embedded professional development will be made based on this data as well as instructional data trends as a leadership team to identify both individual teacher needs as well as whole school trends to meet the needs of teachers.Teacher feedback and input during PLCs and following professional development sessions will be used to analyze and reflect upon the effectiveness of our implementation, and will provide input for adjustments needed. The SBDM Council will review student progress as a standing item on our monthly agendas to monitor progress and make recommendations for improvement.

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	0801118-0120 D-7000	25%
Certified Extra Service	0113	0
Educational Consultant	0322	0
Registrations	0801118-0338-7000	30%

General Supplies/Professional Books	0801118-0610-7000	25%
Food	0801118-0616-7000	10%
Travel In District	0581	0
Travel Out of District	0801118-0580-7000	10%
Total of your budget		100%

Please use the following coding structure for PD funds:
Org - SCH1118
Object – use code from above
Project – 7000, ESSER II, ARP (Use codes from finance)

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

- Mar. 17, 2022-Staff PD Survey
- Apr. 7, 2022-Faculty Meeting
- Apr. 18, 2022-SBDM Meeting

Beechgrove Elementary School
2022-23 Professional Development Summary

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

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Student Learning and Progress
  - Ensure academic success for all students so that every student reaches his/her maximum learning potential
- Student Readiness
  - Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready
- Engaged, Well-Rounded Students
  - Engage students in a way that contributes to their overall development and future wellbeing
- Community Engagement and Partnerships
  - Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD
- Professional Learning/Quality Staff
  - Ensure that every student has quality teachers and adults that promote the learning and well-being of students
- Fiscal and Operational Systems
  - Ensure the district is financially responsible/efficient and using its resources to further the district mission
- Safety and Well-Being
  - Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social/emotional needs of each student

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Beechgrove Elementary analyzes data continuously to identify professional learning needs for all staff. This involves analyzing MAP data, teacher surveys, Professional Practices Growth Plans, Common Assessments, weekly assessments, and classroom instructional walk data. In Spring of 2021, 42.1% of students scored proficient in reading on the KSA assessment and 40.6% scored proficient in math on the KSA assessment. Increasing reading and math achievement is a top priority for Beechgrove. Teachers analyze student mastery of standards through weekly assessments and make adjustments to instruction to deepen understanding of content. Teachers and staff meet weekly during their planning PLC to plan instruction that is focused on standards. Job embedded professional learning time during PLCs is used to create and analyze weekly and common assessments. To ensure all students continue to show growth, as a school we will analyze individual assessment data on MAP and KSA, identify the students not making growth, and implement instructional strategies to meet the needs of the students. Instructional needs are determined based on classroom level data with weekly formative assessments, common summative assessments, and longitudinal data such as MAP and KSA.

Our school goal in our Pillars of Support plan is for 70% of students to score proficient/distinguished on reading and math common assessments. Our school behavior goal is to decrease the number of school based behavior referrals and bus referrals by 25%. School goal data checks are monitored and recorded in the school action plan. As a school, we are currently meeting our common assessment goals with 74.44% of all students scoring P/D in Math and 76.06% of all students scoring P/D in Reading. The current common assessment running averages for each grade level are noted in the data charts below for all students, students with disabilities, and for students who are English Language Learners:

Math:

Grade Level	All Students	IEP	EL
K	86%	75.92%	77.60%
1	77.42%	66.87%	73.73%
2	82.77%	68.32%	78.21%
3	54.08%	42.05%	44.96%
4	69.55%	48.51%	67.63%
5	73.90%	57.81%	81%
School Average	74.44%	58.43%	68.46%

Reading:

Grade Level	All Students	IEP	EL
K	86.62%	80.79%	82.96%
1	80.69%	67.94%	83.67%
2	75.98%	64.49%	76.90%
3	61.58%	53.36%	51.56%
4	69.27%	55.62%	56.06%
5	79.68%	61.82%	88.33%
School Average	76.06%	62.43%	70.14%

In regards to current behavior data, we have seen an increase in behavior, especially from specific students, which has increased our number of office referrals. Current data shows that we have 185 school based referrals and 82 bus referrals which is over our goal of decreasing referrals by 25%. School staff will be attending the Behavior Institute Conference in Louisville, KY in June. Information learned from the conference will be shared with teachers and staff during job-embedded professional learning.

Next steps for 2022-23 professional learning opportunities were determined with input from administration, teachers, SBDM members, and district consultants. Discussions following instructional walks also contributed to the next steps that are needed to continue growth around the Cycle of Quality Instruction. Instructional walk data indicates that we have improved in providing an appropriate task, however more work needs to center around eliciting a response from all students. The Core Expectations for Quality Instruction document will help guide improvements in instruction in all academic areas. Teachers will focus on best practices and instructional strategies to aid in curricular adjustments when students fail to meet mastery. Teachers will plan for and implement active student engagement strategies including the use of technology to engage and get products from all students, as well as use results from formative/summative assessments to inform next steps for students. MTSS data is monitored consistently to ensure students are making progress in Tier II and Tier III interventions and to identify areas of need.

When looking at the results of the teacher professional development needs survey, the following topics were listed as areas needed for additional training: Science of Reading, strategies for teaching EL students, Kagan strategies,executive functioning, and speech/language processing. Terrace Metrics and student behavior data indicates we have an increasing population of students in need of Mental Health/Social Emotional support. Job-embedded training around these topics will be ongoing throughout the school year through teacher equivalency days, differentiated faculty meetings, and PLCs.

All grade level teachers at Beechgrove Elementary will participate in the KCSD PL Offerings 2022-23 to provide authentic opportunities for collaboration among teachers around pacing, instructional resources, and assessments.

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 16, 2022 6 hours	**Preschool** May 31 (6hrs) **OR** **All Teachers** June 1 or June 2 (3hrs) **OR** **Second** June 7 (3hrs) **OR** **SPED** June 7, 8,13, or 15 (6hrs) **OR** **Kindergarten/ First** July 26 (6hrs) **OR** **Second/ Third** July 27 (6hrs) **OR**	Proficiency Separate Academic Indicator Growth	Curriculum Mapping (preschool teachers & instructional assistants) **OR** Schoology/Performance Matters (teachers) **OR** 1:1 (2nd grade teachers) **OR** SCM Refresher (Core Trained Team) **OR** Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (K/1st teachers) **OR** Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (2nd/3rd teachers)	District and School ITC, Early Childhood Director, KAS, Grade Level Colleagues, District Consultants and District Special Education Staff

	Fourth/ Fifth July 28 (6hrs)		**OR** Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (4th/5th teachers)	
PD Day # 2 – November 23, 2022 6 hours	**SPED** July 11, 13,18, or 20 (6 hrs) **OR** **Preschool** July 25 (6hrs) **OR** **SPED** July 25 and July 27 (12hrs) **OR** **Second** July 25 (3 hrs) **OR** Kindergarten/ **First** July 26 (6hrs) **OR** **Second/** **Third** July 27 (6hrs) **OR** **Fourth/** **Fifth** July 28 (6hrs)	Proficiency Separate Academic Indicator Growth	SCM Refresher (Core Trained Team) **OR** Preschool Environment and Instruction (preschool teachers & instructional assistants) **OR** SCM Initial (New Core Team Members) **OR** 1:1-SAMR Model **OR** Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (K/1st teachers) **OR** Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (2nd/3rd teachers) **OR** Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (4th/5th teachers)	Early Childhood Director, KAS, Grade Level Colleagues, District Consultants and District Special Education Staff

PD Day #3 - February 20, 2023 6 hours	**All Ts & IAs** August 2 (6hrs)	Proficiency Growth Achievement Gap	Dr. Webb Keynote and EdCamp	District and School ITS, Early Childhood Director, KAS, Grade Level Colleagues, District Consultants and District Special Education Staff
	OR		**OR**	
	PLTW Ts August3 (6hrs)		PLTW-SD Printer Training & Curriculum Training	
	OR		**OR**	
	New Teachers August/3 (6hrs)		New Teacher Training	
	OR		**OR**	
	All Teachers August 3 (3hrs)		Schoology/Performance Matters (last date offered)	
	OR		**OR**	
	Preschool August /8 (2hrs)		Battelle 3 (Preschool assessment)	
	OR		**OR**	
	Preschool AEPS- August 8 (2hrs)		AEPS (Preschool teachers & instructional assistants)	
	OR		**OR**	
	New Kindergarten August 8 (3hrs)		Brigance (New kindergarten teachers & new instructional assistants)	
	OR		**OR**	
	Kindergarten August 8 (1hr)		Brigance Refresher (K teachers & instructional assistants)	
	OR			
			OR	

	Preschool Ts August 9 **or** August 10 (1hr) **OR** **SPED** August/9 **or** August 10, October 18 or October 20, January 31 or February 2 (6 hrs) **OR** **Kindergarten** October 18, January 17, & March 21 **First** October 19, January 18, & March 22 **Second** October 20, January 19, & March 23 **Third** October 25, January 24, & March 28 **Fourth** October,26, January 25, March 29 **Fifth** October 27, January 26, & March 30 (6hrs)		Preschool IEPs/ARCs **OR** ALL SPED Training **OR** Kindergarten-5th: Reading and Math Collaboration with District Wide Peers Around Standards, Resources, and Assessment Data **OR**	

	OR **Read 180 New Teacher** 8/8, 8/9 (6 hours) **OR** **System 44 New Teacher** 7/28 (6 hours)		Read 180 New Teacher Training 4th/5th **OR** System 44 New Teacher Training 3rd-5th	
PD Day #4 - March 10, 2023 6 hours	**All Teachers** September15, October 21, January 12, & March /9 (8hrs) **OR** **All Teachers & IAs** September15, November10, & February 9 (3hrs) **OR** **SPED** September17 & September24 (12 hrs)	Proficiency Growth Achievement Gap	EL Best Practices for Classroom Teachers (All teachers) **OR** SEB for Elementary Teachers-De-escalation, Power Struggles, Impact of Mental Health, School Level Resources **OR** SCM Initial (New Core Team Members)	Grade Level Colleagues, District Consultants (EL, SEB) and District Special Education Staff

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Proficiency, Achievement Gap, Growth, SAI, Impact	Vertical curriculum alignment in ELA and Math.	Grade level ELA and Math committee teacher representatives, administrative team, district consultants
Proficiency, Achievement Gap, Growth, SAI, Impact	Weekly team planning PLCs to plan intentional instruction around the standards. Weekly data analysis PLCs focused on both weekly assessment data and common assessment data. Use data to inform next steps in instruction.	KAS; District Consultants; Administrative Team; KCSD Cycle of Instruction Lesson Plan Template KCSD Professional Learning Landing Page:
Proficiency, Achievement Gap, Growth, SAI	Learning Management System (LMS) ongoing training in both Performance Matters and Schoology to strengthen understanding and proficiency in use of both platforms. Weekly assessment development through the use of Performance Matters. 1:1 technology training and connections to SAMR.	District Consultants, ITC, Administrative Team Part of this work will be done through use of the budget for substitute teachers for teams to work during the school day to create assessments.
Proficiency, Achievement Gap, Growth, SAI	Review purpose behind MTSS. Refine goal setting, data collection, and progress monitoring process.	Standards, Intervention Resources, MTSS Team, including Reading and Math interventionist KCSD Professional Learning Landing Page:
Proficiency, Achievement Gap, Growth, SAI	Intentional, ongoing focus on the Cycle of Quality Instruction. Student engagement strategies (Kagan) reviewed with staff.	Administrative Team KCSD Professional Learning Landing Page:
Proficiency, Achievement Gap, Growth, SAI	Support on Behavior/ Mental Health: - Share strategies learned at the Behavior Institute conference. - Follow up training on Second Steps which is our Tier I SEL curriculum that began during the 21/22 school year. - Introduce components of conscious discipline to staff. - Analysis and understanding of Terrace Metrics Screener data	Administrative Team, KTP Social Worker, Teachers, District Consultants

	- Understanding of executive functioning and strategies to help students who struggle with this in the classroom. Through the MTSS process, implementing a specific intervention with a specific goal and progress monitoring tool.	

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the analysis of the following data: KSA, MAP assessments, common assessments, grade distributions, student work, and RIs/PIs. Adjustments to the job-embedded needs and professional learning will be made based on this data, as well as PPR walk data and administrator/teacher discussions on instructional needs. Data will shared monthly during SBDM council meetings.

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

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

Please use the following coding structure for PD funds:
Org - SCH1118
Object – use code from above
Project – 7000, ESSER II, ARP (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Staff PD Survey: March 11, 2022 and SBDM Council Meeting April 18, 2022

Caywood Elementary School
2022-23 Professional Development Summary

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

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Student Learning and Progress
  - Ensure academic success for all students so that every student reaches his/her maximum learning potential
- Student Readiness
  - Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready
- Engaged, Well-Rounded Students
  - Engage students in a way that contributes to their overall development and future wellbeing
- Community Engagement and Partnerships
  - Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD
- Professional Learning/Quality Staff
  - Ensure that every student has quality teachers and adults that promote the learning and well-being of students
- Fiscal and Operational Systems
  - Ensure the district is financially responsible/efficient and using its resources to further the district mission
- Safety and Well-Being
  - Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social/emotional needs of each student

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Intentional data analysis has been conducted to support the needs assessment process for identifying professional learning. Based on the results of the Caywood PD Staff Survey, 41% of teachers surveyed indicated a need for providing targeted instruction in reading and math interventions (MTSS) that aligned to skill deficits and using aligned resources. In addition, the teachers also indicated the need for further training and continued work with our school writing resources, structures, and alignment along with our primary phonics and reading foundational skill programs in K-3. Finally, according to the survey, 59% of teachers would benefit from professional development offered in the area of technology to enhance their instruction and data analysis. The areas of need were found to be with the IXL, Performance Matters, and Schoology programs. The teachers would like to learn more about how to use IXL to assess the standard and adjust instruction based on student responses .48% of the teachers would benefit from additional training in our district technology programs of Performance Matters and Schoology to feel more confident in their ability to use these programs to enhance teacher effectiveness.

