DATE:
April 19, 2023

AGENDA ITEM (ACTION ITEM):
Consider/Approve all KCSD schools the opportunity to flex the approved district calendar dates designated for professional development in the 2023-24 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 and other personnel within a school to participate in the 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 for all KCSD schools the opportunity to flex the approved district calendar dates designated for professional development in the 2023-24 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.

Beechgrove Elementary School
2023-24 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.):

Data is reviewed and analyzed with a variety of stakeholders at Beechgrove Elementary on a consistent basis. During weekly PLC meetings, weekly assessment data and common assessment data is reviewed with teachers utilizing Performance Matters. The data is analyzed to determine next steps in instruction for students and identify where there are gaps in understanding of the standards. Other data sources that are analyzed include MAP data and KSA data. As part of the analysis of common assessment data, teachers breakdown the percentage of proficient/distinguished for each standard measured on the assessment. For those students who have not yet mastered the standards, teachers identify ways to spiral back and reteach content. Through collegial conversations, teachers are able to share instructional strategies and a plan of action for students. When KSA data is released in the fall, the data is analyzed as a school and with specific grade levels. Teachers triangulate this data with other classroom data sets to determine next steps in instruction for students and to set goals with students to promote growth and achievement. The MTSS team consists of principal, assistant principals, counselor, academic interventionists, KTP social worker, and school psychologist. The MTSS team meets weekly to discuss students receiving Tier 2 and Tier 3 academic and/or SEB interventions. Progress is monitored weekly on intervention goals by the instructor who is leading the intervention group. During these meetings, requests for student support referrals are reviewed to determine if students need an additional level of support beyond Tier I in the classroom. Every 6-8 weeks Tier 3 intervention data is reviewed and every 8-10 weeks Tier 2 intervention data is reviewed by the MTSS team.

In the 2022 school year, 41% of students scored proficient/distinguished on KSA in Math. 13% of students with disabilities scored proficient/distinguished on KSA in Math. 46% of students scored proficient/distinguished on KSA in Reading. 11% of students with disabilities scored proficient/distinguished on KSA in Reading. 32% of students receiving free/reduced lunch scored proficient/distinguished on KSA in Math. 38% of students receiving free/reduced lunch scored proficient/distinguished on KSA in Reading. 76% of 3rd grade students scored below proficiency in Math on KSA. 71% of 3rd grade students scored below proficiency in Reading on KSA. 89% of all students in the disability gap group scored below proficiency in Reading on KSA. 87% of all students in the

disability gap group scored below proficiency in Math on KSA. During the 2022-23 school year, our common assessment proficiency data at each grade level is as follows:

Math:

Grade Level	All Students	IEP	EL
K	87.50%	73.33%	85.71%
1	76.92%	61.54%	75%
2	81.08%	58.82%	87.50%
3	73.33%	55.56%	66.67%
4	58.33%	16.67%	20%
5	59.78%	21.43%	33.33%
School Average	73.10%	46.51%	61.36%

Reading:

Grade Level	All Students	IEP	EL
K	90.72%	93.33%	85.71%
1	87.91%	76.92%	100%
2	77.48%	41.18%	87.50%
3	72.64%	55.56%	83.33%
4	54.17%	11.11%	20%
5	45.65%	14.29%	0%
School Average	71.67%	46.51%	65.91%

Next steps for 2023-24 professional learning opportunities were determined with input from administration, teachers, SBDM members, and district consultants. Results of the teacher PD survey show that 77.1% of teachers want more training in ELA, specifically on Science of Reading and our new ELA resource, Amplify. 40% of staff show that they would like more learning around instructional technology. 37.1% would like more training around deescalation strategies and 25.7% co-teaching strategies. Discussions following instructional walks also contributed to the next steps that are needed to continue growth around the Cycle of Quality Instruction. Beechgrove has been designated as a TSI school. A continued focus will be on effective co-teaching strategies and intentional planning for both general education and special education teachers. Terrace Metrics and student behavior data indicates we have an increasing population of students in need of Mental Health/Social Emotional support. A focus on restorative practices and strategies to assist in this area will be included in the plan. Job-embedded training around these topics will be ongoing throughout the school year through teacher equivalency days, differentiated faculty meetings, and PLCs. All teachers will participate in KCSD PL Offerings 2023-2024. Offerings are available through the NKCES for certified and classified staff as well.

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 15, 2023 6 hours	May 31, 2023 Preschool 8:30 – 3:30 6 Hrs		Early Childhood Standards (Preschool Teachers and IA's) 6 Hrs. **OR**	Preschool consultants in collaboration with KDE RTC
	June 6th/or July 19th K-2 June 7th/ or July 27th 3-5 6 Hrs		Amplify CKLA Launch (K-5 and Special Education **required**) 6 Hrs. **OR**	District Consultants, teachers
	July 27th Special Ed. 1:00-3:00 2 Hrs OR Aug. 8th Special Ed. 9:00-11:00 2 Hrs		Special Education Training (LBD) 2 Hrs **OR**	District SPED Dept., Special Ed teachers
	July 27th Related Services, Pre-K, Unit Teachers 1:00-4:00 3 Hrs. OR Aug. 8th 9:00-12:00 3 Hrs.		Special Education Training (Related Services, Pre-K, Unit Teachers) 3 Hrs. **OR**	District SPED Dept., teachers
	Aug. 2nd All Staff			teachers, consultants, admin

	5 Hrs		EdCamp (All Staff) 5 Hrs	
	Aug. 2nd All Staff 1 Hr.		**OR**	Dr. Webb, teachers
			Dr. Webb KeyNote (All Staff) 1 Hr.	
	July 11, 2023 Preschool Teachers and IA's 8:30-3:30 6 Hrs.		**OR** Working with Low Incidence Students & Autism (Preschool Teachers and IA's) 6 Hrs.	Preschool consultants in collaboration with KDE RTC, teachers
PD Day # 2 - November 22, 2023 6 hours	July 26th K-5 and Sped K-8:30-10:30 1st-10:30 -12:30 2nd-1:30-3:30 July 27th 3-8:30-10:30 4-10:30 -12:30 5-1:30-3:30 2 Hrs		KCSD Literacy Boost 1 (K-5 Including Special Education) 2 Hrs	Consultants, teachers
	K-5 Teachers and Sped Oct. 18th K and 3 4:15-6:15		**AND/OR** KCSD Literacy Boost 2 (Including Special education) 2 Hrs	Consultants and Literacy Team, teachers
	Oct. 24th 1 and 4 4:15-6:15			
	Oct. 26th 2 and 5 4:15-6:15 2 Hrs			
			AND/OR	
	June 8th or Aug. 7th 3-5 2 Hrs		Required 1:1 Training (Integration) (3rd, 4th and 5th) 2 Hrs	Consultants, teachers
			OR	

Nov. 8th or Nov.15 or Jan. 10th. 3-5 1 Hr		Required 1:1 Training (Online Training) (3rd, 4th and 5th) 2 Hrs	Consultants, teachers
		OR	
June 9th, Aug. 8th, Nov. 9th, Jan 18th All Staff 1 Hr		Refresher Anyone who would like a refresher on utilizing 1:1 or would like to explore more techniques for utilizing technology in the classroom. (All Staff)	Chavez, teachers
		OR	
July 31st August 2nd Interventionist (EdCamp) OR August 14th, 2023 1 Hr		Performance Matters Intervention Training for teachers 1 Hr (Interventionist)	Pugh,Chavez, Administrator, teachers
		OR	
Oct. 12th Jan. 16th Interventionist 1 Hr		Performance Matters intervention Progress Checks Support (Interventionist) 1 Hr	Pugh,Chavez, Administrator, teachers
		OR	
All Staff Part 1 Sept. 8th 4:00-5:00 Part 2 And Oct. 19th 4:00-5:00 And Part 3 Nov. 16th 4:00-5:00 3 Hrs.		School Connectedness 3 Hrs (All Staff)	Shelly Boutwell, Amber Schmidt (Virtual), teachers
		OR	
Aug 8th Kindergarten Staff 1 Hr		Brigance Refresher (Kindergarten Staff)	Collier, teachers
		OR	

	Aug. 8th Kindergarten Staff 3 Hrs		Brigance Initial (Kindergarten Staff)	Collier, teachers
	All Staff Oct. 17th, Nov. 14th, Jan. 23rd, Feb. 6th 4:00-5:00 1 Hr		**OR** Cycle Of Quality Instruction (All Staff, Sessions created from instructional trends) 1Hr.	
			1	
PD Day #3 - February 19, 2024 6 hours	K-5 and Sped Mar. 20th K and 3 4:15-6:15 Mar. 26th 1 and 4 4:15-6:15 Mar. 28th 2 and 5 4:15-6:15		KCSD Literacy Boost 3 (Including Special education) 2 Hrs.	Cahill, Collier and Literacy Team, teachers
	K-5 and Sped K: July 24, 12:30-3:30 1: July 24, 8:30-11:30 2: July 25, 12:30-3:30 3: July 25, 8:30-11:30 4: July 26, 12:30-3:30 5: July 26, 8:30-11:30 3 Hrs		**AND/OR** Elementary Social Studies 3 Hrs (K-5 Teachers- one per grade level required)	District consultants, teachers
	K-5 Teachers K: July 24, 8:30-11:30 1: July 24, 12:30-3:30 2: July 25, 8:30-11:30		**OR** Elementary Science (K-5 Teachers- one per grade level required) 3 Hrs	District consultants, teachers