 In addition to analyzing the needs of our staff from the survey, the administration and teachers at Caywood Elementary have collaborated to examine student learning results from data including MAP, Reading Inventory and Phonics Inventory, guided reading levels, weekly assessments in reading and math as well as district common assessments in reading and math. Our most recent state assessment data indicates a need for continued work with our writing process to align all grades K-5 due to our recent drop in the writing score. In 2019, we scored 52.1% proficient and distinguished in writing. In 2021, we dropped to 48.8% and are 10th in the district. Moreover, our teachers were recently surveyed and only 40% felt confident teaching writing. Providing time for teachers to have vertical discussions as well as realigning our school writing materials to the state standards while ensuring staff confidence and competency, we would address this need and enhance our students' writing.

Our school's data analysis is a recursive process that involves systematic PLCs built into our school's culture. Teachers meet weekly in grade level PLCs to review weekly and district common assessment data in the areas of reading and math. This data is entered into Performance Matters which allows us to filter data sets, to see individual

student data, and to analyze standards mastered by students, classes, grades, schools, and the district. Professional development is needed to help teachers be confident in both the technology portion of this system as well as the core instructional strategies in reading and math as they align to the state standards and assessments. This year, 94% of kindergarten students scored proficient on reading common assessments and 89% of students scored proficient on math Common assessments, 87% of first grade students scored proficient on reading common assessments and 82% of first grade students scored proficient on math common assessments. 67% of 2nd grade students scored proficient on reading common assessments and 84% scored proficient on math common assessments. 75% of third grade students scored proficient on reading common assessments and 84% of third grade students scored proficient on math common assessments. 59% of 4th grade students scored proficient on reading common assessments and 56% of 4th grade students scored proficient on math common assessments. 69% of 5th grade students scored proficient on reading common assessments and 70% of students scored proficient on math common assessments. In the 2021 school year, 52.1% of students scored proficient/distinguished in Reading on the KPREP state assessment. 42.1% of students scored proficient/distinguished on KPREP Math. Only 10.3% of students with disabilities scored proficient/distinguished on KPREP Reading while only 6.9% scored that level of proficiency on Math. In addition, 59.4% of kindergarten students are kindergarten ready according to the Brigance Assessment. And when assessed on MAP, 59.2% of all students scored proficient on Reading MAP in Fall 2021 and 57.72% of all students scored proficient on Math MAP in the Fall of 2021. As we work with the district on reading and math assessments and instructional strategies, our instruction will be enhanced. In addition, as we provide professional development to work through the Caywood MTSS process and align programs to specific skill deficits, we will enhance our student achievement by closing the gaps in learning.

Grade level teams, along with our SBDM council, have analyzed data on a monthly basis and determined the need for further development in the aforementioned areas (mastery of grade level standards in reading, math, while closing the achievement gap for students in special education) in order to satisfy the expectations embedded within our school's 2022-2023 trajectory goals. Data (including quantitative and qualitative data) indicates a strong need for vertical and horizontal alignment of high quality instructional resources and instructional activities in order for students to access the KAS with standards. This is especially crucial with reading foundational skills in grades K-3, reflected in our school's RI test. In spring of 2021, 64.5% of first graders scored below grade level on their reading foundational subtest on the Reading Inventory. In winter of 2021, that same cohort had only 55% of students below grade level after the beginning implementation of specific phonics instruction as well as guided reading for 4 months. In order to continue to decrease our overall deficit in these areas, we have identified some fundamental gaps to be addressed including standard analysis and breakdown, alignment of instructional activities to assess the rigor of the grade level standards, and creating formative assessments to clearly measure the ongoing mastery grade level standards. Moreover, we have specific professional development time designated for the K-2 teachers to continue their work as they vertically align and enhance the school's phonics and reading foundational instruction.

In addition to our school specific professional learning opportunities, all teachers at Caywood Elementary will participate in the KCSD PL Offerings 2022-23 to provide authentic opportunities for collaboration among teachers around pacing, instructional resources and assessments. We will continue our job-embedded professional learning on the Cycle of Quality Instruction based on learning walk trend data. Our trend data from the 2021-22 school year indicated the need to focus on appropriate tasks aligned to standards. (Element 1) We will continue our work with intentional planning for tasks and will provide differentiated professional learning at Faculty Meetings to support the needs of teachers around each element of the cycle based on the specific data collected from each month. We will also continue our weekly PLC process where we utilize weekly and district common assessment data from Performance Matters to make adjustments to instruction in real time for students.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 16, 2022 6 hours	**August 4, 2022** (6 hours)	Proficiency Separate Academic Indicator Growth	**All Grade Level Teachers & Spec Ed-Required** *Literacy and Writing Instructional Practices and vertical alignment of instructional resources: Writing Paragraph Structure -3 hours; and Shurley English-grades 3-5; K-2 Literacy Alignment-3 hours*	District Consultants, Teachers, Administration
			OR	
	Aug 4, 2022		***Special Area Teachers: Curriculum/Instructional Practices (P.E. Music, PLTW)***	District Consultants, Teachers
			OR	
	May 31, 2022 (6 hrs)		**Pre-K** Curriculum Mapping	District Consultants, Teachers, Administration Preschool Team
PD Day # 2 - November 23, 2022 6 hours	**Aug 1, 2022** (3 hours)	Proficiency Separate Academic Indicator Growth	**ALL Grade Level Teachers/Spec Ed & Instructional Assistants & Spec Area-Required** Instructional Technology using Performance Matters, Schoology and IXL. (3 hours)	District Consultants, Teachers, Special Education Teachers, IAs, Administration
			AND	District Consultants, Teachers, Administration
	(3 hours)		**ALL Grade Level Teachers & IA's-Required** MTSS-Alignment of Programs to Tier II	

			and Tier III for each area of concern and skill deficit. Overview of Caywood MTSS plan, process and structures. **(3 hours)** ***OR*** Preschool Environment and Instruction (**Preschool Teachers & IAs**) **OR** SCM Initial (New Core Team Members - **Special Education**)	
July 25 **(6hrs)** July 25 and July 27 **(12hrs)**				
			1	
PD Day #3 - February 20, 2023 6 hours	**Kindergarten** October 18, January 17, & March 21 **First** October 19, January 18, & March 22 **Second** October 20, January 19, & March 23	Proficiency Growth Achievement Gap	**Grades K-5 Teachers - Reading and Math District Sessions** Collaborate with district-wide colleagues around standards, instructional resources, and assessment data. **(at least 1 rep per grade level required -additional welcome)**	District and School ITS, Early Childhood Director, KAS, Grade Level Colleagues, District Consultants and District Special Education Staff, Administration
	Third October 25, January 24, & March 28 **Fourth** October,26, January 25, March 29 **Fifth** October 27, January 26, & March 30 **(6hrs)**			

1

_____ *School*

		OR	
K/1st grade teacher July 26		**Kindergarten through 5th grade teachers:** Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction	District Consultants, Special Education Teachers, Administration
2nd/3rd grade teachers July 27			
4th/5th grade teachers July 28		**OR**	
SPED August/9 **or** August 10, October 18 or October 20, January 31 or February 2 (6 hrs)		All SpED Training	
Preschool August 9 **or** August 10 (1hr)		*OR* Preschool IEPs/ARCs	
PLTW Teachers August3 (6hrs)		**OR** PLTW-SD Printer Training & Curriculum Training	
New Teachers		**OR**	

			New Teacher Training	
	August/3 (6hrs)		**OR**	
	Preschool August /8 (2hrs)		Battelle 3 (Preschool assessment)	
			OR	
	Preschool AEPS- August 8 (2hrs)		AEPS (Preschool Teachers & IAs)	
			OR	
	New Kindergarten August 8 (3hrs)		Brigance (New K Teachers & IAs)	
			OR	
	Kindergarten August 8 (1hr)		Brigance Refresher (K Teachers & IAs)	
PD Day #4 - March 10, 2023 6 hours	**3 hours** 6/1, 6/2, 7/27, or 8/3	Proficiency Growth Achievement Gap	**All Teachers - Instructional Technology: P.M. and Schoology - Required** These differentiated sessions will include how to use the tools in a blended classroom as well as how to use data generated in the platforms to inform and enhance instruction. *AND/OR*	District Consultants, Teachers, Administration
	3 hours Initial Training- **2 hour** 6/7 or 7/25 1 hour **12/6**		**1:1 SAMR model - 2nd grade teachers only (required)** Learning blended classroom techniques to ensure that technology is used as a tool to enhance instruction. **OR**	District Consultants, Teachers, Administration
	June 7, 8,13, or 15 (6hrs) at SV OR		SCM Refresher (Core Trained Team - **Special Education**)	Early Childhood Director, KAS, Grade Level Colleagues, District Consultants and District Special Education Staff

July 11, 13,18, or 20 at TW (6 hrs)		OR	
		EL Best Practices for Classroom Teachers (All teachers)	
All Teachers September15, October 21, January 12, & March /9 (8hrs)			
		OR	
All Teachers & IAs September15, November10, & February 9 (3hrs)		SEB for Elementary Teachers-De-escalation, Power Struggles, Impact of Mental Health, School Level Resources	
		OR	
SPED Sept. 17 & Sep. r24 (12 hrs)		SCM Initial (New Core Team Members)	

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed	
Proficiency, GAP, Growth, Separate Academic Indicator	**Weekly PLC Data Analysis** Teachers and administrators collaborate weekly to analyze data and determine progress in all content areas. Weekly PLC's include careful examination of weekly and common assessment data to guide instruction in ELA/Math. We will utilize Performance Matters and our "Overall Instructional Results Tool" to guide our conversation and next steps.	MTSS Progress Monitoring Data, MAP, KSA, Weekly & Common Assessments; Performance Matters LMS and Overall Results Tool	

Proficiency, Separate Academic Indicator, Growth, Gap Goals	**Technology -** Utilize our Instructional Technology Coach to provide ongoing training with Schoology, Performance Matters, and other tools to enhance instruction in order to more efficiently get products from all students.Element 2/4: **Using Technology to More Efficiently Get Products/Adjust Instruction** Session Plan	KCSD Landing Page; Weekly and Common Assessment Data, Performance Matters and Schoology
Proficiency and Gap Goals	**Effective Instructional Practices** Ongoing learning and curriculum design around the **Quality Cycle of Instruction** and high quality instructional strategies to enhance Tier 1, core instruction including (but not limited to) student products, meaningful collaboration, and appropriate and varying tasks, with emphasis on ELA and Math content and adjusting instruction. Create a "teacher walk" structure where teachers can go and observe other teachers who have strengths in areas of the cycle. Utilize subs to provide opportunities for teachers to observe instructional best practices in other classrooms. PLC Plan for Using Video Lessons around the Cycle of Quality Instruction-In addition, teachers who attend district reading, math, science and social studies sessions throughout the school year will share their learning at monthly faculty meetings (as well as teacher work days) to inform teachers of new learning around standards, instructional resources and assessment data.	KCSD Landing Page; Lesson Plan Templates; MTSS Progress Monitoring Data, MAP, KSA, Common Assessments; learning walk feedback data
Proficiency, Gap, and Growth Goals	**MTSS -** Ongoing analysis of student intervention data to determine student progress. Apply student data to progression charts to determine appropriate placement in interventions and then requirements for referral to Special Education. We will utilize the KCSD sessions related to MTSS: Progression Charts and Data Collection and Progress Monitoring.	KCSD Landing Page; MTSS Progress Monitoring Data, MAP, KSA, Common Assessments
Proficiency, GAP, Growth, Separate Academic Indicator	**Writing Calibration (Vertical Alignment) and Student Work Analysis-** Working with student writing samples to review, share, and analyze for monthly reviews. Next steps discussed to move writing instruction forward and to help increase student achievement in writing. Continue with on-demand monthly scrimmages and recognizing student successes with recognition.	KSA data, Common Core Standards, Best Practices, Tools developed by Caywood Writing Committee; Writing Cluster Leader; Performance Matters; Schoology
Proficiency and Transition	**Behavior Interventions and PBIS -** Ongoing analysis and conversations around effectiveness of behavior interventions as they relate to PBIS,	SEB Data Dashboard; MTSS Data; TIC trainings provided on

Readiness Goals	mental health, SEB, and overall school safety. Monthly monitoring of data to ensure that students in Tier II and Tier III behavior interventions are making progress. Continue work with Trauma-Informed Care and understand school-level implications of students in trauma and Terrace Metrics Resiliency and Risk Factors. We will utilize the KCSD Sessions: 'Trauma Informed Care Part II' and then 'Terrace metrics Screener-Strategies to support students who have identified risk factors' in order to lead this work	KCSD Landing Page; Terrace Metrics Data and curriculum
Proficiency, Growth, Gap, Transition	**School Safety -** Ongoing collaboration and training around increasing overall safety of our building processes and procedures.	School safety data; Safety Team; SRO

D. IMPLEMENTATION AND IMPACT

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

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	**0120 D**	*30%*
Certified Extra Service	**0113**	*10%*

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

Please use the following coding structure for PD funds:
Org - SCH1118
Object – use code from above
Project – 7000, ESSER II, ARP (Use codes from finance)

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

March 22, 2022- Teacher Leader Meeting
March 17, 2022- Staff Google Survey (All staff completed)
March 25- Teacher Leader Meeting
April 20, 2022 @ Special SBDM Meeting

| **Fort Wright Elementary School**
2022-23 Professional Development Summary |

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

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Student Learning and Progress
  - Ensure academic success for all students so that every student reaches his/her maximum learning potential
- Student Readiness
  - Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready
- Engaged, Well-Rounded Students
  - Engage students in a way that contributes to their overall development and future wellbeing
- Community Engagement and Partnerships
  - Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD
- Professional Learning/Quality Staff
  - Ensure that every student has quality teachers and adults that promote the learning and well-being of students
- Fiscal and Operational Systems
  - Ensure the district is financially responsible/efficient and using its resources to further the district mission
- Safety and Well-Being
  - Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social/emotional needs of each student

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

The needs assessment process for identifying professional learning involves analyzing MAP data, teacher surveys, Professional Practices Growth Plans, Common Assessments, weekly assessments, and classroom walks. In Spring of 2021, 54.54% of students scored proficient in reading on the KSA assessment and 51.9% scored proficient in math on the KSA assessment. Teachers analyze student mastery of standards on a weekly basis.to make continual adjustments in learning experiences and deepen the standard knowledge of each content.. Teachers and staff utilize a lot of job embedded professional learning time creating and analyzing weekly assessments, calibrating scoring of short answer responses and extended responses, as well as a heavy focus on each element of the Quality Cycle of Instruction. School goal data checks are monitored and recorded in the school action plan.

Through PLCs and job-embedded PD, as well as, scheduled and flexible PD during the 2022 school year, next steps for the 2023 school year were determined with input from administration, teachers, SBDM members, and consultants. In addition, administrators and teacher discussions during weekly Professional Learning Communities contributed to the next steps that are needed to improve student achievement.. Likewise, staff will continue to use the Multi-Tiered System of Support beginning with content specific best practices, standard deconstruction, and creating question banks for weekly assessments in the areas of Math, Reading, Writing, Science, and Social Studies to strengthen Tier I instruction. The goal of strengthening Tier I instruction is to minimize the number of students needing tiered interventions. This year 87% of kindergarten students scored proficient on reading common assessments and 91% of kindergarten students scored proficient on math common assessments. 80% of first grade students scored proficient on reading common assessments and 83% of first grade students scored proficient on math common assessments. 83% of second grade students scored proficient on reading common assessments and 71% of second grade students scored proficient on math common assessments. 81% of third grade students scored proficient on reading common assessments and 78% of third grade students scored proficient on math common assessments. 82% of fourth grade students scored proficient on reading common assessments and 73% of fourth grade students scored proficient on math common assessments. 76% of fifth grade students scored proficient on reading common assessments and 80% of fifth grade students scored proficient on math common assessment. 53.5% of students with disabilities scored proficient on reading common assessments and 40% of students with disabilities scored proficient on math common assessments. In addition, 12.38% of students receive a reading intervention and 6.51% of students receive a math intervention. . All grade level teachers at Fort Wright Elementary will participate in the KCSD PL Offerings 2022-23 to provide authentic opportunities for collaboration among teachers around pacing, instructional resources, and assessments.

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

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 16, 2022 6 hours	**Preschool** May 31 (6hrs) **OR** **Kindergarten- Fifth** June 1 or June 2 (3hrs) **OR** **Second** June 7 (3hrs) **OR** **SPED** June 7, 8,13, or 15 (6hrs) **OR** **Kindergarten/ First** July 26 (6hrs) **OR** **Second/ Third** July 27 (6hrs) **OR**	Proficiency Separate Academic Indicator Growth	Curriculum Mapping (PTs & IAs) **OR** Schoology/Performance Matters (Ts) **OR** 1:1 (2nd grade Ts) **OR** SCM Refresher (Core Trained Team) **OR** Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (K/1st Ts) **OR** Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (2nd/3rd Ts) **OR**	District and School ITS, Early Childhood Director, KAS, Grade Level Colleagues, District Consultants and District Special Education Staff

	Fourth/ Fifth July 28 (6hrs)		Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (4th/5th Ts)	
PD Day # 2 - November 23, 2022 6 hours	**SPED** July 11, 13,18, or 20 (6 hrs)	Proficiency Separate Academic Indicator Growth	SCM Refresher (Core Trained Team)	Early Childhood Director, KAS, Grade Level Colleagues, District Consultants and District Special Education Staff
	OR		**OR**	
	Preschool July 25 (6hrs)		Preschool Environment and Instruction (PT & IAs)	
	OR		**OR**	
	SPED July 25 and July 27 (12hrs)		SCM Initial (New Core Team Members)	
	OR		**OR**	
	Second July 25 (3 hrs)		1:1-SAMR Model	
	OR		**OR**	
	Kindergarten/ **First** July 26 (6hrs)		Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (K/1st Ts)	
	OR		**OR**	
	Second/ Third July 27 (6hrs)		Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (2nd/3rd Ts)	
	OR		**OR**	
	Fourth/ Fifth July 28 (6hrs)		Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (4th/5th Ts)	

PD Day #3 - February 20, 2023 6 hours	**All Ts & IAs** August 2 (6hrs)	Proficiency Growth Achievement Gap	Dr. Webb Keynote and EdCamp	District and School ITS, Early Childhood Director, KAS, Grade Level Colleagues, District Consultants and District Special Education Staff
	OR		**OR**	
	PLTW Ts August3 (6hrs)		PLTW-SD Printer Training & Curriculum Training	
	OR		**OR**	
	New Teachers August/3 (6hrs)		New Teacher Training	
	OR		**OR**	
	All Teachers August 3 (3hrs)		Schoology/Performance Matters (last date offered)	
	OR		**OR**	
	Preschool August /8 (2hrs)		Battelle 3 (Preschool assessment)	
	OR		**OR**	
	Preschool AEPS- August 8 (2hrs)		AEPS (Preschool Ts & IAs)	
	OR		**OR**	
	New Kindergarten August 8 (3hrs)		Brigance (New K Ts & IAs)	
	OR		**OR**	
	Kindergarten August 8 (1hr)		Brigance Refresher (K Ts & IAs)	
	OR		**OR**	

	Preschool Ts August 9 **or** August 10 (1hr)	Preschool IEPs/ARCs	
	OR	**OR**	
	SPED August/9 **or** August 10, October 18 or October 20, January 31 or February 2 (6 hrs)	ALL SPED Training	
	OR	**OR**	
	Kindergarten October 18, January 17, & March 21	Kindergarten-5th: Reading and Math Collaboration with District Wide Peers Around Standards, Resources, and Assessment Data	
	First October 19, January 18, & March 22		
	Second October 20, January 19, & March 23		
	Third October 25, January 24, & March 28		
	Fourth October,26, January 25, March 29		
	Fifth October 27, January 26, & March 30 (6hrs)		

PD Day #4 - March 10, 2023 6 hours	**All Teachers** September15, October 21, January 12, & March /9 (8hrs)	Proficiency Growth Achievement Gap	EL Best Practices for Classroom Teachers (All teachers)	Grade Level Colleagues, District Consultants (EL, SEB) and District Special Education Staff
	OR			
	All Teachers & IAs September15, November10, & February 9 (3hrs)		**OR** SEB for Elementary Teachers-De-escalation, Power Struggles, Impact of Mental Health, School Level Resources	
	OR		**OR**	
	SPED September17 & September24 (12 hrs)		SCM Initial (New Core Team Members)	

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Proficiency, Achievement Gap, Growth, SAI, Impact	<u>KCSD Professional Learning Landing Page</u>: Cycle of Quality Instruction: Element 1- Process for Deconstructing Standards/Using Deconstructed Standards Documents, Assignment Review Protocol; Standard Based Tasks of Varying Complexity (Standard Deconstruction); Element 2: Products from ALL Students; Element 2/4: Using Technology to More Efficiently Get Products/Adjust Instruction; Element 3: After an Individual Product, Meaningful Collaboration; Element 4: Adjusting Instruction in Real-Time (Data Analysis)	KAS; KCSD Instructional Videos; District Consultants; Content Specific Tools and Assignments to Calibrate; Various Technology Tools; KCSD Cycle of Instruction Lesson Plan Template and other Graphic Organizers
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page</u>: Common Assessments: Common Assessment Protocol for All Classrooms, Common Assessments/Look fors for SA/ER for planning instruction; Analyzing PLC Practices, Analyzing Common/Weekly Assessment; Analyzing IEP Goals	KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools; Teachers will attend district PD during the summer and share with grade level team/ teachers, PD funds for substitutes to allow for sharing of PD

Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page</u>: Technology: Chromebook Basics (saving to the chromebook, key shortcuts, using offline); LMS (Schoology and Performance Matters training to enhance knowledge is using both programs.); 1:1 Technology Trainings, initiatives, and Updates to enhance SAMR Model	KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page</u>: MTSS: Review Purpose, Understand the implications, Data Collection, Data Analysis, and Progress Monitoring	KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page</u>: EL: Understand ELP levels, Strategies for Scaffolding Grade Level Content, Strategies for a Culturally Responsive Classroom, engage EL in all Elements of the Cycle of Quality Instruction	KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page</u>: Behavior/ Mental Health Support: Terrace Metrics Screener and Data Analysis; PBIS; Adult Advocate; Trauma Informed Care, MTSS Intervention Data and Analysis	KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools

D. IMPLEMENTATION AND IMPACT

Impact will be assessed and shared during monthly SBDM Council meetings. Each month the SBDM council will review and analyze data which includes: KSA, MAP assessments, common assessments, weekly assessments, grade distributions, software data, CBAS Pillar Data, attendance, behavior data, and student work samples. The analysis of this triangulated data as well as instructional feedback from classroom walks will result in adjustments to the job-embedded professional learning.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

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

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

Please use the following coding structure for PD funds:

Org - SCH1118

Object – use code from above

Project – 7000, ESSER II, ARP (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Mar 18, 2022 : Staff PD Survey and Mar 24, 2022 : SBDM Council Meeting

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RC Hinsdale
2022-23 Professional Development Summary

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

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Student Learning and Progress
  - Ensure academic success for all students so that every student reaches his/her maximum learning potential
- Student Readiness
  - Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready
- Engaged, Well-Rounded Students
  - Engage students in a way that contributes to their overall development and future wellbeing
- Community Engagement and Partnerships
  - Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD
- Professional Learning/Quality Staff
  - Ensure that every student has quality teachers and adults that promote the learning and well-being of students
- Fiscal and Operational Systems
  - Ensure the district is financially responsible/efficient and using its resources to further the district mission
- Safety and Well-Being
  - Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social/emotional needs of each student

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

The needs assessment process for identifying professional development includes analyzing KSA data (2020-21), information from the Teacher Impact Survey, KCSD Common Assessments, Certified/Classified Professional Growth Plans, Fall/Spring MAP data, weekly formative assessments, and teacher walk data. Throughout the 2022-23 school year, we plan to continue utilizing this data in our Staff Professional Learning and Professional Learning Communities (PLC).