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3: July 25, 12:30-3:30 4: July 26, 8:30-11:30 5: July 26, 12:30-3:30 3 Hrs		
	AND/OR	
K-5 Teachers K and 3 Oct. 18th 4:15 - 6:15	Elementary Math 1 (K-5 Teachers) 2 Hrs	Cahill, Collier, teachers
1 and 4 October 24th 4:15 - 6:15		
2 and 5 October 26th 4:15 - 6:15	**AND/OR**	
All Staff Sept. 14th 4:00-5:00	SEB for Elementary (Teachers and IA's) 3 Hrs.	Shelly Boutwell, Amber Schmidt (Virtual), teachers
Nov.9th 4:00-5:00		
Feb.8th 4:00-5:00 3 Hrs.	**OR**	
Nov. 16th Preschool Teachers 4:00 - 6:00	Small Group & Whole Group Planning for Differentiation (Preschool Teachers) 2 Hrs	Preschool consultants, teachers
	OR	
Aug. 1st 8:30-11:30 am	KCSD Literacy Integration into the Arts **REQUIRED**: One per grade level and Specials teachers 3 Hrs.	Cahill, Fasciotto, teachers

	July 24th 8:30-11:30 am		**OR** Science of Reading SOR and Structured Literacy for Beginners Title	Cahill, Collier, teachers
	August 3 3 hrs +3 hrs at home school		**OR** New Teacher Training	District consultants, new teachers, admin
PD Day #4 - March 15, 2024 6 hours	Core Team Jun 12th, 14th, 19th, 21st, July 12th, 17th, 19th 6 Hrs.		SCM Refresher (Core Team)	Early Childhood Director, District consultants, District Sped Ed staff, grade level colleagues, KAS
	Core Team July 24th, 25th, Sept. 29th, Oct 6th 12 Hrs.		**OR** SCM Initial (Core Team)	Early Childhood Director, DIstrict consultants, District Sped Ed staff, grade level colleagues, KAS
	July 31st Special Area 8:00 - 11:00 3 Hrs		**OR** Preschool Planning (Special Area Teachers) 3 Hrs	Preschool consultants, teachers, admin
	August 1st Preschool Teachers and IA's 8:00 -		**OR** Best Practices for Classroom Management: Using Visuals to Support Learning & Supporting MTSS Intervention (Preschool Teachers and IA's)	Preschool consultants, teachers, admin, IA's

11:00 3 Hrs		3 Hrs **OR** PLTW Launch Teachers (PLTW Teacher) 6 Hrs	
Aug. 23rd PLTW Teacher 6 Hrs.		PLTW Launch Teachers (PLTW Teacher) 6 Hrs	PLTW Trainers, teachers
Oct 12th Preschool Teachers and IA's 4:00 - 6:00 2 hrs		**OR** Needs Based Instruction Supporting Low Average Learners & MTSS Intervention (Preschool Teachers and IA's) 2 Hrs	Preschool consultants, teachers, IA's
Nov 16th Preschool Teachers 4:00 - 6:00 2 Hrs		**OR** Small Group & Whole Group Planning for Differentiation (Preschool Teachers) 2 Hrs.	Preschool consultants, teachers, admin, IA's
K and 3 Mar 20th 4:15 - 6:15 1 and 4 Mar 26th 4:15 - 6:15		**OR** Math 2 (K-5 Teachers) 2 Hrs	Cahill, Collier, teachers
2 and 5 Mar 28th 4:15 - 6:15 2 Hrs		**OR**	
6/6/23 or 6/7/23 am or pm sessions 3 Hrs. or 7/27/23 or 8/1/23		Schoology Sessions/ Performance Matters 3 Hrs.	Chavez, ITC's, teachers

	am or pm sessions			

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

Identify those systemic professional development needs 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 data analysis PLCs focused on both weekly assessment data and common assessment data. Use data to inform next steps in instruction. Job embedded professional development is a part of PLCs as needed based on instructional walk data trends and teacher needs.	MAP data, Performance Matters to analyze weekly and common assessments, KCSD Professional Learning Landing Page:
Proficiency, GAP, Growth, Separate Academic Indicator	Intentional, ongoing focus on the Cycle of Quality Instruction, including intentional planning. Utilize subs for teams to meet and plan ½ day together to strengthen core instruction and focus on intentional and effective instructional practices with appropriate tasks aligned to standards. Two ½ day planning will be offered per year, one in the first half of the year and one in the second half of the year.	Monthly Learning Walk data, Assessment Data, Teachers, Administration
Proficiency, GAP, Growth, Separate Academic Indicator	Refine MTSS process and structure. Begin with utilizing teacher equivalency day to review interventions for both reading and math and the progression charts. Begin utilization of Performance Matters for Tier II and Tier III data. Training on this tool will be needed. Analysis of intervention data will occur through the MTSS core team and through Tier II and Tier III data checks to determine if intervention is effective. Data will be shared through PLCs and through the memo.	MTSS Progress Monitoring Data, MAP, KSA, Common Assessments; Admin Team, Teacher Leaders
Proficiency, GAP, Growth, Separate Academic Indicator	Ongoing monthly PLC's led by Primary and Intermediate Literacy Leaders to align new comprehensive Amplify curriculum with ELA standards and to provide support and instruction for all teachers with the Science of Reading and the shift in literacy instruction.	Primary and Intermediate Literacy Leaders; Amplify Curriculum Materials; Science of Reading Research; Performance Matters
Proficiency, GAP, Growth,	Ongoing professional learning at special education PLC meetings and faculty meetings around	Administration Team, Special Education Lead

Separate Academic Indicator	effective co-teaching strategies and intentional planning. Intentional learning walks in collaborative settings and provide specific feedback on instruction in the co-teaching setting to provide high quality instruction for all. Co-teaching teams intentionally plan for instruction.	Teachers, Special Education Consultant, IEP data, weekly and common assessment data, co-teaching lesson plans
Proficiency, GAP, Growth, Separate Academic Indicator	Utilize our Instructional Technology Coach (ITC) to provide ongoing training with Schoology, Performance Matters, Pear Deck, IXL, and Boost Reading. These resources will be used to enhance instruction in order to more efficiently get products from all students and to effectively utilize PM to analyze student data. Utilize 4 professional days to model for teachers in the classroom in addition to Teacher Equivalency Days where direct instruction in the use of these tools will be provided.	ITC Coach, Teachers, Admin, District Consultants
Proficiency and Transition Readiness	Ongoing analysis and conversations around effectiveness of behavior interventions as they relate to PBIS, 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. Work with staff on Restorative Practices. Continue work with Trauma-Informed Care and understand school-level implications of students in trauma and Terrace Metrics Resiliency and Risk Factors.	Terrace Metrics Data; SEB Data Dashboard; Counselor; Admin Team; District Consultants.

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the analysis of the following data: KSA, MAP assessments, common assessments, weekly formative assessments, student work, and RIs/PIs. Intervention data and special education IEP progress data will be analyzed to determine impact as well. 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**	*40%*
Certified Extra Service	**0113**	*5%*
Educational Consultant	**0322**	
Registrations	**0338**	*5%*
General Supplies/Professional Books	**0610**	*20%*
Food	**0616**	*10%*
Travel In District	**0581**	
Travel Out of District	**0580**	*20%*
Total of your budget		**100%**

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

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

Staff Survey- March 28, 2023
SBDM Council Meeting:April 19, 2023

Caywood Elementary School
2023-24 Professional Development Summary

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- 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, 72% of teachers surveyed indicated a need for K-5 literacy work with the new Amplify curriculum. In addition, the teachers also indicated the need for further training and continued work with our school instructional technology resources. Teachers would benefit from professional development offered in the area of technology to enhance instruction and data analysis. The areas of need were found to be with IXL (38%) and Peardeck (33%). The teachers would like to learn more about how to use IXL to assess the standard and adjust instruction based on student responses.

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, weekly assessments in reading and math as well as district common assessments in reading and math.

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, 91% of kindergarten students scored proficient on reading common assessments and 92% of students scored proficient on math common assessments, 89% of first grade students scored proficient on reading common assessments and 88% of first grade students scored proficient on math common assessments. 70% of 2nd grade students scored proficient on reading common assessments and 80% scored proficient on math common assessments. 69% of third grade students scored proficient on reading common assessments and 71% of third grade students scored proficient on math common assessments. 66% of 4th grade students scored proficient on reading common assessments and 71%

of 4th grade students scored proficient on math common assessments. 66% of 5th grade students scored proficient on reading common assessments and 76% of students scored proficient on math common assessments.

In the 2022-2023 school year, sixty percent (60%) of students scored proficient/ distinguished in Reading on the KSA state assessment in the spring of 2022. Forty- nine percent (49%) of students scored proficient/distinguished in Math on the KSA state assessment in the spring of 2022. Fourteen percent (14%) of students with disabilities scored proficient/ distinguished on KSA Reading. Three percent (3%) of students with disabilities scored proficient/ distinguished on KSA Math. Forty-two percent (42%) of English Language Learners (EL) scored proficient/ distinguished on KSA Reading. Twenty-one percent (21%) of English Language Learners (EL) scored proficient/ distinguished on KSA Math. Forty-three percent (43%) of free/reduced students scored proficient/ distinguished on KSA Math. Fifty-four percent (54%) of free/reduced students scored proficient/distinguished in Reading. Forty percent (40%) of kindergarten students are kindergarten ready according to the Brigance assessment administered in the fall of 2022. For the Fall of 2022 MAP assessment, kindergarten students scored a median RIT percentile of 49 compared to the district median of 68 in the area of math. Kindergarten students scored a median RIT percentile of 49 compared to the district median of 59 in the area of reading. First Grade students scored a median RIT percentile of 66 compared to the district median of 69i n the area of math. First Grade students scored a median RIT percentile of 64 compared to the district median of 66 in the area of reading. Second Grade students scored a median RIT percentile of 63 compared to the district median of 69 in the area of math. Second Grade students scored a median RIT percentile of 47 compared to the district median of 60 in the area of reading. Third Grade students scored a median RIT percentile of 58 compared to the district median of 67 in the area of math. Third Grade students scored a median RIT percentile of 68 compared to the district median of 68 in the area of reading. Fourth grade students scored a median RIT percentile of 58 compared to the district median of 63 in the area of math. Fourth grade students scored a median RIT percentile of 60 compared to the district median of 67 in the area of reading. Fifth Grade students scored a median RIT percentile of 46 compared to the district median of 68 in the area of math. Fifth grade students scored a median RIT percentile of 70 compared to the district median of 68 in the area of reading. According to ACCESS data from Spring of 2022, eighty-two percent (82%) of EL students made growth. Twenty-five percent (25%) grew at least an entire point.

In addition to our school specific professional learning opportunities, all teachers at Caywood Elementary will participate in the KCSD PL Offerings 2023-2024 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 2022-2023 school year indicated the need to focus on appropriate tasks aligned to standards. (Element 1) Due to being a Targeted Support and Improvement (TSI) designated school, we will continue our work with targeted walks and feedback in our collaborative classrooms to focus on co-teaching and intentional lesson planning around standards with general education and special education teachers. 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.

NKCES Professional Learning Catalog

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 15, 2023 6 hours	May 31, 2023 Preschool 8:30 - 3:30 6 Hrs		Early Childhood Standards (Preschool Teachers and IA's) 6 Hrs. **OR**	Preschool consultants in collaboration with KDE RTC

June 6th/or July 19th K-2 June 7th/ or July 27th 3-5 6 Hrs		Amplify CKLA Launch (K-5 and Special Education **required**) 6 Hrs.	Amplify consultants; District Consultants, teachers
		OR	
July 27th Special Ed. 1:00-3:00 2 Hrs OR Aug. 8th Special Ed. 9:00-11:00 2 Hrs		Special Education Training (LBD) 2 Hrs	District SPED Dept., Special Ed teachers
		OR	
July 27th Related Services, Pre-K, Unit Teachers 1:00-4:00 3 Hrs. OR Aug. 8th 9:00-12:00 3 Hrs.		Special Education Training (Related Services, Pre-K, Unit Teachers) 3 Hrs.	District SPED Dept., teachers
		OR	
Aug. 2nd All Staff 5 Hrs		EdCamp (All Staff) 5 Hrs	teachers, consultants, admin
		OR	
Aug. 2nd All Staff 1 Hr.		Dr. Webb KeyNote (All Staff) 1 Hr.	Dr. Webb, teachers
July 11, 2023 Preschool Teachers and IA's 8:30-3:30		**OR** Working with Low Incidence Students	

			& Autism (Preschool Teachers and IA's) 6 Hrs.	Preschool consultants in collaboration with KDE RTC, teachers
PD Day # 2 - November 22, 2023 6 hours	July 26th K-5 and Sped K-8:30-10:30 1st-10:30 -12:30 2nd-1:30-3:30 July 27th 3-8:30-10:30 4-10:30 -12:30 5-1:30-3:30 2 Hrs		**KCSD Literacy Boost 1** (K-5 Including Special Education) 2 Hrs	Cahill, Collier, teachers
	K-5 Teachers and Sped Oct. 18th K and 3 4:15-6:15 Oct. 24th 1 and 4 4:15-6:15 Oct. 26th 2 and 5 4:15-6:15 2 Hrs		**AND/OR** **KCSD Literacy Boost 2** (Including Special education) 2 Hrs	Cahill, Collier and Literacy Team, teachers
	June 8th or Aug. 7th 3-5 2 Hrs		**AND/OR** Required 1:1 Training (Integration) (3rd, 4th and 5th) 2 Hrs	Chavez, teachers
	Nov. 8th or Nov.15 or Jan. 10th. 3-5 1 Hr		**OR** Required 1:1 Training (Online Training) (3rd, 4th and 5th) 2 Hrs	Chavez, teachers
	June 9th, Aug. 8th, Nov. 9th, Jan 18th All Staff 1 Hr		**OR** Refresher Anyone who would like a refresher on utilizing 1:1 or would like to explore more techniques for utilizing technology in the classroom. (All Staff)	Chavez, teachers

			OR	
	July 31st August 2nd Interventionist (EdCamp) OR August 14th, 2023 1 Hr		Performance Matters Intervention Training for teachers 1 Hr (Interventionist)	Pugh,Chavez, Administrator, teachers
			OR	
	Oct. 12th Jan. 16th Interventionist 1 Hr		Performance Matters intervention Progress Checks Support (Interventionist) 1 Hr	Pugh,Chavez, Administrator, teachers
			OR	
	All Staff Part 1 Sept. 8th 4:00-5:00 Part 2 And Oct. 19th 4:00-5:00 And Part 3 Nov. 16th 4:00-5:00 3 Hrs.		School Connectedness 3 Hrs (All Staff)	Shelly Boutwell, Amber Schmidt (Virtual), teachers
			OR	
	Aug 8th Kindergarten Staff 1 Hr		Brigance Refresher (Kindergarten Staff)	Collier, teachers
			OR	
	Aug. 8th Kindergarten Staff 3 Hrs		Brigance Initial (Kindergarten Staff)	Collier, teachers
			OR	
	All Staff Oct. 17th, Nov. 14th, Jan. 23rd, Feb. 6th 4:00-5:00 1 Hr		Cycle Of Quality Instruction (All Staff, Sessions created from instructional trends) 1Hr.	

			1	
PD Day #3 - February 19, 2024 6 hours	K-5 and Sped Mar. 20th K and 3 4:15-6:15 Mar. 26th 1 and 4 4:15-6:15 Mar. 28th 2 and 5 4:15-6:15		KCSD Literacy Boost 3 (Including Special education) 2 Hrs.	Cahill, Collier and Literacy Team, teachers
			AND/OR	
	K-5 and Sped K: July 24, 12:30-3:30 1: July 24, 8:30-11:30 2: July 25, 12:30-3:30 3: July 25, 8:30-11:30 4: July 26, 12:30-3:30 5: July 26, 8:30-11:30 3 Hrs		Elementary Social Studies 3 Hrs (K-5 Teachers- one per grade level required)	District consultants, teachers
			OR	
	K-5 Teachers K: July 24, 8:30-11:30 1: July 24, 12:30-3:30 2: July 25, 8:30-11:30 3: July 25, 12:30-3:30 4: July 26, 8:30-11:30 5: July 26, 12:30-3:30 3 Hrs		Elementary Science (K-5 Teachers- one per grade level required) 3 Hrs	District consultants, teachers
			AND/OR	
	K-5 Teachers K and 3 Oct. 18th 4:15 - 6:15		Elementary Math 1 (K-5 Teachers) 2 Hrs	Cahill, Collier, teachers

1

1 and 4 October 24th 4:15 - 6:15			
2 and 5 October 26th 4:15 - 6:15		**AND/OR**	
All Staff Sept. 14th 4:00-5:00 Nov.9th 4:00-5:00 Feb.8th 4:00-5:00 3 Hrs.		SEB for Elementary (Teachers and IA's) 3 Hrs.	Shelly Boutwell, Amber Schmidt (Virtual), teachers
		OR	
Nov. 16th Preschool Teachers 4:00 - 6:00		Small Group & Whole Group Planning for Differentiation (Preschool Teachers) 2 Hrs	Preschool consultants, teachers
		OR	
Aug. 1st 8:30-11:30 am		KCSD Literacy Integration into the Arts **REQUIRED**: One per grade level and Specials teachers 3 Hrs.	Cahill, Fasciotto, teachers
		OR	
July 24th 8:30-11:30 am		Science of Reading SOR and Structured Literacy for Beginners Title	Cahill, Collier, teachers
		OR	
August 3 3 hrs +3 hrs at		New Teacher Training	District consultants, new teachers, admin

	home school			

PD Day #4 - March 15, 2024 6 hours	Core Team Jun 12th, 14th, 19th, 21st, July 12th, 17th, 19th 6 Hrs.		SCM Refresher (Core Team)	Early Childhood Director, DIstrict consultants, District Sped Ed staff, grade level colleagues, KAS
			OR	
	Core Team July 24th, 25th, Sept. 29th, Oct 6th 12 Hrs.		SCM Initial (Core Team)	Early Childhood Director, DIstrict consultants, District Sped Ed staff, grade level colleagues, KAS
			OR	
	July 31st Special Area 8:00 - 11:00 3 Hrs		Preschool Planning (Special Area Teachers) 3 Hrs	Preschool consultants, teachers, admin
			OR	
	August 1st Preschool Teachers and IA's 8:00 - 11:00 3 Hrs		Best Practices for Classroom Management: Using Visuals to Support Learning & Supporting MTSS Intervention (Preschool Teachers and IA's) 3 Hrs	Preschool consultants, teachers, admin, IA's
			OR	
	Aug. 23rd PLTW Teacher 6 Hrs.		PLTW Launch Teachers (PLTW Teacher) 6 Hrs	PLTW Trainers, teachers
			OR	
	Oct 12th Preschool		Needs Based Instruction Supporting Low Average Learners & MTSS	

	Teachers and IA's 4:00 - 6:00 2 hrs	Intervention (Preschool Teachers and IA's) 2 Hrs	Preschool consultants, teachers, IA's
	Nov 16th Preschool Teachers 4:00 - 6:00 2 Hrs	**OR** Small Group & Whole Group Planning for Differentiation (Preschool Teachers) 2 Hrs.	Preschool consultants, teachers, admin, IA's
	K and 3 Mar 20th 4:15 - 6:15 1 and 4 Mar 26th 4:15 - 6:15 2 and 5 Mar 28th 4:15 - 6:15 2 Hrs	**OR** Math 2 (K-5 Teachers) 2 Hrs **OR**	Cahill, Collier, teachers
	6/6/23 or 6/7/23 am or pm sessions 3 Hrs. or 7/27/23 or 8/1/23 am or pm sessions	Schoology Sessions/ Performance Matters 3 Hrs.	Chavez, ITC's, teachers

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

Identify those systemic professional development needs 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,	**Weekly PLC Data Analysis** Teachers and administrators collaborate weekly to analyze data	Weekly and Common Assessment Data viewed