Through conversations with teachers in PLCs, SBDM approval, and through support from district consultants, we were able to propose a professional learning plan that meets the needs of all Hinsdale teachers. As a staff during the COVID era, writing instruction was effected. We will be taking time this summer to revamp and refine our writing continuum and instruction. According to our 2021 KSA Data, 0% of Hinsdale Special Education students scored Proficient or Distinguished in Writing. Likewise, our Performance Matters data indicates that 60% of our 5th grade students are proficient or distinguished in Writing on their 3/4/22 KSA scrimmage. In addition to writing, we are adopting a new reading series and will provide staff training and support for this implementation. In the 2020-21 KSA assessment analysis, 58% of all Hinsdale students were Proficient or Distinguished in Reading. As you can see in our 22-23 Professional Development Plan, we will continue to utilize district Science training for our 4th grade teacher(s), as well as whole-school Science integration throughout the school day. According to our Performance Matters Data, 56% of our 4th grade students were proficient or distinguished in the Unit 1 Common Assessment. The KCSD has provided all teachers, both certified and classified, Professional Offerings for the 22-23 school year. Staff members can choose from a variety of professional learning opportunities to meet their own individual needs. Training will continue to involve the KCSD Cycle of Quality Instruction model throughout the 22-23 school year. Our 2021-22 PPR Teacher Walk Data indicates that we are seeing a need for Element 4 - using responses from all students to adapt instruction - professional development.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 16, 2022 6 hours	**K-4** 7/11/22 (6 Hours) OR	Proficiency Separate Academic Indicator Growth	New ELA Reading Series training led by company trainer. • (2) Hour webinar with HMH on *Into Reading* • (2) Hour webinar with HMH on *Waggle* • (2) Hour team led standards based integration	District and School ITS, Early Childhood, Director, KAS, District Consultants and District Special Education Staff
	Preschool 5/31/22 (6 hours) OR		Curriculum Mapping	
	Grade 5 Reading and Math (6 hours) 10/27/22 1/26/23 3/30/23		Collaborate with district wide colleagues around standards, instructional resources, and assessment data.	
PD Day # 2 - November 23, 2022 6 hours	**Preschool** 7/25 (6 Hours) OR	Proficiency Separate Academic Indicator Growth	Preschool Environment and Instruction (PT and IAs)	
	K-5 6/1 or 6/2 (3 Hours)		Schoology/Performance Matters (Ts)	

	OR **2nd Grade** 6/7 /22 OR 7/25/55 12/6/22 (3 Hours)		1:1 (2nd Grade Ts)	
	SPED 8/9/22 or 8/10/22 10/18/22 or 10/20/22 (6 Hours) 1/31/23 or 2/2/23 (6 Hours) OR		ALL SPED Training	
	K/1 7/26/22 (6 Hours) OR		Science and SS- New Curriculum map, Best Practices, Using SEP to guide instruction (K/1st Ts)	
	2nd/3rd 7/27/22 (6 Hours) OR		Science and SS- New Curriculum map, Best Practices, Using SEP to guide instruction (K/1st Ts)	
	4th/5th 7/28/22 (6 Hours)		Science and SS- New Curriculum map, Best Practices, Using SEP to guide instruction (K/1st Ts)	

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PD Day #3 - February 20, 2023 6 hours	**SPED** 6/7,6/8, 6/13, or 6/15 (6 Hours) **SPED**	Proficiency Separate Academic Indicator Growth	SCM Refresher (Core Trained Team)	Early Childhood Director, KAS, Grade Level Colleagues, District Consultants and District Special Education Staff

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	7/11, 7/13, 7/18, or 7/20 (6 Hours)		SCM Refresher (Core Trained Team)	
	SPED 7/25/22 and 7/27/22 (12 Hours)		SCM Initial (New Core Team Members)	
	ALL Ts and IAs 8/2/22 (6 Hours) **OR**		Dr. Webb Keynote and EdCamp	
	PLTW Ts 8/3/22 (6 Hours) **OR**		PLTW-SD Printer Training and Curriculum Training	
	ALL T's 8/3/23 **OR**		Schoology/ Performance Matters (last date offered) **OR**	
	Preschool August /8 (2hrs) **OR**		Battelle 3 (Preschool assessment) **OR**	
	Preschool AEPS- August 8 (2hrs)		AEPS (Preschool Ts & IAs)	
PD Day #4 – March 10, 2023 6 hours	**K-5 T's** Hinsdale Writing committee 7/18/22 (6 Hours) **OR** **K Ts**		Alignment and revisions of school writing plan for 2022-2023	Grade level leaders and administration
			Brigance Refresher (K Ts and IAs)	

8/8/22 (1 hour) **OR** **K** 10/18/22, 1/17/23, & 3/21/23 (6 hours) **1st** 10/19/22, 1/18/23, & 3/22/23 (6 Hours) **2nd** 10/20/22, 1/19/23, & 3/28/23 (6 Hours) **3rd** 10/25/22, 1/24/23, & 3/28/22 (6 Hours) **4th** 10/26/22, 1/25/23, & 3/30/23 (6 Hours) **OR** **ALL Ts and IAs** 9/15/22, 11/10/22, & 2/9/23 (3 Hours) **OR SPED** 9/17/22 9/24/22 (12 Hours)		Kindergarten–4th: Reading and Math Collaboration with District Wide Colleagues around standards, resources, and assessment data SEB for Elementary Teachers - De-escalation, Power Struggles, Impact of Mental Health, School Level Resources SCM Initial (New Core Team Members)	 District Consultants (SEB) and District Special Education Staff

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Proficiency, Achievement Gap, Growth, SAI, Impact	KCSD Professional Learning Landing Page: Cycle of Quality Instruction: Element 1- Process for Deconstructing Standards/Using Deconstructed Standards Documents, Assignment Review Protocol; Standard Based Tasks of Varying Complexity (Standard Deconstruction); Element 2: Products from ALL Students; Element 2/4: Using Technology to More Efficiently Get Products/Adjust Instruction; Element 3: After an Individual Product, Meaningful Collaboration; Element 4: Adjusting Instruction in Real-Time (Data Analysis). Walk data will be used in PLCs and faculty meetings to review and guide staff progress.	KAS; KCSD Instructional Videos; District Consultants; Content Specific Tools and Assignments to Calibrate; Various Technology Tools; KCSD Cycle of Instruction Lesson Plan Template and other Graphic Organizers
Proficiency, Achievement Gap, Growth, SAI	KCSD Professional Learning Landing Page: HMH Reading Series Training will be conducted in the summer. PLC time will be used to gauge continued strengths and areas of growth as we work through the new reading series. Staff meeting time will be used for breakout mini sessions where teacher leaders share specific aspects of the series that can strengthen instruction.	KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools; Teachers will attend school based reading series training. This training will be online with corporate coaching and then time allotted for grade level implementation and planning
Proficiency, Achievement Gap, Growth, SAI	KCSD Professional Learning Landing Page: Technology: Schoology and Performance Matters Training. Beginner and Experienced will be offered to enhance knowledge. Newly adopted departmentalization will require different skill sets for intermediate teachers as opposed to primary teachers. SAMR 1:1 training	KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools
Proficiency, Achievement Gap, Growth, SAI	KCSD Professional Learning Landing Page: MTSS: Review Purpose, Understand the implications, Data Collection, Data Analysis, and Progress Monitoring.	KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools
Proficiency, Achievement Gap, Growth, SAI	KCSD Professional Learning Landing Page: The Writing Curriculum workshop will align grade level writing expectations and a streamlined timetable for teachers and staff. Time will be devoted in PLCs each month to present exemplar pieces that teams can discuss and dissect with students. Staff meetings will be used to share progress and exemplar pieces at each grade level.	KAS; KCSD Instructional Videos; District Consultants
Proficiency, Achievement Gap, Growth, SAI	KCSD Professional Learning Landing Page: Behavior/ Mental Health Support: Terrace Metrics Screener and Data Analysis; PBIS; Trauma Informed Care	KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools

D.   IMPLEMENTATION AND IMPACT

Impact will be assessed multiple ways. First, on a school level, impact will be assessed through weekly PLCs and monthly faculty meetings. Through these forms we will be tracking student data and working through the new reading series in PLCs. Additionally we will be using faculty meetings to analyze student data and walk results. Faculty meeting time will also be invested where mini PDs are created where teacher leaders can present to the staff. In PLCs and faculty meetings we will also discuss and provide training updates on topics such as trauma informed care. Secondly during monthly SBDM Council meetings. Each month the SBDM council will review and analyze data which includes: common assessments, weekly assessments, grade distributions, software data, CBAS Pillar Data, attendance, behavior data, and student work samples. The analysis of this triangulated data as well as instructional feedback from classroom walks will result in adjustments to the job-embedded professional learning.

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning) • Next year we are creating days where teachers will be observing primary or intermediate teachers to improve instruction related to our walk data	**0120 D**	*30%*
Certified Extra Service	**0113**	
Educational Consultant	**0322**	*25%*
Registrations	**0338**	*25%*
General Supplies/Professional Books	**0610**	

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

Please use the following coding structure for PD funds:
Org - SCH1118
Object – use code from above
Project – 7000, ESSER II, ARP (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: 3/8/22 (Staff Meeting), 3/29/22 (Grade Level PLCs), 4/19/22 (SBDM)

Kenton Elementary School
2022-23 Professional Development Summary

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

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Student Learning and Progress
  - Ensure academic success for all students so that every student reaches his/her maximum learning potential
- Student Readiness
  - Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready
- Engaged, Well-Rounded Students
  - Engage students in a way that contributes to their overall development and future wellbeing
- Community Engagement and Partnerships
  - Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD
- Professional Learning/Quality Staff
  - Ensure that every student has quality teachers and adults that promote the learning and well-being of students
- Fiscal and Operational Systems
  - Ensure the district is financially responsible/efficient and using its resources to further the district mission
- Safety and Well-Being
  - Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social/emotional needs of each student

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Kenton Elementary utilizes the following types of data for analysis to determine professional development needs: KSA, MAP data (Fall and spring)common assessments, weekly assessments, intervention data, behavior referral data, attendance data, and instructional walk data feedback on tasks aligned to the proper standard and adjust of instruction according to student data. This data, along with feedback from school stakeholders was used to create a plan for required Professional Development (PD) hours and job-embedded PD for the 2022-2023 school year. This took place at PLC meetings, Lead Teacher meetings, SBDM Council meetings and a staff survey. The results of the staff survey determined that 33.4% of teachers need support in Tier I SEB support and 33.4% need support in Tier II and Tier III. Along with the teacher survey, behavior referrals, PBIS data and MTSS data for SEB indicates teachers need further support in trauma informed care, mental health issues (including matching interventions to skill). Teachers will attend district training in order to develop skills to work with students' social emotional well-being. This work will continue throughout the school year through PLC meetings and staff meetings. Over the past two years the common assessment/weekly assessment scores for all students in reading has improved from 48% P/D to 71% and in math 63% to 77% Over the past two years our special education students reading assessment scores have increased from11% P/D to 60% P/D , but has declined in math 41% to 40%. Teachers will participate in district professional learning sessions to deconstruct standards and to create assessments that are aligned to the correct standards This work will be continued through embedded PD. All teachers will have opportunities to enhance instructional practices related to improving the Quality Cycle of Instruction throughout the school year. The plan developed is aligned to the Kenton Elementary CSIP and has been approved by the SBDM Council.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 16, 2022 6 hours	**All Teachers** June 1st, June 2nd, (3hrs) **OR** **2nd Gr.** June 7th Dec. 6th (3hrs) **OR** **Sped. Teachers** Teachers Aug. 9th or 10th or Oct. 18th or 20th Jan. 31st or Feb. 2nd (6hrs) **OR** **Preschool Teachers** May 31st (6hrs) **OR**	Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 Growth	Schoology/Performance Matters Training (All Teachers) ▦ InstructionalTechnology **OR** 1:1 SAMR Model (2nd Grade Teachers) **OR** All special education teacher training **OR** Preschool Curriculum Mapping (Preschool Teachers)	District Technology Consultants District Technology Consultants District Special Education Team Preschool District Consultants

	K and 1st: July 26th **2nd and 3rd** July 27th **4th and 5th** July 28th (6hrs)		**OR** Science and Social Studies New curriculum map, best practices, deconstruction of standards and common assessment development (K through 5th Grade Teachers)	District Consultants, KCSD teachers in common grade levels
PD Day # 2 - November 23, 2022 6 hours	**2nd** July 25th Dec. 6th (3hrs) 6 hrs **OR** **K:** Oct. 18th, Jan. 17th and Mar.21st **1st.:** Oct. 19th, Jan. 18th,and Mar. 22nd **2nd** Oct. 20th, Jan., 19th and Mar. 23rd **3rd:** Oct. 25th, Jan 24th and Mar. 28th **4th** Oct. 26th, Jan. 25th and Mar. 29th **5th** Oct. 27th, Jan. 26th and Mar. 30th (6hrs) **OR**	Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 Growth	**1:1 SAMR Model** (2nd Grade Teachers) **OR** Reading and Math collaboration with district-wide colleagues around standards, instructional resources and assessment data (K through 5th Grade Teachers)	District Technology Team District Consultants, District wide grade level peers.