Separate Academic Indicator	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.	through Performance Matters LMS; Caywood Overall Results Tool; District Data on PM
Proficiency, Separate Academic Indicator, Growth, 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. 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.	Monthly Learning Walk Feedback and District Trend Data; MTSS Progress Monitoring Data, MAP, KSA, Common Assessments; Admin Team, Teacher Leaders
Proficiency, Separate Academic Indicator, Growth, Gap Goals	**Literacy Instructional Alignment with Amplify/Literacy Shift to Science of Reading** Ongoing *monthly* PLC's led by Primary and Intermediate Literacy Leaders to align new comprehensive Amplify curriculum with ELA standards and to provide support and instruction for all teachers with the science of Reading and the shift in literacy instruction.	Primary and Intermediate Literacy Leaders; Amplify Curriculum Materials; Science of Reading Research; Performance Matters
Proficiency, Separate Academic Indicator, Growth, Gap Goals	**Technology -** Utilize our Instructional Technology Coach (ITC) to provide ongoing training with Schoology, Performance Matters, Pear Deck, IXL, and Boost Reading. These resources will be used to enhance instruction in order to more efficiently get products from all students and to effectively utilize PM to analyze student data. Utilize 4 professional days to model for teachers in the classroom in addition to Teacher Equivalency Days where direct instruction in the use of these tools will be provided.	ITC Coach, Teachers, Admin, District Consultants

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 Performance Matters as the tool to manage the data. Sessions at Teacher Equivalency Days will be provided to all staff as we transition to using a new tool. Data analysis of program effectiveness for both academic and SEB interventions will be conducted 3 times per year after MTSSS progress checks with the core MTSS team.	MTSS Progress Monitoring Data, MAP, KSA, Performance Matters, District Consultants and ITC
Proficiency, Gap	**TSI-Closing Gaps for Students with Disabilities** Ongoing professional learning at Faculty Meetings and Special Education PLC meetings around co-teaching strategies and providing consistent targeted feedback during walks in collaborative and resource settings. Intentional planning with co-teaching teams will continue before and after school weekly.	Special Ed Lead Teacher,Admin Team, District Sped Consultants, Weekly Common Assessment Data, Co-Teaching Lesson Plans
Proficiency and Transition Readiness Goals	**Restorative Practice and Behavior Intervention-** Ongoing analysis and conversations around effectiveness of behavior interventions as they relate to PBIS, 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. Continued work with the book study, <u>Restorative Practice and Special Needs</u>- will continue with teachers.	Terrace Metrics Data and curriculum; SEB Data Dashboard; Counselor; Admin Team; Restorative Practice Book and resources from District Leadership meetings
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 (Org for 7000)
Object – use code from above
Project – 7000, ARP, Title (Use codes from finance)

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

March 17 Teacher Leader Meeting
Staff Survey- March 21, 2023
SBDM Council Meeting: April 19, 2023

Fort Wright Elementary School
2023-24 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

Data is consistently reviewed and analyzed at Fort Wright Elementary. Grade level teachers and administrators look at triangulated data during weekly Professional Learning Communities (PLCs) in the Learning Management System (Performance Matters). This data includes KSA, MAP, weekly formative assessments, kindergarten readiness, summative assessments, software data, and district common assessments. Survey data shows 98.1% of students believe Fort Wright is a caring place and 98% of students believe adults at Fort Wright respect students' differences (gender, culture, race, religion, ability). This school year, 65% of kindergarten students scored Kindergarten Ready on Brigance. Fall MAP data projects 66.96% of third, fourth, and fifth grade students to score Proficient and Distinguished on KSA. In 2022, Fort Wright Elementary met the reading proficiency yearly objective by +12.6%. 11% of current fourth grade students scored novice on KSA Reading and 58% of the free/reduced population scored proficient on KSA Reading. In math, 59% of students scored proficient or distinguished. 17% of the free/reduced population scored novice on KSA Math In Science, Fort Wright Elementary met the objective of increasing science proficiency by +9.6% as well as the objective of decreasing science novice to zero (+10.2%). In Social Studies, 59% of students scored proficient/distinguished on KSA Social Studies. As far as the Achievement Gap objectives, Fort Wright Elementary did not meet either objective for reading or math proficiency for students with disabilities. Students made progress from 2021 scores but did not meet the math proficiency objective by -1.7% and reading proficiency objective by -9.5%. The KSA data showed a +17% growth in math for students with disabilities and a +12.2% growth in reading with students with disabilities from 2021 to 2022. As of March 2023, 80.28% of students scored at or above benchmark on Math Common Assessments and 83.14% of students scored at or above benchmark on Reading Common Assessments. In addition, as of March 2023, 77.39% of fourth and fifth grade students are Transition Ready. Therefore, Fort Wright Elementary will continue ongoing job embedded professional development in the area of best practices and instructional strategies, review and analysis of triangulated data, deconstruction of standards, and create weekly assessments.

Behavior referral data and attendance data are also considered when creating the PL plan . Along with student data, instructional data is analyzed each month to determine teacher needs to ensure all teachers will have opportunities to enhance instructional practices related to improving the Quality Cycle of Instruction throughout the school year. All grade level teachers at Fort Wright Elementary will participate in the KCSD KCSD 23-24 Professional Learning Plan to provide authentic opportunities for collaboration among teachers around pacing, instructional resources, and assessments. Professional Learning was identified for the 2023-2024 school year through feedback obtained from stake-holders. This took place at PLC meetings,staff surveys and at a SBDM Council meeting.

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 15, 2023 6 hours	May 31, 2023 Preschool 8:30 - 3:30 6 Hrs	Goal1 Proficiency Goal 2 Separate Academic Indicator	Early Childhood Standards (Preschool Teachers and IA's) 6 Hrs.	Preschool Consultants
	June 6th K-2 June 7th 3-5 6 Hrs.	Goal 3 Gap Goal 4 English Language Learners	Amplify CKLA Launch (K-5 and Including Special education) 6 Hrs.	Amplify
	July 27th Special Ed. 1:00-3:00 2 Hrs Aug. 8th Special Ed. 9:00-11:00 2 Hrs		Special Education Training (LBD) 2 Hrs	District Special Education department
	July 27th Related Services, Pre-K, Unit Teachers 1:00-4:00 3 Hrs. OR Aug. 8th 9:00-12:00 3 Hrs.		Special Education Training (Related Services, Pre-K, Unit Teachers) 3 Hrs.	District Special Education department
	Aug. 2nd All Staff 5 Hrs		EdCamp (All Staff) 5 Hrs	District Consultants and Teachers
	Aug. 2nd All Staff 1 Hr.		Dr. Webb Keynote (All Staff) 1 Hr.	
	July 11, 2023 Preschool		Working with Low Incidence	Preschool Consultants

	Teachers and IA's 8:30-3:30 6 Hrs		Students & Autism (Preschool Teachers and IA's) 6 Hrs.	
PD Day # 2 - November 22, 2023 6 hours	July 26th K-5 and Sped K-8:30-10:30 1st-10:30 -12:30 2nd-1:30-3:30 July 27th 3-8:30-10:30 4-10:30 -12:30 5-1:30-3:30 2 Hrs	Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	KCSD Literacy Boost 1 (K-5 Including Special Education) 2 Hrs	Collier/Cahill
	K-5 Teachers and Sped Oct. 18th K and 3 4:15-6:15 Oct. 24th 1 and 4 4:15-6:15 Oct. 26th 2 and 5 4:15-6:15 2 Hrs		KCSD Literacy Boost 2 (Including Special education) 2 Hrs	Cahill/Collier Literacy Team
	Aug. 1st K-5 Special Area 3 Hrs 8:30-11:30		Literacy Integration (K-5 Special Area Teachers) 3 Hrs	Cahill/Fasciott
	June 8th or Aug. 7th 3-5 2 Hrs		Required 1:1 Training (Integration) (3rd, 4th and 5th) 2 Hrs	Chavez
	Nov. 8th or Nov.15 or Jan. 10th. 3-5 1 Hr		Required 1:1 Training (Online Training) (3rd, 4th and 5th) 2 Hrs	Chavez

	June 9th, Aug. 8th, Nov. 9th, Jan 18th All Staff 1 Hr		Refresher Anyone who would like a refresher on utilizing 1:1 or would like to explore more techniques for utilizing technology in the classroom. (All Staff) 1 Hr	Chavez
	July 31st August 2nd Interventionist (EdCamp) OR August 14th, 2023 1 Hr		Performance Matters Intervention Training for teachers (Interventionist) 1 Hr	Chavez/Pugh
	Oct. 12th Jan. 16th Interventionist 1 Hr		Performance Matters intervention Progress Checks Support (Interventionist) 1 Hr	Chavez/Pugh
	All Staff Part 1 Sept. 8th 4:00-5:00 Part 2 And Oct. 19th 4:00-5:00 And Part 3 Nov. 16th 4:00-5:00 3 Hrs.		School Connectedness 3 Hrs (All Staff)	Shelly Boutwell and Amber Schmidt (Virtual)
	Aug 8th Kindergarten Staff 1 Hr		Brigance Refresher (Kindergarten Staff)	Tiffany Collier
	Aug. 8th Kindergarten Staff 3 Hrs		Brigance Initial (New Kindergarten Staff)	Tiffany Collier
	All Staff		Cycle Of Quality Instruction (All Staff, Sessions created from	Kenton Elementary Admin.

	Oct. 17th, Nov. 14th, Jan. 23rd, Feb. 6th 4:00-5:00 4 Hrs		instructional trends) 4 Hrs	
PD Day #3 - February 19, 2024 6 hours	K-5 and Sped Mar. 20th K and 3 4:15-6:15 Mar. 26th 1 and 4 4:15-6:15 Mar. 28th 2 and 5 4:15-6:15	Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	KCSD Literacy Boost 3 (Including Special education) 2 Hrs.	Cahill/Collier/Literacy Team
	K-5 and Sped K: July 24, 12:30-3:30 1: July 24, 8:30-11:30 2: July 25, 12:30-3:30 3: July 25, 8:30-11:30 4: July 26, 12:30-3:30 5: July 26, 8:30-11:30 3 Hrs		Elementary Social Studies 3 Hrs (K-5 Teachers)	TBD
	K-5 Teachers K: July 24, 8:30-11:30 1: July 24, 12:30-3:30 2: July 25, 8:30-11:30 3: July 25, 12:30-3:30 4: July 26, 8:30-11:30 5: July 26, 12:30-3:30 3 Hrs		Elementary Science (K-5 Teachers) 3 Hrs	TBD
	K-5 Teachers K and 3 Oct. 18th 4:15 - 6:15 1 and 4		Elementary Math 1 (K-5 Teachers) 2 Hrs	TBD

	October 24th 4:15 - 6:15 2 and 5 October 26th 4:15 - 6:15 All Staff Sept. 14th 4:00-5:00 Nov.9th 4:00-5:00 Feb.8th 4:00-5:00 3 Hrs.		SEB for Elementary (Teachers and IA's) 3 Hrs.	Amber Schmidt and Shelly Boutwell (Virtual)
	Nov. 16th Preschool Teachers 4:00 - 6:00 2 Hrs.		Small Group & Whole Group Planning for Differentiation (Preschool Teachers) 2 Hrs	Preschool Consultants
PD Day #4 - March 15, 2024 6 hours	Core Team Jun 12th, 14th, 19th, 21st, July 12th, 17th, 19th 6 Hrs.	Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap	SCM Refresher (Core Team)	SCM Trainers
	Core Team July 24th, 25th, Sept. 29th, Oct 6th 12 Hrs.	Goal 4 English Language Learners	SCM Initial (Core Team)	SCM Trainers
	July 31st Special Area 8:00 - 11:00 3 Hrs		Preschool Planning (Special Area Teachers) 3 Hrs	Preschool Consultants
	August 1st Preschool Teachers and IA's 8:00 - 11:00 3 Hrs		Best Practices for Classroom Management: Using Visuals to Support Learning & Supporting MTSS Intervention (Preschool Teachers and IA's) 3 Hrs	Preschool Consultants

	Aug. 23rd PLTW Teacher 6 Hrs.		PLTW Launch Teachers (PLTW Teacher) 6 Hrs	PLTW Trainers/Caywood
	Oct 12th Preschool Teachers and IA's 4:00 - 6:00 2 hrs		Needs Based Instruction Supporting Low Average Learners & MTSS Intervention (Preschool Teachers and IA's) 2 Hrs	Preschool Consultants
	Nov 16th Preschool Teachers 4:00 - 6:00 2 Hrs		Small Group & Whole Group Planning for Differentiation (Preschool Teachers) 2 Hrs.	Preschool Consultants
	K and 3 Mar 20th 4:15 - 6:15 1 and 4 Mar 26th 4:15 - 6:15 2 and 5 Mar 28th 4:15 - 6:15 2 Hrs		Math 2 (K-5 Teachers) 2 Hrs	TBD

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

Identify those systemic professional development needs 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
Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap	Weekly assessment data analysis at PLC to determine next steps for students. Discussion of strategies and programs to use with students. Backward planning and training of new literacy curriculum.	Administrative Team, Assessment measures, Teachers, Literacy Leaders ▤ KCSD Professi...

Goal 4 English Language Learners		
Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	Tier I Support: Teachers will observe classrooms to strengthen Tier I instruction. The visits will be based on instructional walk data to provide proper support. *Certified substitutes will be hired for this embedded Professional Development if needed. Monthly staff meetings will be differentiated based on instructional walk data.	Administration, Teachers, District Consultants, 🗐 KCSD Professi…
Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	Tier II and Tier III Support: Support with the MTSS process and progress monitoring (New LMS-PM) - tracking and determining progress. Tier II, and Tier III supports. *Training sessions on intervention will be integrated into staff meetings as needed. MTSS information will be discussed at PLC, weekly memo and grade level meetings as needed. Analysis of intervention data (Balcony View) following each progress check.	Standards, Lesson plans, Tiered intervention programs for math and reading. This includes the use of DIBELS, Quality Cycle of Instruction, 🗐 KCSD Professi…
Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	Ongoing training on the PPR document and the district evaluation cycle.	Administrative Team, Approved evaluation documents, Cycle of quality instruction, instructional videos, 🗐 KCSD Professi…

Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	Writing reviews to calibrate, share, and analyze strengths, areas to strengthen and next steps 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.	Administrative Team Lead Teachers, Classroom Teachers, 📰 KCSD Professi...
Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	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 promotes and improves student agency. *ITC will lead grade level meetings and sessions at staff meetings according to instructional walk information and information from district ITC meetings.	District Consultants, Technology Committee, Administration Team, Lead Teachers, ITC, 📰 KCSD Professi...
Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	Mental Health issues, MTSS Behavioral Supports, Safety SEB – Continuous review of effective practices for social emotional learning as well as effective frameworks to present SEB to students. Continue Restorative Practice that began in the 2022-2023 school year. School Safety training and updates, as needed. PBIS strategies focusing on implementation of Tier I, Tier II and Tier III strategies. Refining progress monitoring and supporting student goals	Administrative team, SEB data from MTSS, Behavior Referrals, School Counselor, District Consultants, FRC, 📰 KCSD Profession...

	that lead to success. This includes matching the intervention to the progress goal being monitored. *SEB sessions will be integrated into CSIP meetings and grade level meetings according to behavior and SEB data.	

D. IMPLEMENTATION AND IMPACT

Impact will be assessed and shared during monthly SBDM Council meetings, weekly PLCs, and the weekly memo.. The SBDM Council and school staff will regularly 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	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 (Org for 7000)
Object – use code from above
Project – 7000, ARP, Title (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Staff Survey(March 2023), PLC(March 2023) , SBDM(April 11,2023).

RC Hinsdale School
2023-2024 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 (2022),, KCSD Common Assessments, Certified/Classified Professional Growth Plans, Fall/Spring MAP data, weekly formative assessments, and teacher walk data. Throughout the 2023-24 school year, we plan to continue utilizing this data to help plan our Staff Professional Learning and Professional Learning Community meetings (PLC).

KSA 2021-22:
-65% of all students were proficient/distinguished in reading, while 35% of students with disabilities scored proficient/distinguished.

MAP 22-23:
-65% of 3rd, 4th, and 5th grade students are projected to be proficient/distinguished in reading, while 19% of students with disabilities are projected to be proficient/distinguished.

District Common Assessments:
-82% of all students scored proficient/distinguished in reading, while 64% of students with disabilities score proficient/distinguished.

Our staff is continuously analyzing data from our grade-level data dashboards, which includes all of these assessments as well as weekly common assessments. Behavior and attendance data was also analyzed in PLC Meetings, Teacher Lead Meetings, MTSS Meetings and SBDM Council Meetings.

In analysis of our data we have determined our two areas of focus are in ELA and ELA for students with disabilities. Our PDs will be focused on the Science of Reading, Structured Literacy, and how those areas effectively intertwine with our school wide comprehensive resource for ELA. Furthermore, we will be building staff capacity in putting structures systematically in place for the success of all students, including students with disabilities. Our special education team along with our general education classroom teachers will be working to build a more effective co-teaching and collaboration model for our school community. This is a result of the projection of 19% of students with disabilities scoring proficient or distinguished in the upcoming KSA.

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 15, 2023 6 hours	**K-5** (6 Hours) 6/1/23 OR	Proficiency Separate Academic Indicator Growth	Into Reading Series (All teachers teaching ELA) • Science of Reading • Structured Literacy • Instructional Strategies • Resources	Academic Program Consultants School Literacy Leaders School ITC
	Preschool (6 Hours) 5/31/23 8:30-3:30 OR		Early Childhood Standards (Preschool Teachers and IAs)	Preschool Consultants
	K-5 (3 Hours) 6/6/23 and 6/7/23 OR		Schoology and Performance Matters (Classroom Teachers)	School ITC, District IT Support

	7/27/23 and 8/1/23 OR OR 7/31/23 (3 Hours) 8/2/23 (5 Hours) 8/1/23 (1 Hour) OR 8/1/23		Preschool Planning (Special Area Teachers) EdCamp (All Staff) Dr. Webb Keynote (All Staff) Best Practices for Classroom Management: Using Visuals to Support Learning and Supporting MTSS Intervention	Preschool Consultants District Consultants and Teachers Preschool Consultants
PD Day # 2 - November 22, 2023 6 hours	K-5 (6 Hours) 6/6/23 **OR**	Proficiency Separate Academic Indicator Growth	Into Reading (All teachers teaching ELA) • Instructional Strategies/resources • creating formative assessments • utilizing the Growth Measure, integrating writing, using Growth Measure results, utilizing the lesson planner	Grade Level Team Leads, School ITC, Special Education Staff, School Literacy Leaders

K-5		• Co-Teaching Strategies with Special education teachers	
(6 Hours) 6/6/23 OR		Math Professional Learning (Math Teachers Grades 4 and 5) • Instructional Strategies/resources • creating formative assessments • Co-Teaching Strategies with Special education teachers	Math Teachers Grades 4 and 5, Special Education Teachers
Preschool (6 Hours) 7/11/23 8:30-3:30 OR	Proficiency Separate Academic Indicator Growth	Working with Low incidence Students and Autism	Preschool Consultants
(3 Hours) 9/14/23 4:00-5:00 11/9/23 4:00-5:00 2/8/24 4:00-5:00 OR		SEB for Elementary Teachers	Behavior Consultants, Classroom Teachers, School Counselor
K-5		Elementary Math 1	

	(2 Hours) Math 10/18/23 4:15-6:15 Grades K and 3 10/24/23 4:15-6:15 Grades 1 and 4 10/26/23 4:15-6:15 Grades 2 and 5			Grade Level Math Teachers
			1	
PD Day #3 - February 19, 2024 6 hours	**K-5** (3 Hours) Reading TBA OR	Proficiency Separate Academic Indicator Growth	Science of Reading and Structured Literacy	Cahill/Collier. School Literacy Leaders
	K-5 (2 Hours) 3/20/24 4:15-6:15 Grades K and 3rd		Elementary Math 2	Classroom Math Teachers