	Preschool Teachers and IA's July 25th (2hrs) **OR**		OR Quality Preschool Environment and Instruction (Preschool Teachers and IA's)	Preschool District Consultants
	SCM Core Team July 25th and July 27th (12hrs)		OR SCM Initial (SCM Core Team)	SCM Trainers
	OR **All Staff** Aug, 2nd (6 hrs)		OR Dr. Webb Keynote and EdCamp (All staff)	District Consultants and KCSD Teachers
PD Day #3 - February 20, 2023 6 hours	**PLTW Teacher** Aug. 3rd (6hrs)	Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 Growth Goal 5 Impact Survey	Project Lead the Way Printer Training New Curriculum Training (PLTW Teachers)	District Consultants, PLTW Teachers
	OR **K:** Oct. 18th, Jan. 17th and Mar.21st **1st** Oct. 19th, Jan. 18th,and Mar. 22nd		OR Reading and Math collaboration with district-wide colleagues around standards, instructional resources and assessment data (Kindergarten through 5th Teachers)	District Consultants, District wide grade level peers

	2nd Oct. 20th, Jan., 19th and Mar. 23rd **3rd** Oct. 25th, Jan 24th and Mar. 28th **4th** Oct. 26th, Jan. 25th and Mar. 29th **5th** Oct. 27th, Jan. 26th and Mar. 30th (6hrs) **OR**			
	Preschool Teachers Aug. 8th (2hrs) **OR**		**OR** Preschool Battelle Training (Preschool Teachers)	District Preschool Team
	Preschool Teachers and IA's August 8th (2hrs)		**OR** Preschool Assessment, Evaluation and programming system (Preschool Teachers)	District Preschool Team
	OR **Preschool Teachers** Aug. 9th or 10th (1hr)		**OR** Preschool IEPS and ARCs (Preschool Teachers)	District Preschool Team
PD Day #4 - March	**All teachers and IA's**	Goal1 Proficiency Goal 2	SEB For Elementary Teachers De-escalation, power struggles and needs based supports (All Teachers and IA's)	District Behavior Consultants

10, 2023 6 hours	Sept. 15th, Nov. 10th and Feb. 9th (3hrs) **OR** **All Teachers** July 2th or Aug. 3rd (3hrs) **OR** **New Teachers** Aug. 3rd (6hrs) **OR** **All Teachers** Teachers Sept. 15th, Oct. 21st, Jan., 12th and Mar. 9th (8hrs) **OR** **SCM Core Team** June 6th,7th, 13th July 11th,13th, 18th or July 20th (6hrs) **OR** **SCM Core Team**	Separate Academic Indicator Goal 3 Gap Goal 4 Growth	**OR** Schoology/Performance Matters Training ▤ InstructionalTechnology (All Teachers) **OR** New Teacher Training (New Teachers) **OR** EL Best Practices for the Classroom Teacher (All Teachers) **OR** SCM Refresher (SCM Core Team) **OR** SCM Inisital (SCM Core Team)	District Technology Team District Staff District EL Consultants SCM Trainers SCM Trainers

Sept. 9th and Sept. 24th (12hrs) **OR** **K and 1st.** July 26th **2nd and 3rd** July 27th **4th and 5th** July 28th (6hrs) **OR Kindergarten Teachers and IA's** Aug. 8th (3hrs) **OR Kindergarten Teachers and IA's** Aug. 8th (1hr)		**OR** Science and Social Studies New curriculum map, best practices, deconstruction of standards and common assessment development (Kindergarten through 5th Teachers) **OR** Brigance-New (Kindergarten Teachers and IA's) **OR** Brigance-Existing (Kindergarten Teachers and IA's)	District Consultants District Consultants District Consultant

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	Weekly data analysis on common assessments and formative assessments at PLC and MTSS. Analysis of student work samples, progress monitoring data and assessment data to determine	District Consultants, Administrative Team, Assessment measures

	next steps for students. Discussion of strategies and programs to use with students.	
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	Support with the MTSS process and progress monitoring - tracking and determining progress. This includes Tier I, Tier II, and Tier III supports.	Standards, Lesson plans, Tiered intervention programs for math and reading. This includes the use of AIMSweb and DIBELS, Quality Cycle of Instruction
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	Curriculum Analysis, including deconstruction of standards, and assessment alignment to standards. Working with standards and aligning materials and programs to instruction and assessments. Creation and development of new instructional supplies, assessments using Performance Matters and Schoology to align to the standards.	District Consultants and Administrative Team, Lesson plans, current standards Requesting, Tiffany Collier 🗏 KCSD Professi…
		PD funds will be used for substitutes for teachers to collaborate with their teams during the school day to complete this session.
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4	Ongoing training on the cycle of quality instruction and the district evaluation cycle.	Administrative Team Approved evaluation documents, Cycle of quality instruction, instructional videos

Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4	Working with student writing samples to review, share, and analyze for mid-year and end of year reviews. Next steps discussed to move writing instruction forward and to help students progress with writing achievement. Writing in all content areas and for a variety of purposes is supported through this work.	District Consultants, Writing Cluster information and Administrative Team
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	Training on technology platforms(Performance Matters and Schoology) and supports. Learning to use technology to enhance instruction in the classroom. Work with technology standards to ensure students have knowledge of technology skills needed in the 21st Century. This includes personalized learning. Which allows students to take ownership of their work.	District Consultants, Technology Committee, Administration Team, Lead Teachers, Requesting Joe Chavez, ITC 🖻 KCSD Professi…
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	Mental Health issues, MTSS Behavioral Supports SEB – Continuous review of effective practices for social emotional learning as well as effective frameworks to present SEB to students. PBIS strategies focusing on implementation of Tier I, Tier II and Tier III strategies. Refining progress monitoring and supporting student goals that lead to success. This includes matching the intervention to the progress goal being monitored. **Behavior Institute Information** Kenton Staff will attend sessions at the behavior institute and lead sessions to present information to Kenton staff to utilize with students. **Zones Training** Zones of regulation is implemented as a tier I SEB intervention. This training is a continuation from training in the 21-22 school year for all Kenton Staff.	Administrative team, Cultural Awareness committee minutes, SEB data from MTSS, Behavior Referrals, School Counselor, interventions used for SEB

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the school year at weekly PLC and MTSS meetings, staff meetings and embedded professional learning sessions. The following data will be analyzed: KSA, MAP Assessments (Fall, Spring), Common Assessments, Weekly Assessments, Assessment Tracking for Special Populations, grade distributions, student work sample collection, Intervention data, attendance data, behavior referrals, CBAS Pillar data and PBIS data collection. Adjustments to job embedded PD will be based upon assessment data, as well as instructional trend data and PLC discussions. Impact data will be shared at monthly SBDM meetings.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

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

Please use the following coding structure for PD funds:
Org - SCH1118
Object – use code from above
Project – 7000, ESSER II, ARP (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Staff Survey 1/18/22, PLC 1/20/22, SBDM 4/18/22.

Piner Elementary School
2022-23 Professional Development Summary

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

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Student Learning and Progress
  - Ensure academic success for all students so that every student reaches his/her maximum learning potential
- Student Readiness
  - Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready
- Engaged, Well-Rounded Students
  - Engage students in a way that contributes to their overall development and future wellbeing
- Community Engagement and Partnerships
  - Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD
- Professional Learning/Quality Staff
  - Ensure that every student has quality teachers and adults that promote the learning and well-being of students
- Fiscal and Operational Systems
  - Ensure the district is financially responsible/efficient and using its resources to further the district mission
- Safety and Well-Being
  - Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social/emotional needs of each student

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

The needs assessment process for identifying professional learning involves analyzing MAP data, teacher surveys, Professional Practices Growth Plans, Common Assessments, weekly assessments, and classroom instructional walks. In Spring of 2021, 55.8% of students scored proficient in reading on the KSA assessment and 54.3% scored proficient in math on the KSA assessment. Teachers analyze student mastery of standards on a weekly basis to make continual adjustments in learning experiences and deepen the standard knowledge of each content. Teachers and staff utilize job embedded professional learning time to create and analyze weekly assessments, calibrate scoring of short answer responses and extended responses, as well as a heavy focus on each element of the Cycle of Quality Instruction.

Through PLCs and job-embedded PD, as well as, scheduled and flexible PD during the 2022 school year, next steps for the 2023 school year were determined with input from administration, teachers, SBDM members, and consultants. In addition, administrators and teacher discussions during weekly Professional Learning Communities contributed to the next steps that are needed to improve student achievement. Likewise, staff will continue to use the Multi-Tiered System of Support beginning with content specific best practices, standard deconstruction, and creating question banks for weekly assessments in the areas of Math, Reading, Writing, Science, and Social Studies to strengthen Tier I instruction. The goal of strengthening Tier I instruction is to minimize the number of students needing tiered interventions. This year 90% of kindergarten students scored proficient on reading common assessments and 89% of kindergarten students scored proficient on math common assessments. 79% of first grade students scored proficient on reading common assessments and 75% of first grade students scored proficient on math common assessments. 79% of second grade students scored proficient on reading common assessments and 80% of second grade students scored proficient on math common assessments. 75% of third grade students scored proficient on reading common assessments and 74% of third grade students scored proficient on math common assessments. 71% of fourth grade students scored proficient on reading common assessments and 77% of fourth grade students scored proficient on math common assessments. 78% of fifth grade students scored proficient on

reading common assessments and 75% of fifth grade students scored proficient on math common assessment. 73% of students with disabilities scored proficient on reading common assessments and 71% of students with disabilities scored proficient on math common assessments. In addition, 9.93% of students receive a reading intervention and 8.51% of students receive a math intervention. Administrator and teacher discussions following instruction walks also contributed to the next steps that are needed to continue to grow. Instructional trend data shows that 98% of the time teachers have an appropriate standards based task, 87% of the time students are required to produce an individual product, 75% of the time teachers are adapting instruction based on student products, and only 58% of the time the teacher requires a student product prior to collaborative work. All grade level teachers at Piner Elementary will participate in the KCSD PL Offerings 2022-23 to provide authentic opportunities for collaboration among teachers around pacing, instructional resources, and assessments.

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

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

District Calendar Date	CSIP Goal	Flexible Date Request, as applicable	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 16, 2022 6 hours	Proficiency Separate Academic Indicator Growth, Achievement Gaps	**Preschool** May 31 (6hrs) ___OR___ **K-Fifth** June 1, June 2, July 27, or Aug 3 (3hrs) _AND/OR_ **All Teachers & IAs** September 15, November 10, & February 9 (3hrs)	Curriculum Mapping (PTs & IAs) _____OR_____ Schoology/Performance Matters (Ts) _____AND/OR_____ SEB for Elementary Teachers-De-escalation, Power Struggles, Impact of Mental Health, School Level Resources	District and School ITS, Early Childhood Director, KAS, District Consultants (SEB)
PD Day # 2 - November 23, 2022 6 hours	Proficiency Separate Academic Indicator Growth, Achievement Gaps	**SPED** June 7, 8, 13, 15 July 11, 13,18, or 20 (6hrs)	SCM Refresher (Core Trained Team)	Early Childhood Director, KAS, Grade Level Colleagues, District and School ITS, District Consultants and District Special Education Staff

		___OR___	_____OR_____	
		SPED July 25 & 27 or Sept 17 & 24 (12hrs)	SCM Initial (New Core Team Members)	
		___OR___	_____OR_____	
		K/First July 26 (6hrs) **Second/ Third** July 27 (6hrs) **Fourth/ Fifth** July 28 (6hrs)	Kindergarten - 5th Grade: Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction.	
		___OR___	_____OR_____	
		Second June 7 or July 25, & Dec 6 (3hrs)	1:1-SAMR Model	
		___OR___	_____OR_____	
		New **Kindergarten** August 8 (3hrs)	Brigance (New K Ts & IAs)	
		___OR___	_____OR_____	
		Kindergarten August 8 (1hr)	Brigance Refresher (K Ts & IAs)	
		___OR___	_____OR_____	
		PLTW Ts August3 (6hrs)	PLTW-SD Printer Training & Curriculum Training	
PD Day #3 - Februar	Proficiency Separate Academic Indicator	**SPED** August 9 **or** August 10, October 18 or	ALL SPED Training	KAS, Grade Level Colleagues, District Consultants and District Special Education Staff

y 20, 2023 6 hours	Growth, Achievement Gaps	October 20, January 31 or February 2 (6 hrs)		
		____OR___	_____OR_____	
		Kindergarten October 18, January 17, & March 21		
		First October 19, January 18, & March 22		
		Second October 20, January 19, & March 23	Kindergarten-5th: Reading and Math Collaboration with District Wide Peers Around Standards, Resources, and Assessment Data	
		Third October 25, January 24, & March 28		
		Fourth October,26, January 25, March 29		
		Fifth October 27, January 26, & March 30 (6hrs)		
		___OR____	_____OR_____	
		All Ts & IAs August 2 (6hrs)	Dr. Webb Keynote and EdCamp	
		____OR___	_____OR_____	
		Preschool July 25 (6hrs)	Preschool Environment and Instruction (PT & IAs)	
		___OR___	_____OR_____	
		Preschool August /8 (2hrs)	Battelle 3 (Preschool assessment)	

		___OR___ **Preschool** AEPS- August 8 (2hrs) **___OR___** **Preschool Ts** August 9 **or** August 10 (1hr)	**_____OR_____** AEPS (Preschool Ts & IAs) **_____OR_____** Preschool IEPs/ARCs	
PD Day #4 - March 10, 2023 6 hours	Proficiency Separate Academic Indicator Growth, Achievement Gaps	**T's and IA's** August 4 (6 hrs)	Teachers in Grades K-5 will collaborate in grade level/department teams and/or vertically aligned subject teams to deconstruct standards, align **math, reading, science, SS** and **writing** curriculum, revise timelines, and develop grade level schedules and assessments for the 2022-2023 school year. This will be held at Piner led by administrators and teacher leads. (Element 1: Process for Deconstructing Standards/Using Deconstructed Standards Documents)	Grade Level Colleagues, Administration, Early Childhood Director, KAS