1

	3/26/24 4:15-6:15 Grades 1st and 4th 3/28/24 4:15-6:15 Grades 2nd and 5th OR **Preschool** (3 Hours) 7/24/23 1:00- 4:00 OR 8/8/23 9:00- 12:00 OR (3 Hours) 7/31/23 8:00- 11:00 OR (3 Hours) 8/1/23 8:00- 11:00	Proficiency Separate Academic Indicator Growth	ALL SPED Special Area Teachers Planning Best Practices for Classroom Management: Using Visuals to Support Learning and Supporting MTSS Intervention	 Preschool Consultants Preschool Consultants

		Proficiency Separate Academic Indicator Growth		
PD Day #4 - March 15, 2024 6 hours	**K-5** (3 Hours) 7/24/23 K:8:30-11:30 1st Grade 8:30-11:30 7/25/23 2nd Grade 8:30-11:30 3rd Grade 12:30-3:30	Proficiency Separate Academic Indicator Growth	Elementary Science	Classroom Science Teachers

	7/26/23 4th Grade 8:30-11:30 5th Grade 12:30-3:30 **K-5** (3 Hours) 7/24/23 K: 12:30-3:30 1st Grade 8:30-11:30 7/25/23 2nd Grade 12:30-3:30 3rd Grade 8:30-11:30 7/26/23 4th Grade 12:30-3:30 5th Grade 8:30-11:30	Proficiency Separate Academic Indicator Growth	Elementary Social Studies	Classroom Social Studies Teachers

	Required 1:1 Training Grades 3, 4, and 5		Required 1:1 Training Grades 3, 4, 5	Chavez
	(2 Hours) Grades 3-5 6/8/23 OR 8/7/23		1:1 Integration	
	(1 Hour) Grades 3-5 11/8/23, 11/15/23, OR 1/10/24 OR		1:1 Online Training	
	(6 Hours) 6/12, 6/14, 6/19, 6/21, OR 7/12, 7/17, 7/19	Proficiency Separate Academic Indicator Growth	SCM Refresher Training (Core Team Members)	SCM Trainers
	(12 Hours)		SCM Initial (Core Team)	SCM Trainers

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

_____ *School*   *Page 9 of 11*

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>: Weekly assessment data analysis at PLC to determine next steps for students. Discussion of strategies and programs to use with students	Administrative Team, Classroom Teachers, Interventionists, Assessment Results
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page</u>: Ongoing training on the Quality Instruction Cycle based on instructional walk data and teacher need.	Administrative Team, Evaluation Documents, Cycle of Quality Instruction
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page</u>: Technology: Schoology and Performance Matters Training. Beginner and Experienced will be offered to enhance knowledge. Using Performance Matters for Use with all intervention documentation and data	Administrative Team, School ITC, Interventionists, and Classroom Teachers
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page</u>: MTSS: Review Purpose, Understand the implications, Data Collection, Data Analysis, Support for implementation of Performance Matters with MTSS, and Progress Monitoring.	MTSS Core Team, Classroom Teachers, Special Education Teachers and Classroom Teachers
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page</u>: Monthly review of writing samples in grade level PLCs to review and share strengths and areas of growth to continue movement of writing achievement	Literacy leads, Administrative Team, Team Leads, Classroom Teachers
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page</u>: SEB and MTSS Behavioral Supports Restorative Practices School Safety Training	School Counselor, District Consultants

D. IMPLEMENTATION AND IMPACT

Implementation and impact will be assessed in multiple ways. Impact will be assessed throughout the year with ongoing weekly, systematic review of data including formative and common assessments. Through these data sets we will be reviewing student data and making instructional adjustments as needed. Instructional walk data will be reviewed monthly and on-going training will be provided based on the data and staff need. Additionally, we will be using faculty meetings to analyze student data, walk results and provide job embedded professional learning. Each month, the SBDM council will review and analyze data which includes: common assessments, CBAS Pillar Data, attendance,

behavior data. MAP (2 times per year), KSA (2 times per year), and other data as appropriate.

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**	**0120 D**	*50%*
Certified Extra Service	**0113**	
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**	
Total of your budget		**100%**

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

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: 4/19/23

Kenton Elementary School
2023-24 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

The two priorities that are identified for the 2023-2024 school year are to provide necessary support and training for quality Tier I instruction in order for all students to reach proficiency in reading and math. Also, to provide necessary support and training to close the GAP for students with disabilities in the area of Reading and Math. These priorities were identified through many data sets that continue to see the need for PL in these areas.

2021-2022 School Year

KSA :

-69% of all students were proficient/distinguished in math, while 38% of students with disabilities were proficient/distinguished.

- 68% of all students scored proficient/distinguished in reading, while 35% of students with disabilities scored proficient/distinguished.

MAP (fall and spring):

- first and third grade did not make expected growth in reading
- first, third and fifth grade did not make expected growth in math.

District common assessments:

- 73% of all students scored proficient/distinguished reading, while 56% of students with disabilities scored proficient/distinguished.

-77% all students scored proficient/distinguished in math, while 55% of students with disabilities scored proficient/distinguished

Weekly teacher created assessments:

- 73% of all students K-5 scored proficient/distinguished in reading, while 56% of students with disabilities scored proficient/distinguished.

- 77% of all students K-5 scored proficient/distinguished in math, while 55% of students with disabilities scored proficient/distinguished

22-23 School Year

MAP (fall 2021-fall 2022):

-second and fourth grade did not make expected growth in math

-second grade did not make expected growth in reading.

District common assessments:

-75% of all students scored proficient/distinguished in reading, while 48% of students with disabilities scored proficient/distinguished.

-81% of all students scored proficient/distinguished in math, while 60% of students with disabilities scored proficient/distinguished.

Weekly teacher created assessments:

-81% of all students scored proficient/distinguished in reading, while 69% of students with disabilities scored proficient/distinguished.

-78% of all students scored proficient/distinguished in math, while 59% of students with disabilities scored proficient/distinguished.

Instructional Feedback: This data includes all grades, special area, intervention teachers and special education teachers.

September:Element 1: 76.9% Reinforce, Element 2: 84.6% reinforce, Element 3 23.1% reinforce, Element 4: 38.5% reinforce

March:Element 1: 90% reinforce, Element 2:78% reinforce Element 3: 39% reinforce Element 4: 82.9% Reinforce

Behavior referral data and attendance data are also considered when creating the PL plan . Professional Learning was also identified for the 2023-2024 school year through feedback obtained from stake-holders. This took place at PLC meetings, Lead Teacher meetings, staff survey and SBDM Council meetings The plan developed is aligned to the Kenton Elementary CSIP needs assessment which states that on the 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 15, 2023 6 hours	May 31, 2023 Preschool 8:30 - 3:30 6 Hrs	Goal1 Proficiency Goal 2 Separate Academic Indicator	Early Childhood Standards (Preschool Teachers and IA's) 6 Hrs.	Preschool Consultants
	June 6th K-2 June 7th 3-5 6 Hrs.	Goal 3 Gap Goal 4 English Language Learners	Amplify CKLA Launch (K-5 and Including Special education) 6 Hrs.	District Consultants
	July 27th Special Ed. 1:00-3:00 2 Hrs		Special Education Training (LBD) 2 Hrs	District Special Education Department
	Aug. 8th Special Ed. 9:00-11:00 2 Hrs			

	July 27th Related Services, Pre-K, Unit Teachers 1:00-4:00 3 Hrs. OR Aug. 8th 9:00-12:00 3 Hrs.		Special Education Training (Related Services, Pre-K, Unit Teachers) 3 Hrs.	District Special Education Department
	Aug. 2nd All Staff 5 Hrs		EdCamp (All Staff) 5 Hrs	District Consultants and Teachers
	Aug. 2nd All Staff 1 Hr.		Dr. Webb Keynote (All Staff) 1 Hr.	
	July 11, 2023 Preschool Teachers and IA's 8:30-3:30 6 Hrs		Working with Low Incidence Students & Autism (Preschool Teachers and IA's) 6 Hrs.	Preschool Consultants
PD Day # 2 - November 22, 2023 6 hours	July 26th K-5 and Sped K-8:30-10:30 1st-10:30 -12:30 2nd-1:30-3:30 July 27th 3-8:30-10:30 4-10:30 -12:30 5-1:30-3:30 2 Hrs	Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	KCSD Literacy Boost 1 (K-5 Including Special Education) 2 Hrs	District Consultants
	K-5 Teachers and Sped Oct. 18th K and 3 4:15-6:15 Oct. 24th		KCSD Literacy Boost 2 (Including Special education) 2 Hrs	District Consultants Literacy Team

1 and 4 4:15-6:15 Oct. 26th 2 and 5 4:15-6:15 2 Hrs			
Aug. 1st K-5 Special Area 3 Hrs 8:30-11:30		Literacy Integration (K-5 Special Area Teachers) 3 Hrs	District Consultants
June 8th or Aug. 7th 3-5 2 Hrs		Required 1:1 Training (Integration) (3rd, 4th and 5th) 2 Hrs	District Consultants
Nov. 8th or Nov.15 or Jan. 10th. 3-5 1 Hr		Required 1:1 Training (Online Training) (3rd, 4th and 5th) 2 Hrs	District Consultants
June 9th, Aug. 8th, Nov. 9th, Jan 18th All Staff 1 Hr		Refresher Anyone who would like a refresher on utilizing 1:1 or would like to explore more techniques for utilizing technology in the classroom. (All Staff) 1 Hr	District Consultants
July 31st August 2nd Interventionist (EdCamp) OR August 14th, 2023 1 Hr		Performance Matters Intervention Training for teachers (Interventionist) 1 Hr	District Consultants
Oct. 12th Jan. 16th Interventionist 1 Hr All Staff		Performance Matters intervention Progress Checks Support (Interventionist) 1 Hr	District Consultants

	Part 1 Sept. 8th 4:00-5:00 Part 2 And Oct. 19th 4:00-5:00 And Part 3 Nov. 16th 4:00-5:00 3 Hrs.		School Connectedness 3 Hrs (All Staff)	District Consultants (Virtual)
	Aug 8th Kindergarten Staff 1 Hr		Brigance Refresher (Kindergarten Staff)	District Consultants
	Aug. 8th Kindergarten Staff 3 Hrs		Brigance Initial (New Kindergarten Staff)	District Consultants
	All Staff Oct. 17th, Nov. 14th, Jan. 23rd, Feb. 6th 4:00-5:00 4 Hrs		Cycle Of Quality Instruction (All Staff, Sessions created from instructional trends) 4 Hrs	Kenton Elementary Admin. Literacy Leaders
PD Day #3 - February 19, 2024 6 hours	K-5 and Sped Mar. 20th K and 3 4:15-6:15 Mar. 26th 1 and 4 4:15-6:15 Mar. 28th 2 and 5 4:15-6:15	Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	KCSD Literacy Boost 3 (Including Special education) 2 Hrs.	District Consultants/Literacy Team
	K-5 and Sped K: July 24, 12:30-3:30 1: July 24, 8:30-11:30 2: July 25, 12:30-3:30 3: July 25, 8:30-11:30 4: July 26, 12:30-3:30 5: July 26,		Elementary Social Studies 3 Hrs (K-5 Teachers)	District Consultants

	8:30-11:30 3 Hrs			
	K-5 Teachers K: July 24, 8:30-11:30 1: July 24, 12:30-3:30 2: July 25, 8:30-11:30 3: July 25, 12:30-3:30 4: July 26, 8:30-11:30 5: July 26, 12:30-3:30 3 Hrs		Elementary Science (K-5 Teachers) 3 Hrs	District Consultants
	K-5 Teachers K and 3 Oct. 18th 4:15 - 6:15 1 and 4 October 24th 4:15 - 6:15 2 and 5 October 26th 4:15 - 6:15		Elementary Math 1 (K-5 Teachers) 2 Hrs	District Consultants
	All Staff Sept. 14th 4:00-5:00 Nov.9th 4:00-5:00 Feb.8th 4:00-5:00 3 Hrs.		SEB for Elementary (Teachers and IA's) 3 Hrs.	District Consultants (Virtual)
	Nov. 16th Preschool Teachers 4:00 - 6:00 2 Hrs.		Small Group & Whole Group Planning for Differentiation (Preschool Teachers) 2 Hrs	Preschool Consultants
PD Day #4 - March 15, 2024 6 hours	Core Team Jun 12th, 14th, 19th, 21st, July 12th, 17th, 19th	Goal1 Proficiency Goal 2 Separate Academic Indicator	SCM Refresher (Core Team)	SCM Trainers

6 Hrs. Core Team July 24th, 25th, Sept. 29th, Oct 6th 12 Hrs.	Goal 3 Gap Goal 4 English Language Learners	SCM Initial (Core Team)	SCM Trainers
July 31st Special Area 8:00 - 11:00 3 Hrs		Preschool Planning (Special Area Teachers) 3 Hrs	Preschool Consultants
August 1st Preschool Teachers and IA's 8:00 - 11:00 3 Hrs		Best Practices for Classroom Management: Using Visuals to Support Learning & Supporting MTSS Intervention (Preschool Teachers and IA's) 3 Hrs	Preschool Consultants
Aug. 3rd PLTW Teacher 6 Hrs.		PLTW Launch Teachers (PLTW Teacher) 6 Hrs	PLTW Trainers/Caywood
Oct 12th Preschool Teachers and IA's 4:00 - 6:00 2 hrs		Needs Based Instruction Supporting Low Average Learners & MTSS Intervention (Preschool Teachers and IA's) 2 Hrs	Preschool Consultants
Nov 16th Preschool Teachers 4:00 - 6:00 2 Hrs		Small Group & Whole Group Planning for Differentiation (Preschool Teachers) 2 Hrs.	Preschool Consultants
K and 3 Mar 20th 4:15 - 6:15		Math 2 (K-5 Teachers) 2 Hrs	District Consultants
1 and 4 Mar 26th 4:15 - 6:15			

	2 and 5 Mar 28th 4:15 - 6:15 2 Hrs			

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

Identify those systemic professional development needs 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
Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	Weekly assessment data analysis at PLC to determine next steps for students. Discussion of strategies and programs to use with students.	Administrative Team, Assessment measures, Teachers
Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	Tier I Support: Teachers will observe classrooms to strengthen Tier I instruction. The visits will be based on instructional walk data to provide proper support. *Certified substitutes will be hired for this embedded Professional Development if needed. Monthly staff meetings will be differentiated due instructional walk data. Literacy Leaders will lead Sessions at staff meetings to support Tier I needs based on instructional walk trends in the area of Literacy.	Administration Teachers

Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	Tier II and Tier III Support: Support with the MTSS process and progress monitoring - tracking and determining progress. Tier II, and Tier III supports. *Training sessions on intervention and progress monitoring through Performance Matters will be integrated into staff meetings as needed. MTSS information will be discussed at PLC, weekly memo and grade level meetings as needed. *The Effectiveness of interventions will be reviewed and discussed after Tier II and Tier III progress meetings by the MTSS team and classroom teachers.	Standards, Lesson plans, Tiered intervention programs for math and reading. This includes the use of AIMSweb and DIBELS, Quality Cycle of Instruction
Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	Ongoing training on the PPR document and the district evaluation cycle.	Administrative Team Approved evaluation documents, Cycle of quality instruction, instructional videos
Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	Monthly review of writing samples to review, share, and analyze challenges, strengths and 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.	Administrative Team Lead Teachers, Classroom Teachers

Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	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. *ITC will lead grade level meetings and sessions at staff meetings according to instructional walk information and information from district ITC meetings. *ITC will also support staff with progress monitoring through Performance Matters.	District Consultants, Technology Committee, Administration Team, Lead Teachers, ITC ▤ KCSD Professi…
Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	Mental Health issues, MTSS Behavioral Supports, Safety SEB – Continuous review of effective practices for social emotional learning as well as effective frameworks to present SEB to students. Continue Restorative Practice that began in the 2022-2023 school year. School Safety training and updates, as needed. 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. *SEB sessions will be integrated into staff meetings and grade level meetings according to behavior and SEB data.	Administrative team, Cultural Awareness committee minutes, SEB data from MTSS, Behavior Referrals, School Counselor, District consultants SRO ▤ KCSD Profession…

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the school year:

Summative assessments:KSA, MAP Assessments (Fall, Spring)

Formative assessments discussed at PLC common assessments, weekly assessments, assessment tracking for special populations

Monthly at staff meetings and in Memo: attendance data, behavior referrals, and PBIS data

Monthly staff meetings and grade level meetings: Learning walk data trends and student assessment trends

Staff Feedback: After each staff meeting and yearly survey

SBDM Meetings: Data regarding KSA and MAP after assessment results are given to school. Professional development yearly.

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 (Org for 7000)
Object – use code from above
Project – 7000, ARP, Title (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Staff Survey 3/13, PLC 3/16, Staff Meeting 3/23, SBDM 4/13.

Piner Elementary School
2023-24 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, SEB/Behavior data, teacher surveys, Professional Practices Growth Plans, Common Assessments, weekly assessments, and classroom instructional walks. A priority we value at Piner Elementary is getting into each teacher's classroom each month to observe instruction and provide meaningful feedback. Administrator and teacher discussions following instruction walks contributed to the next steps that are needed to continue to grow. Instructional trend data shows that 89% of the time teachers have an appropriate standards based task, 83% of the time students are required to produce an individual product, 79% of the time teachers are adapting instruction based on student products, and only 24% of the time the teachers are providing opportunities for collaborative work. In Spring of 2022, 61% of students scored proficient or higher in reading on the KSA assessment and 53% scored proficient or higher 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 2023 school year, next steps for the 2024 school year were determined with input from administration, teachers, SBDM members, and consultants. In addition, administrators and teacher discussions during weekly Professional Learning Communities and Lead Teacher meetings 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. So far this year 93% of kindergarten students reached proficiency on reading common assessments and 93% of kindergarten students reached proficiency on math common assessments. 85% of first grade students reached proficiency on reading common assessments and 73% of first grade

students reached proficiency on math common assessments. 77% of second grade students reached proficiency on reading common assessments and 76% of second grade students reached proficiency on math common assessments. 82% of third grade students reached proficiency on reading common assessments and 75% of third grade students reached proficiency on math common assessments. 64% of fourth grade students reached proficiency on reading common assessments and 53% of fourth grade students reached proficiency on math common assessments. 65% of fifth grade students reached proficiency on reading common assessments and 71% of fifth grade students reached proficiency on math common assessments. 65% of students with disabilities reached proficiency on reading common assessments and 55% of students with disabilities reached proficiency on math common assessments. In addition, 10.29% of students receive a reading intervention and 10.97% of students receive a math intervention. All grade level teachers at Piner Elementary will participate in the KCSD PL Offerings 2023-2024 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. Piner's top two priorities for professional development that support continuous improvement include: Increasing proficiency in Reading and Math for all students and students with disabilities. In order to accomplish this goal, teachers and collaborating teachers indicated a need for K-5 literacy work with the new Amplify curriculum. In addition, the teachers also indicated the need for further training and continued work around Tier 2 math and reading resources and utilizing Performance Matters for monitoring MTSS data. 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.