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	*Description of Job-Embedded PD*	*Specific Supporting Resources, as needed*
Proficiency, Achievement Gap, Growth, SAI, Impact	KCSD Professional Learning Landing Page: Cycle of Quality Instruction: Element 1- Process for Deconstructing Standards/Using Deconstructed Standards Documents, Assignment Review Protocol; Standard Based Tasks of Varying Complexity (Standard Deconstruction); Element 2: Products from ALL Students; Element 2/4: Using Technology to More Efficiently Get Products/Adjust Instruction; Element 3: After an Individual Product, Meaningful Collaboration; Element 4: Adjusting Instruction in Real-Time (Data Analysis)	KAS; KCSD Instructional Videos; District Consultants; Content Specific Tools and Assignments to Calibrate; Various Technology Tools; KCSD Cycle of Instruction Lesson Plan Template and other Graphic Organizers; Substitutes to support coverage for classroom observations of the Cycle of Instruction
Proficiency, Achievement Gap, Growth, SAI	KCSD Professional Learning Landing Page: Common Assessments:Common Assessment Protocol for All Classrooms, Common Assessments/Look fors for SA/ER for planning instruction; Analyzing PLC Practices, Analyzing Common/Weekly Assessment; Analyzing IEP Goals	KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools; Teachers will attend district PD during the summer and share with grade level team/ teachers, PD funds for substitutes to allow for sharing of PD
Proficiency, Achievement Gap, Growth, SAI	KCSD Professional Learning Landing Page: Technology: LMS (Schoology and Performance Matters training to enhance knowledge is using both programs.); 1:1 Technology Trainings, initiatives, and Updates to enhance SAMR Model	KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools

Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page</u>: MTSS: Review Purpose, Understand the implications, Data Collection, Data Analysis, and Progress Monitoring	KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page</u>: Writing: Improving writing instruction, Data Collection, Data Analysis, Vertical Alignment	KAS; KCSD Instructional Videos; District Consultants; Writing Lead Teacher Various Technology Tools
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page</u>: Behavior/ Mental Health Support: Terrace Metrics Screener and Data Analysis; PBIS; Adult Advocate; Trauma Informed Care, MTSS Intervention Data and Analysis	KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools

D. IMPLEMENTATION AND IMPACT

All school-specific Professional Learning sessions from our school-wide Professional Learning Summary will be posted in the school's weekly memo. Job Embedded professional learning topics will be placed on the Professional Learning Communities schedule and on the Faculty Meeting Schedule. Each staff member will complete an individual Professional Learning Plan for the 2022-2023 school year prior to June 1, 2022. Impact will be assessed throughout the year through the following data being analyzed in faculty meetings, PLC meetings, and MTSS meetings: KSA, MAP assessments, DIBELS data, Brigance data, MTSS data, common assessments, weekly assessments in reading and math, grade distributions, student work, and RI/PI assessments. This impact will be shared with SBDM in September, January, and May. 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 instructional walk trend data, teacher progress on professional growth plans, and administrator/teacher discussions on instructional needs.

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

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

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

Please use the following coding structure for PD funds:

Org - SCH1118

Object – use code from above

Project – 7000, ESSER II, ARP (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Staff Survey 3/14/2022, SBDM 3/25/2022

> # River Ridge Elementary School
> # 2022-23 Professional Development Summary

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

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Student Learning and Progress
  - Ensure academic success for all students so that every student reaches his/her maximum learning potential
- Student Readiness
  - Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready
- Engaged, Well-Rounded Students
  - Engage students in a way that contributes to their overall development and future wellbeing
- Community Engagement and Partnerships
  - Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD
- Professional Learning/Quality Staff
  - Ensure that every student has quality teachers and adults that promote the learning and well-being of students
- Fiscal and Operational Systems
  - Ensure the district is financially responsible/efficient and using its resources to further the district mission
- Safety and Well-Being
  - Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social/emotional needs of each student

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

Significant data analysis has been conducted to support the needs assessment process for identifying professional learning. The administration and staff at River Ridge Elementary have collaborated to examine student learning results from a variety of assessment measures, including KSA, MAP, common summative assessments, and weekly formative assessments. Our most recent state assessment data indicates a need for closing the achievement gap between all students and those identified as Special Education, as well as increasing reading and math proficiency across all grade levels. On the 2021 Kentucky Summative Assessment (KSA), our overall student population scored 46% proficient/distinguished in reading and 48.9% proficient/distinguished in math. On the same assessment, our students with disabilities who scored P/D was 17% for reading and 18.6% for math. On the fall administration of MAP, our percentage of students scoring above the median percentile by RIT was 59.8% in math and 63% in reading. Our percentage of students with disabilities scoring above the medium percentile by RIT was 33.5% for reading and 37% for math. In addition, MAP data demonstrates the need to accelerate student mastery of Kentucky Core Academic Standards, specifically in reading and math for all students. Continuous analysis of common assessment and weekly formative data indicates growth in the areas of reading and math for all students, but also supports the need for a continued focus in both areas. Our overall running average for common assessment data in math is 75.5% for all students and 68.38% for students with disabilities. Our overall running average for common assessment data in reading is 75.07% for all students and 68.27% for students with disabilities. Grade level teams, along with our SBDM council, have analyzed data on a monthly basis and determined the need for further development in the aforementioned

areas (Reading, Math, and Closing the Achievement Gap). In order to sustain and continue growth in these areas, we will focus our professional learning on continued work around analyzing grade level standards and aligning instruction and assessment to standards. We will also continue our work in creating and aligning ongoing formative assessments in reading and math and using this data to drive instruction. Trends in instructional walk data indicate the need for continued efforts in the areas of eliciting products from all students and adjusting instruction in real time. While 54% of our instructional walks yield a reinforcement in the area of eliciting a response from all students, the same element also accounts for 40% of our recommendations. This is a critical element of instruction to ensure teachers are gathering data in real time to adjust instruction based on student needs; therefore allowing us to move closer to proficiency in all areas.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 16, 2022 6 hours	**K-3 Teachers** Aug. 1 (6hrs)	Proficiency Separate Academic Indicator Growth	Bridges Math Curriculum - Diving Deeper	Math Learning Center Training Staff, District SEB and EL Teams, District and School ITS, Early Childhood Director, KAS, Grade Level Colleagues, District Consultants and District Special Education Staff
	All Teachers Aug. 3 (6hrs)		Immigrant and Family Engagement in Schools	
	Preschool May 31 (6hrs)		Curriculum Mapping (PTs & IAs)	
	OR		**OR**	
	Kindergarten-Fifth June 1 or June 2 (3hrs)		Schoology/Performance Matters (Ts)	
	OR		**OR**	
	Second June 7 (3hrs)		1:1 (2nd grade Ts)	
	OR		**OR**	
	SPED		SCM Refresher (Core Trained Team)	

	June 7, 8,13, or 15 (6hrs)			
	OR		**OR**	
	Kindergarten/ First June 26 (6hrs)		Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (K/1st Ts)	
	OR		**OR**	
	Second/ Third July 27 (6hrs)		Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (2nd/3rd Ts)	
	OR Fourth/ Fifth July 28 (6hrs)		**OR** Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (4th/5th Ts)	
PD Day # 2 - November 23, 2022 6 hours	**4th/5th Teachers** May 31, June 1 (12hrs)	Proficiency Separate Academic Indicator Growth	Bridges Math Curriculum Initial Training	The Math Learning Center Training Staff, School Leadership Team, Early Childhood Director, KAS, Grade Level Colleagues, District Consultants and District Special Education Staff
	K/First/ Intervention Teachers Aug. 4 (2hrs)		Introduction to Haggerty Phonics	
	SPED July 11, 13,18, or 20 (12hrs)		SCM Refresher (Core Trained Team)	
	OR		**OR**	
	Preschool July 25 (6hrs)		Preschool Environment and Instruction (PT & IAs)	
	OR		**OR**	
	SPED July 25 and July 27 (12hrs)		SCM Initial (New Core Team Members)	

	OR **Second** July 25 (3 hrs) **OR** **Kindergarten/** **First** July/26 (6hrs) **OR** **Second/** **Third** July27 (6hrs) **OR** **Fourth/** **Fifth** July/28 (6hrs)		**OR** 1:1-SAMR Model **OR** Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (K/1st Ts) **OR** Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (2nd/3rd Ts) **OR** Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (4th/5th Ts)	
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PD Day #3 - February 20, 2023 6 hours	**All Ts & IAs** August 2 (6hrs) **OR** **PLTW Ts** August3 (6hrs) **OR** **New Teachers** August/3 (6hrs) **OR** **All Teachers** August 3 (3hrs)	Proficiency Growth Achievement Gap	Dr. Webb Keynote and EdCamp **OR** PLTW-SD Printer Training & Curriculum Training **OR** New Teacher Training **OR** Schoology/Performance Matters (last date offered)	District and School ITS, Early Childhood Director, KAS, Grade Level Colleagues, District Consultants and District Special Education Staff

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OR		**OR**	
Preschool August /8 (2hrs)		Battelle 3 (Preschool assessment)	
OR		**OR**	
Preschool AEPS- August 8 (2hrs)		AEPS (Preschool Ts & IAs)	
OR		**OR**	
New Kindergarten August 8 (3hrs)		Brigance (New K Ts & IAs)	
OR		**OR**	
Kindergarten August 8 (1hr)		Brigance Refresher (K Ts & IAs)	
OR		**OR**	
Preschool Ts August 9 or August 10 (1hr)		Preschool IEPs/ARCs	
OR		**OR**	
SPED August/9 or August 10, October 18 or October 22, January 31 or February 2 (6 hrs)		ALL SPED Training	
OR		**OR**	
Kindergarten October 18, January 17, & March 21		Kindergarten-5th: Reading and Math Collaboration with District Wide Peers Around Standards, Resources, and Assessment Data	

	First October 19, January 18, & March 22 **Second** October 20, January 19, & March 23 **Third** October 25, January 24, ·& March 28 **Fourth** October,26, January 25, March 30 **Fifth** October 27, January 26, & March 30 (6hrs)			
PD Day #4 - March 10, 2023 6 hours	**Intervention /Sped Teachers** June 3 (6hrs) **All Teachers** September15, October 21, January 12, & March /9 (8hrs) **OR** **All Teachers & IAs** September15, November10, & February 9 (3hrs) **OR**	Proficiency Growth Achievement Gap	Bridges Math Intervention Training EL Best Practices for Classroom Teachers (All teachers) **OR** SEB for Elementary Teachers-De-escalation, Power Struggles, Impact of Mental Health, School Level Resources **OR** SCM Initial (New Core Team Members)	The Math Learning Center Training Staff, Grade Level Colleagues, District Consultants (EL, SEB) and District Special Education Staff

SPED September17 & September24 (12 hrs)			

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Proficiency, Gap, SAI Goals	**Weekly Data Analysis** Teachers and administrators collaborate weekly to analyze data and determine progress in all content areas. Weekly PLC's also include careful examination of summative data to guide instruction in ELA/Math. Analysis of student work samples in writing will be conducted to monitor student progress. We will continue to strengthen this work in the 22-23 school year in order to increase proficiency in reading and math. Teachers will have release time to conduct peer learning walks in other classrooms to observe strong ELA and Math instructional practices. Teachers will also release time to attend PLCs to share information from summer PD and ongoing professional learning sessions throughout the year.	Teachers, Administrators, District Consultants MTSS Progress Monitoring Data, MAP, KSA, Common Assessments, Formative Assessments
Proficiency and Gap Goals	**Effective Instructional Practices** Teachers and administrators will continue ongoing learning and curriculum design around the Cycle of Instruction and high quality instructional strategies to enhance tier 1 core instruction including (but not limited to) student products, meaningful collaboration, and appropriate and varying tasks, with emphasis on ELA and Math content. We will use the KCSD created sessions - assignment review protocol, tasks of varying complexity, products from all students, meaningful collaboration, and adjusting instruction in real time to guide this work. Teachers will have release time to conduct peer learning walks in other classrooms in order to see specific elements of the cycle in action in our building. Teachers will also release time to attend PLCs to share information from summer PD and ongoing professional learning sessions throughout	Teachers, Administrators,District Consultants MTSS Progress Monitoring Data, MAP, KSA, Common Assessments, Formative Assessments

	the year. ☰ KCSD Professional Learning Landing Page	
Prociency, SAI, Growth, Gap Goals	**Technology -** Utilize our Instructional Technology Coach to provide ongoing training and tools to support technology implementation in the classroom to enhance student learning and achievement. We will utilize the KCSD created session 'using technology to more efficiently get products/adjust instruction' to help guide this work. Continued work with the SAMR model will occur with emphasis on 2nd grade due to 1:1 initiative. ☰ KCSD Professional Learning Landing Page	Teachers, Administrators MTSS Progress Mon. Data, MAP, KSA, Common Assessments, Formative Assessments
Proficiency, Gap, and Growth Goals	**MTSS and Differentiation -** Ongoing analysis of student intervention data to determine student needs and successes. Both KCSD sessions, Progression Charts and Data Collection & Progress Monitoring, will be used to help guide this work. Intervention staff will continue work with creating intervention screeners and refining menu of intervention programs (with the inclusion of the Bridges Math Intervention Program). Teachers will also release time to attend PLCs to share information from summer PD and ongoing professional learning sessions throughout the year.	Teachers, Administrators MTSS Progress Monitoring Data, MAP, KSA, Common Assessments, Formative Assessments
Proficiency and Growth Goals	**Behavior Interventions and PBIS -** Ongoing analysis and conversations around effectiveness of behavior interventions as they relate to PBIS, mental health, SEB, and overall school safety. Both KCSD sessions on Trauma will be used to guide this work in addition to the SEB for Elementary Teachers session from the summer.	Teachers, Administrators MTSS Progress Monitoring Data, MAP, KSA, PBIS/Behavior Data
Gap and Growth Goals	**Closing the Achievement Gap -** Ongoing analysis of data to determine progress and mastery for our students with special needs and our EL student population. Data analysis around IEP goals and special education progress data will continue to be refined to ensure current special education supports are aligned with needs. Ongoing collaboration between EL staff and homeroom teachers will occur to share effective strategies and strengthen connection between classroom core and EL resource instruction.	Teachers, Administrators, District EL and Special Education Consultants MTSS Progress Monitoring Data, MAP, KSA, IEP Progress Data, PSP implementation, ACCESS Data

D. IMPLEMENTATION AND IMPACT

Ongoing, weekly, systematic review of data including, but not limited to KSA, MAP, CBAS Pillars, Attendance, Behavior, Common Assessments, Special Education progress data, formative assessments, and instructional walks will help determine effectiveness of strategies and needed adjustments. Teacher feedback and input from professional development reflections, PLC work, committee work, team meetings, and professional growth plans will be used to consistently reflect on implementation and progress of the work we are doing. SBDM council will review student achievement data and school improvement planning monthly to monitor overall progress and make recommendations for improvement. Weekly administrative meetings will take place to discuss and reflect upon student data and instructional trends from instructional walks.

E.   BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	0120 D	40%
Certified Extra Service	0113	5%
Educational Consultant	0322	
Registrations	0338	15%
General Supplies/Professional Books	0610	30%
Food	0616	
Travel In District	0581	5%
Travel Out of District	0580	5%
Total of your budget		100%

Please use the following coding structure for PD funds:
Org - SCH1118
Object – use code from above
Project – 7000, ESSER II, ARP (Use codes from finance)

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

March 30, 2022 - Staff Meeting on PD

Apr 19, 2022 - SBDM Council Meeting

Ryland Heights Elementary School
2022-23 Professional Development Summary

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

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Student Learning and Progress
  - Ensure academic success for all students so that every student reaches his/her maximum learning potential
- Student Readiness
  - Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready
- Engaged, Well-Rounded Students
  - Engage students in a way that contributes to their overall development and future wellbeing
- Community Engagement and Partnerships
  - Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD
- Professional Learning/Quality Staff
  - Ensure that every student has quality teachers and adults that promote the learning and well-being of students
- Fiscal and Operational Systems
  - Ensure the district is financially responsible/efficient and using its resources to further the district mission
- Safety and Well-Being
  - Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social/emotional needs of each student

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

The needs assessment process for identifying professional learning at Ryland Heights Elementary involves analyzing administrative classroom walk data, teacher input and surveys, Professional Practices Growth Plans and assessment data (Common Assessments, MAP and classroom assessments). On the 2020-21 KSA, 52% of students scored proficient in reading and 57.3% scored proficient in math. Ryland Heights teachers utilize Performance Matters and grade level data dashboards to analyze student mastery of standards on a weekly basis on weekly assessments, common assessments, MAP data and intervention data. Teachers and staff consistently participate in differentiated job-embedded professional development throughout the school year and are provided the opportunity to give input into their professional development opportunities every month.

Through PLCs and job-embedded PD, as well as, scheduled and flexible PD during the 2021-22 school year, next steps for the 2022-23 school year were determined with input from administration, teachers, SBDM members, and district consultants. Administrators and teacher discussions following weekly PLCs also contributed to the next steps that are needed to improve student achievement. Ryland Heights staff will continue to use the Multi-Tiered System of Support beginning with content specific best practices, standard deconstruction, and creating question banks for weekly assessments in the areas of Math, Reading, Writing, Science, and Social Studies to strengthen Tier I instruction. The goal of strengthening Tier I instruction is to minimize the number of students needing layered interventions. At this time, 14.55% of students receive a reading intervention and 12.5% of students receive a math intervention. Teachers need continued professional learning to increase the effectiveness of all tiered interventions ensuring the interventions are implemented with fidelity and appropriate data probes used to track data. Teacher surveys indicated that they would like additional opportunities for development in the areas of incorporating effective interventions, increased comprehension and assessment of the standards and also additional strategies for teaching writing. In addition, special educators will continue improving knowledge of specially designed instruction to improve proficiency of students with disabilities. On the 2020-21 KSA, 34.4% of students with disabilities scored proficient in reading and 31.3% of students with disabilities scored proficient in math.

The addition of our grade level data dashboards has increased the availability of both group and individual data. This has also created more of an opportunity to work as a PLC to analyze the data available. Our Team will continue to need professional learning opportunities focused on improving our capacity with effective data analysis. This data analysis effort will continue to focus on how to identify needs of students to ensure growth for ALL students. Teachers will continue job embedded learning on

quality instruction within the Cycle of Instruction (engaging tasks, eliciting responses from all students, collaborative learning, and formatively assessing to adjust instruction), and personalized learning to ensure all students reach proficiency.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 16, 2022 6 hours	**Preschool** May 31 (6hrs) **OR** **Kindergarten-Fifth** June 1 or June 2 (3hrs) **OR** **Second** June 7 (3hrs) **OR** **SPED** June 7, 8,13, or 15 (6hrs) **OR** **Kindergarten/ First** July 26 (6hrs) **OR** **Second/ Third** July 27 (6hrs) **OR** **Fourth/**	Proficiency Separate Academic Indicator Growth	Curriculum Mapping (PTs & IAs) **OR** Schoology/Performance Matters (All Teachers) **OR** 1:1 (2nd grade Teachers) **OR** SCM Refresher (Core Trained Team) **OR** Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (K/1st grade Teachers) **OR** Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (2nd/3rd grade Teachers) **OR**	District and School ITS, Early Childhood Director, KAS, Grade Level Colleagues, District Consultants and District Special Education Staff

	Fifth July 28 (6hrs)		Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (4th/5th grade Teachers)	
PD Day # 2 – November 23, 2022 6 hours	**SPED** July 11, 13,18, or 20 (6 hrs) **OR** **Preschool** July 25 (6hrs) **OR** **SPED** July 25 and July 27 (12hrs) **OR** **Second** July 25 (3 hrs) **OR** Kindergarten/ **First** July 26 (6hrs) **OR** **Second/ Third** July 27 (6hrs) **OR** **Fourth/ Fifth** July 28 (6hrs)	Proficiency Separate Academic Indicator Growth	SCM Refresher (Core Trained Team) **OR** Preschool Environment and Instruction (PT & IAs) **OR** SCM Initial (New Core Team Members) **OR** 1:1-SAMR Model **OR** Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (K/1st Grade Teachers) **OR** Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (2nd/3rd grade Teachers) **OR** Science and SS-New curriculum map, Best Practices, Using SEP to guide instruction (4th/5th grade Teachers)	Early Childhood Director, KAS, Grade Level Colleagues, District Consultants and District Special Education Staff

PD Day #3 - February 20, 2023 6 hours	**All Ts & IAs** August 2 (6hrs)	Proficiency Growth Achievement Gap	Dr. Webb Keynote and EdCamp	District and School ITS, Early Childhood Director, KAS, Grade Level Colleagues, District Consultants and District Special Education Staff
	OR		**OR**	
	PLTW Ts August3 (6hrs)		PLTW-SD Printer Training & Curriculum Training	
	OR		**OR**	
	New Teachers August/3 (6hrs)		New Teacher Training	
	OR		**OR**	
	All Teachers August 3 (3hrs)		Schoology/Performance Matters (last date offered)	
	OR		**OR**	
	Preschool August /8 (2hrs)		Battelle 3 (Preschool assessment)	
	OR		**OR**	
	Preschool AEPS- August 8 (2hrs)		AEPS (Preschool Teachers & IAs)	
	OR		**OR**	
	New Kindergarten August 8 (3hrs)		Brigance (New K Teachers & IAs)	
	OR		**OR**	
	Kindergarten August 8 (1hr)		Brigance Refresher (K Teachers & IAs)	
	OR		**OR**	

	Preschool Ts August 9 **or** August 10 (1hr)		Preschool IEPs/ARCs
	OR		**OR**
	SPED August/9 **or** August 10, October 18 or October 20, January 31 or February 2 (6 hrs)		ALL SPED Training
	OR		**OR**
	Kindergarten October 18, January 17, & March 21		Kindergarten-5th: Reading and Math Collaboration with District Wide Peers Around Standards, Resources, and Assessment Data
	First October 19, January 18, & March 22		
	Second October 20, January 19, & March 23		
	Third October 25, January 24, & March 28		
	Fourth October,26, January 25, March 29		
	Fifth October 27, January 26, & March 30 (6hrs)		

PD Day #4 - March 10, 2023 6 hours	**All Teachers** September15, October 21, January 12, & March /9 (8hrs) **OR** **All Teachers & IAs** September15, November10, & February 9 (3hrs) **OR** **SPED** September17 & September24 (12 hrs)	Proficiency Growth Achievement Gap	EL Best Practices for Classroom Teachers (All teachers) **OR** SEB for Elementary Teachers-De-escalation, Power Struggles, Impact of Mental Health, School Level Resources **OR** SCM Initial (New Core Team Members)	Grade Level Colleagues, District Consultants (EL, SEB) and District Special Education Staff

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Proficiency, Achievement Gap, Growth, SAI, Impact	<u>KCSD Professional Learning Landing Page</u>: Cycle of Quality Instruction: Element 1- Process for Deconstructing Standards/Using Deconstructed Standards Documents, Assignment Review Protocol; Standard Based Tasks of Varying Complexity (Standard Deconstruction); Element 2: Products from ALL Students; Element 2/4: Using Technology to More Efficiently Get Products/Adjust Instruction; Element 3: After an Individual Product, Meaningful Collaboration; Element 4: Adjusting Instruction in Real-Time (Data Analysis)	KAS; KCSD Instructional Videos; District Consultants; Content Specific Tools and Assignments to Calibrate; Various Technology Tools; KCSD Cycle of Instruction Lesson Plan Template and other Graphic Organizers
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page</u>: Common Assessments:Common Assessment Protocol for All Classrooms, Common Assessments/Look fors for SA/ER for planning instruction; Analyzing PLC Practices, Analyzing Common/Weekly Assessment; Analyzing IEP Goals	KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools; Teachers will attend district PD during the summer and share with grade level team/ teachers, PD funds for substitutes to allow for sharing of PD

Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page</u>: Technology: LMS (Schoology and Performance Matters training to enhance knowledge is using both programs.); 1:1 Technology Trainings, initiatives, and Updates to enhance SAMR Model	ITC; KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page</u>: Behavior/ Mental Health Support: Terrace Metrics Screener and Data Analysis; PBIS; Adult Advocate; Trauma Informed Care, MTSS Intervention Data and Analysis	KAS; KCSD Instructional Videos; District Consultants; Various Technology Tools

D. IMPLEMENTATION AND IMPACT

Impact will be assessed and shared during monthly SBDM Council meetings. Each month the SBDM council will review and analyze data which includes: KSA, MAP assessments, common assessments, weekly assessments, grade distributions, software data, CBAS Pillar Data, attendance, behavior data, and student work samples. Impact and progress will also be shared with staff through weekly memos and monthly at faculty meetings. The analysis of this triangulated data as well as instructional feedback from classroom walks will result in adjustments to the job-embedded professional learning.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

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

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

Please use the following coding structure for PD funds:
Org - SCH1118
Object – use code from above
Project – 7000, ESSER II, ARP (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Mar 16, 2022 : Staff PD Review and Survey and Mar 29, 2022 : SBDM Council Meeting

| **Taylor Mill Elementary School** |
| **2022-23 Professional Development Summary** |

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

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Student Learning and Progress
    - Ensure academic success for all students so that every student reaches his/her maximum learning potential
- Student Readiness
    - Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready
- Engaged, Well-Rounded Students
    - Engage students in a way that contributes to their overall development and future wellbeing
- Community Engagement and Partnerships
    - Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD
- Professional Learning/Quality Staff
    - Ensure that every student has quality teachers and adults that promote the learning and well-being of students
- Fiscal and Operational Systems
    - Ensure the district is financially responsible/efficient and using its resources to further the district mission
- Safety and Well-Being SA
    - Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social/emotional needs of each student

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Data analyzed that informed the professional development needs include KSA data, MAP, Brigance data, Dibels data, RI/PI data, instructional walkthrough observations, and Impact Survey results. When looking at our Common Assessment data as a school, 67% of students were meeting benchmark in Math while 62% of students were meeting the benchmark in Reading. Our Common Formative Assessment data reflected that 63% of students were meeting the benchmark of 80% on these teacher created assessments. At the Winter checkpoint, only 23 of our 3rd grade students had met the transition readiness criteria as set by the district of 100% of students being on grade level in reading. The 2020-21 KSA data reflected reading as an area of growth with 44.9% of students scoring proficient/distinguished. On the Fall MAP assessment, 61% of students showed growth in Math and 59% showed growth in Math (Fall to Fall). When looking at achievement in Fall MAP, 63% of students were at the 50%tile and above while 66% of students were at the 50%tile and above in Math. 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 21-22 school year, next steps for 22-23 were determined with input from administration, teachers, PD task group, SBDM members, and district consultants. Weekly analysis of common formative assessment, district common assessment data, and MTSS progress monitoring data allowed us to identify areas of teacher needs in terms of specific instructional strategies. Our team has reflected on the data and has placed Reading as a priority for professional development needs especially in the primary grades. We continue our focus on data analysis and informing both core instruction as well as interventions necessary to support student success. Training on the PLC process and using data as a decision making tool for instruction is also a priority need for all teachers, as we

use the PLC structure to do all of the instructional work and data analysis. Having access to high quality professional development around the work of PLCs will be critical in moving our grade level teams forward.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	*Flexible Date Request, as applicable*	*CSIP Goal*	*Description of Content of Professional Development*	*Specific Supporting Resources, as needed*
PD Day # 1 - August 16, 2022 6 hours	Required - August 4th , 2022 - 6 hours	Proficiency, Achievement Gaps, Growth	Solution Tree Professional Learning Community - certified staff	Solution Tree trainers, Learning By Doing resource book for all teachers, Global PD subscription for PLC task group
PD Day # 2 - November 23, 2022 6 hours	Required - Schoology options:June 1, 2, July 27, OR August 3rd, 2022 (3 hours) and Required - Data Dig (3 hours) October 12, 2022 or Preschool Curriculum Mapping- (6 hours) May 31, 2022	Proficiency, Achievement Gaps, Growth	All teachers participate in required district training - Schoology/Performance Matters (3 hours) June 1, 2, July 27, OR August 3rd All teachers participate in required school level Data Dig 3 hours - October 12th, 2022 5/31/22- Preschool Curriculum Mapping (6 hours - Teachers and IAs)	District consultants for Schoology/Performance Matters Data Dig will require school level student data on assessments such as MAP, Dibels, KY Summative Assessment, etc.
PD Day #3 - February 20, 2023 6 hours	Special Ed Teachers Required (8/9/22 or 8/10/22 and 10/18/2022 or	Proficiency, Achievement Gaps, Growth	<u>Required for All SPED:</u> 8/9 **or** 8/10- All SPED (2 hours) and 10/18 **or** 10/20- All SPED (2 hours) and 1/31 **or** 2/2- All SPED (2 hours) <u>OR</u> <u>Flexible Hours - Content Related:</u> K-2nd Reading and Math (6 hours,	

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| | 10/20/22 and 1/31/23 or 2/2/23)

OR

<u>Flexible Content Related:</u> Science/SS by grade level: 7/26/22, 7/27/22, 7/28/22

PLTW 8/3/22

Reading/Math by grade level (one day each month): October 18,19,20, 25,26,27, 2022 and January 17,18,19, 24,25,26, 2023 and March 21,22,23, 28,29,30, 2023 | | must do all for the 6 hours) - October, January and March *<u>dates specified in district plan</u>
3rd-5th Reading and Math (6 hrs. must do all for the 6 hours) October, January and March *<u>dates specified in district plan</u>
K/1st Science and Social Studies - 7/26/22 (6 hours)
2nd/3rd Science and Social Studies 7/27/22 (6 hours)
4th-5th Science & Social Studies (6 hrs.) - 7/28/22
8/3- PLTW Launch Teachers (6 hrs)

Content related hours for art/PE/music

Other PD as approved by the principal | |
| PD Day #4 - March 10, 2023 6 hours | <u>Required 2nd grade:</u> 6/7/22 or 7/25/22 and 12/6/22

<u>OR</u>

<u>Flexible Instructional Strategies Related</u> | Proficiency, Achievement Gaps, Growth | Required for 2nd grade (3 hours total): 1:1 SAMR Model - 6/7/22 or 07/25/22 <u>and</u> 12/6- 1:1 SAMR Model

Required for K: Brigance Refresher - 8/8/22 (1 hour)

Required for Preschool- IEPs/ARCs 8/9/22 **or** 8/10/22 (1 hour)

<u>Flexible Hours - Instructional Strategies focused:</u>
KyGoDigital - 1-6 hours online - June 21,2022
Team Kenton EdCamp and Dr. Webb Keynote - 6 hours August 2nd, 2022 | |

	Optional Days: 6/7/22, 6/8/22, 6/13/22, 6/15/22, 6/21/22, 7/11/22, 7/13/22, 7/18/22, 7/20/22, 7/25/22, 7/28/22, 8/2/22,8/3/ 22, 8/8/22, 8/9/22, 9/15/22, 11/10/22, 2/9/23, 3/5/23,	New Teacher Training 6 hours August 3rd, 2022 New Read180 August 8th and 9th, 2022 12 hours New System 44 - July 28th, 2022 6 hours SCM Refresher - 6 hours *<u>dates specified in district plan</u> SCM Initial - 12 hours *<u>dates specified in district plan</u> SEB for Elem teachers - 3 hours - 9/15, 11/10, 2/9 Medication Training - 3 hours (one per grade level or after school lead) NKY EdCamp -4 hours, March 5th, 2023 **RTA Grant dependent - Orton-Gillingham for grades K-3 Preschool Environment and Instruction (6 hours - Teachers and IAs) - 7/25/22 Preschool Battelle 3 and Preschool AEPS - for new and interested (2 hours) - 8/8/22 Instructional Assistants - NKYCES trainings Other PD as approved by the principal	

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Proficiency, Separate Academic Indicators Achievement Gaps	IOU professional learning (monthly faculty learning) - CSIP Strategy Implementations, data analysis, Instructional Strategies around the Cycle of Quality Instruction	School Administrators, District Curriculum Consultant, <u>KCSD Professional Landing Page</u>
Proficiency, Separate Academic Indicators Achievement Gaps, Growth	PLCs – Analyzing student work, sharing instructional strategies aligned with Cycle of Quality Instruction, collaborative work aligning with school mission, formative assessment creation and analysis, data analysis on various assessments, technology training around Learning Management System as well as instructional strategies to support instruction	School Administrators, District Curriculum Consultant, school level Instructional Technology Coach, Global PD Website
Proficiency, Separate Academic Indicators	PBIS, Social Emotional Learning, Mental Health and School Safety topics covered during PLCs, IOUs (faculty meetings), and task group meetings	School Administrators, District Curriculum Consultant, <u>KCSD Professional Landing Page</u>

Achievement Gaps, Growths, School Culture and Climate		
Proficiency, Separate Academic Indicators Achievement Gaps, Growths	Curriculum & Assessment Alignment to Standards - Core and RTI Instructional Strategies, technology implementation and strategies	School Administrators, District Curriculum Consultant

D. IMPLEMENTATION AND IMPACT

We will monitor the implementation and impact based upon several data points including staff surveys, learning walks, review of student work, and staff PD reflections. We will also analyze student data included above to determine impact. An update will be provided to SBDM monthly. All staff will complete an individual PD plan by June 1, 2022 which will be reviewed with a school administrator.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	**0120 D**	0%
Certified Extra Service	**0113**	
Educational Consultant	**0322**	65%
Registrations	**0338**	*25%*
General Supplies/Professional Books	**0610**	*10%*
Food	**0616**	
Travel In District	**0581**	
Travel Out of District	**0580**	
Total of your budget		**100%**

Please use the following coding structure for PD funds:
Org - SCH1118

Object – use code from above
Project – 7000, ESSER II, ARP (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: March 9th, 2022, March 17th, 2022, March 31, 2022.

White's Tower Elementary School
2022-23 Professional Development Summary

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

Our goals include:
- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

- Student Learning and Progress
  - Ensure academic success for all students so that every student reaches his/her maximum learning potential
- Student Readiness
  - Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready
- Engaged, Well-Rounded Students
  - Engage students in a way that contributes to their overall development and future wellbeing
- Community Engagement and Partnerships
  - Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD
- Professional Learning/Quality Staff
  - Ensure that every student has quality teachers and adults that promote the learning and well-being of students
- Fiscal and Operational Systems
  - Ensure the district is financially responsible/efficient and using its resources to further the district mission
- Safety and Well-Being
  - Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social/emotional needs of each student

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

White's Tower Elementary analyzes the following data to determine professional development needs: KSA, Reading Inventory, Friday Assessments, Common Assessments, Intervention data, behavior referral data, attendance data and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs. White's Tower 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 2022-2023 school year through feedback obtained from stake-holders. This took place at PLC meetings, Lead Teacher meetings and SBDM Council meetings. Staff survey results determined that over 80% of staff feels like they need help or can somewhat support students who are experiencing trauma or mental health needs. Over 80% can somewhat support students with proper interventions for mental health care needs. According to teachers supporting students with proper interventions for behavior needs, 65% of teachers stated that they can somewhat support students in this area. This is an area that we are seeing an increase in SEB students in our MTSS process. 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, and Writing will improve instruction and learning. For Tier II and Tier III interventions, teachers will continue their professional development to increase effectiveness with these students (including those identified in "Gap" groups). With our increased access to assessment data of student groups as well as individuals, structured time to learn what the data is telling us is an additional need that we have identified to increase student achievement. We will also involve teachers in the cycle of quality instruction training and exposure through PLC's and staff meetings. This data

analysis effort will also focus on how to identify the needs of all students. Specific data to this is also identified in our CSIP: Collaborate to increase reading on KSA for students with IEPs from 34.3% P/D in 2021 to 39.3% in 2022. Collaborate to increase MAP proficiency in reading from 66.99% in fall 2021 to 69.99% in spring 2022 and math from 61.35% in fall 2021 to 64.68% in spring 2022 as measured by MAP assessments.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 16, 2022 6 hours	June 1st, June 2nd, July 27th or August 3rd 3hrs July 26th (2nd - 5th) July 28th (PreK - 1st & Specials) 3 hrs Total:6 hrs	Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals	**Schoology/Performance Matters Training (3 hours)** ▤ InstructionalTechnology **Grade Level Planning (3 Hours)** Deconstructing Standards, Curriculum Map Design, RtI Meetings & Intervention Grouping	ITCs/ Consultants Administration, Certified Interventionist
PD Day # 2 - November 23, 2022 6 hours	Aug. 2nd 6 Hours SCM Dates: 6/7,6/8,6/13,6/15,7/11,7/13,7/18,7/20 Preschool Dates: 5/31,7/25,8/8,8/9&8/10 Sped Dates: 8/9,10/18,10/20,2/2	Proficiency Gap, Growth, Separate Academic Indicator	Dr.Webb Keynote & EdCamp (6 Hours) Or SCM Refresher (6 Hours) Or Preschool Trainings (6 Hours) ▤ PL Offerings 2022-23 Or Special Education (6 Hours) ▤ PL Offerings 2022-23	Team Kenton SCM Trainers Consultants Sped Consultants

	🔳 PL...		
		1	
PD Day #3 - February 20, 2023 6 hours	Aug. 9th 6 Hours	Proficiency Gap, Growth, Separate Academic Indicator	SEB for Elementary (3 hours) & PLC: Learning by Doing (DuFour) (3 hours)	Behavior Institute Team, Admin. & 🔳 KCSD Professional ... Admin. & 🔳 KCSD Professional ...
PD Day #4 - March 10, 2023 6 hours	Dates: 10/18,1/17,3/21,10/19,1/18, 3/22,10/20,1/19,3/23,10/25, 1/24,3/28,10/26,1/25,3/29,10/27,1/26,3/30,7/26,7/27,7/28 🔳 Ke...	Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals	Academic PD Sessions (6 Hours) 🔳 Kenton County PL Offerings ...	District Consultants

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

Identify those systemic professional development activities that ensure personnel are qualified and effective in their teaching area(s) and teaching assignment(s): Teachers and Staff who attend district professional development will be sharing their findings during PLCs, Staff Meetings and Lead Teacher Meetings. We will be providing substitute teachers to fill absences for teachers hosting PLCs during the day as well as teachers participating in RtI meetings.

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Proficiency, Gap, Growth, Transition Goals	Data analysis weekly at PLC and MTSS meetings. Analysis of student work samples, progress monitoring data and assessment data to determine next steps for students. Discuss effectiveness of instruction and determine re-teaching strategies. (Google Test Analysis)	Administration Teachers Sped Lead Teacher Preschool Teachers
	Response to Intervention: Instructional strategies, Student progress monitoring, differentiated	Administration Teachers

Proficiency, Gap, Growth, Transition Goals	grouping.During the RtI meetings, students will be discussed using their data and teacher observations. If needed students will be placed in an intervention group, moved out of RtI or placed in another tiered group.	Interventionist <u>Professional Landing Page</u>
Proficiency, Gap, Growth, Transition, Separate Academic Indicator Goals	Training on technology platforms(Performance Matters and Schoology) 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.	Administration ITC District Consultants <u>Professional Landing Page</u>
Proficiency, Gap, Growth, Transition, Separate Academic Indicator Goals & Impact Survey	Social Emotional Behavior, Mental Health concerns (School Safety & Climate)- effective practices and observations. We will be doing data collection through observations and surveys and determine next steps for teachers and students in creating a collaborative and effective environment.	Administration Shelly Boutwell PBIS Committee
Proficiency, Gap, Growth, Transition, Separate Academic Indicator Goals	PPR walks & cycle of quality instruction. Using the data provided by the PPR walks and identifying areas within the cycle of quality instruction, create a learning plan for teachers and staff to enhance instruction and increase student learning.	Administration Teachers District Consultants Lesley Smith <u>Professional Landing Page</u>

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 on this data as well as using instructional trend data findings and administrator/teacher discussions on instructional needs. The SBDM committee will be updated on I & I checks at monthly meetings.

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

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

Please use the following coding structure for PD funds:
Org - SCH1118
Object – use code from above
Project – 7000, ESSER II, ARP (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: _3/16/22_____