NKCES Professional Learning Catalog

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 15, 2023 6 hours	**Preschool Teachers & IA (6 hrs)** May 31 8:30 - 3:30	Proficiency Separate Academic Indicator Growth, Achievement Gaps	**Preschool Teachers & IA:** *Early Childhood Standards - Review of Early Childhood Standards, highlighting new standards with the goal to empower educators with the tools, skills and confidence to bring similar media-rich, play-based and learner-centered experiences into their own environments and communities.* **OR**	Preschool Consultants in collaboration with the KDE RTC
	ALL K-2 & SPED Teachers (6 hrs) June 6th or July 19th		**Kindergarten - 2nd Grade:** *Amplify CKLA Launch Grades K-2* **OR**	KCSD Consultants

	3-5 ELA & SPED Teachers (6 hrs) June 7th or July 20th		**3rd - 5th Grade:** *Amplify CKLA Launch Grades 3-5* **OR**	KCSD Consultants
	Non-ELA Staff & IA's (3 hrs) July 24th 8:30 - 11:30		**Non-ELA Staff:** *Science of Reading and Structured Literacy for Beginners* **AND/OR**	KCSD Consultants
	Special Area Teachers (3 hrs) August 1st 8:30 - 11:30 a.m.		**Special Area Teachers:** **KCSD Literacy Integration into the Arts** *Special area teachers will identify and plan an integrated unit that supports both core instruction and arts instruction.* **AND/OR**	KCSD Consultants
	All Teachers & IA's (3 hrs) June 6, 7, July 27, or Aug 1		**All Teachers & IA's:** **Schoology and Performance Matters** *Offered on 2 different dates with morning and afternoon sessions. Each session (Schoology and Performance Matters) will be 1.5 hours for a total of 3 hours.*	KCSD Consultants
PD Day # 2 - November 22, 2023 6 hours	**SPED (6hrs)** June 12, 14, 19, 21 July 12, 17 or 19	Proficiency Separate Academic Indicator Growth, Achievement Gaps	**SCM Core Trained Team:** SCM Refresher **OR**	SCM Trainers
	SPED (12hrs) July 24 & 25 or Sept		**New SCM Core Team Members:** *Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school.*	SCM Trainers

29 & Oct 6		**OR**	
		Kindergarten Teachers & IA: Brigance Refresher	KCSD Consultants
K Teachers & IAs: (1 hr) August 8			
		OR	
K Teachers & IAs: (3 hrs) August 8		**Kindergarten Teachers & IA:** Brigance Initial	KCSD Consultants
		OR	
Teachers: (6 hrs) July 25th		**Teachers:** *System 44: Training toward the instructional components of s44 (software and small group) and data for monitoring progress.*	KCSD Consultants
		AND/OR	
K-5th Teachers: (3 hrs) K: July 24, 8:30-11:30 1: July 24, 12:30-3:30 2: July 25, 8:30-11:30 3: July 25, 12:30-3:30 4: July 26, 8:30-11:30 5: July 26, 12:30-3:30		**Kindergarten - 5th Grade Science Teachers:** *A 3-D lesson will be modeled with teachers, followed by teachers identifying and strengthening one lesson per unit to be 3-dimensional.*	KCSD Consultants
		AND/OR	
K-5th Teachers: (3 hrs) K: July 24, 12:30-3:30 1: July 24, 8:30-11:30 2: July 25, 12:30-3:30 3: July 25, 8:30-11:30		**Kindergarten - 5th Grade Social Studies Teachers:** *Elementary Social Studies*	KCSD Consultants

	4: July 26, 12:30-3:30 5: July 26, 8:30-11:30 **PLTW Teachers:** **(6 hrs)** August 3rd		**OR** **PLTW Teachers:** *This training is for all Elementary Project Lead the Way LAUNCH teachers. In this time teachers will be trained on new PLTW LAUNCH modules and how to improve current modules through connections to career areas, fitting the curriculum into the cycle of quality instruction, and embedding technology.*	PLTW Trainers
PD Day #3 - February 19, 2024 6 hours	**K-2 Teachers & IAs (2 hrs)** July 26th K: 8:30 - 10:30 1: 10:30 - 12:30 2: 1:30 - 3:30	Proficiency Separate Academic Indicator Growth, Achievement Gaps	**Kindergarten - 2nd Grade:** KCSD Literacy Boost 1 **OR**	KCSD Consultants
	3-5 Teachers & IAs (2 hrs) July 27th 3: 8:30 - 10:30 4: 10:30 - 12:30 5: 1:30 - 3:30		**3rd - 5th Grade:** KCSD Literacy Boost 1 **AND/OR**	KCSD Consultants
	K-5 Teachers & IAs (2 hrs) October 18th 4:15 - 6:15 p.m. grades K and 3 October 24th 4:15 - 6:15 p.m. grades 1 and 4 October 26th 4:15 - 6:15 p.m.		**Kindergarten - 5th Grade:** KCSD Literacy Boost 2 **AND/OR**	KCSD Consultants

grades 2 and 5			
1:1 NEW Teachers: (2 hrs) June 8th or August 7th		**Teachers New to the 1:1 Program:** *Integration: New grades to the 1:1 program (3,4,5, and anyone else new to 1:1) will be required to take 3 hours of technology integration PD. 2 hours will be in-person and 1 hour will be online.*	KCSD Consultants
K-5 Teachers (2 hrs) Grades K & 3 Oct. 18th 4:15 - 6:15 p.m. Grades 1 & 4 Oct. 24th 4:15 - 6:15 p.m. Grades 2 & 5 Oct. 26th 4:15 - 6:15 p.m.		**AND/OR** **Kindergarten - 5th Grade:** Elementary Math 1 **AND/OR**	KCSD Consultants
1:1 NEW Teachers: (1 hr) Nov 8th, 15th, or Jan 10th		**Teachers New to the 1:1 Program:** *Online Training: New grades to the 1:1 program (3,4,5, and anyone else new to 1:1) will be required to take 3 hours of technology integration PD. 2 hours will be in-person and 1 hour will be online.* **OR**	KCSD Consultants
1:1 Teachers 1st & 2nd Grade: (1 hr) June 9th, August 8th, Nov 9th, or Jan 18th		**1:1 Teachers 1st & 2nd Grade:** *Anyone who would like a refresher on utilizing 1:1 or would like to explore more techniques for utilizing technology in the classroom. Sessions will be held throughout the year to provide support, share ideas, and to help build tools to aid in the continued use of technology in the classroom. These sessions will be online and available as a Schoology class for continued work.*	

			OR	KCSD Consultants
	Preschool (3 hrs) July 27th 1:00-4:00 or August 8th 9:00-12:00		**Preschool:** *SPED training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps for students with disabilities.*	
			OR	
	Special Area Teachers: (3 hrs) July 31st 8:00-11:00		**Special Area Teachers:** Preschool Planning: Participants will collaborate reviewing the Early Childhood Standards, AEPS assessment, and DAP to develop lessons that support the cycle of quality instruction.	KCSD Consultants
			AND/OR	
	SPED Teachers: (2 hrs) July 27th 1:00-3:00 or August 8th 9:00-11:00		**All Sped Training - LBD Collab/Resource Teachers:** *Training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps for students with disabilities.*	KCSD Consultants
PD Day #4 - March 15, 2024 6 hours	**K-5 Teachers & IAs (2 hrs)** March 20th 4:15 - 6:15 p.m. grades K and 3 March 26th 4:15 - 6:15 p.m. grades 1 and 4 March 28th 4:15 - 6:15 p.m. grades 2 and 5	Proficiency Separate Academic Indicator Growth, Achievement Gaps	**Kindergarten - 5th Grade:** KCSD Literacy Boost 3 **AND/OR**	KCSD Consultants KCSD Consultants

K-5 Teachers (2 hrs) Grades K & 3 March 20th 4:15 - 6:15 p.m. Grades 1 & 4 March 26th 4:15 - 6:15 p.m. Grades 2 & 5 March 28th 4:15 - 6:15 p.m.		**Kindergarten - 5th Grade:** Elementary Math 2	KCSD Consultants
		AND/OR	KCSD Consultants
All Teachers & IAs: (3 hrs) Sept 14th 4:00-5:00 Nov 9th 4:00-5:00 and Feb 8th 4:00-5:00		**All Teachers & IAs:** **SEB for Elem Teachers** *Overview and RP language* *Escalation Cycle and Strategies* *Warning Signs*	
		AND/OR	KCSD Consultants
All Teachers & IAs: (3 hrs) Sept 28th 4:00-5:00 Oct 19th 4:00-5:00 and Nov 16th 4:00-5:00		**All Teachers & IAs:** **School Connectedness** *The purpose of this training is to provide strategies to teachers to help students feel connected to the classroom and school.*	
		AND/OR	KCSD Consultants
All Teachers: (1 hr)		**All Teachers:** *Performance Matters Intervention Training for teachers*	

July 31st, Aug 2nd, or 14th		**AND/OR**	KCSD Consultants
All Teachers: (1 hr) Oct 12th or Jan 16th		**All Teachers:** *Performance Matters Intervention Progress Checks Support* **OR**	KCSD Consultants
Preschool Teacher & IA: (2 hrs) Oct 12th 4:00-6:00		**Preschool Teacher & IA: Needs Based Instruction Supporting Low Average Learners & MTSS Intervention** Meeting children where they are in the classroom is important to student development. Participants will plan for instruction at varying developmental levels of the 3, 4 and 5 year old learners to build scaffolds for children who need support but not SDI. Review of preschool MTSS structures and intervention. **AND/OR**	KCSD Consultants
Preschool Teacher & IA: (2 hrs) Nov 16th 4:00-6:00		**Preschool Teacher & IA: Small Group & Whole Group Planning for Differentiation** Small groups are an opportunity to provide instruction at varied developmental levels. Knowing & grouping for the varied levels is key to effective small groups. Appropriate tasks and engaging lessons provide for whole group learning for learners. Utilizing curriculum, standards and students needs, strategies for effective whole group lessons will be developed. **AND/OR**	KCSD Consultants

NEW Teachers: (6 hrs) Aug. 3rd		**NEW Teachers to KCSD:** 3 hours district training in the morning @ SVA 3 hours school training in the afternoon @ Piner	
		AND/OR	Grade Level Colleagues, Administration, KAS
Teachers & IA's Aug. 9th (3 hrs)		**All Teachers & IAs:** Teachers in Grades K-5 will collaborate in grade level teams to align **math, reading, science, SS** and **writing** curriculum, develop grade level schedules for the 2023-2024 school year, and plan SEB lessons. This will be held at Piner led by administrators and teacher leads.	
Teachers & IA's 1 hour each trimester (3 hrs)		**AND/OR** **All Teachers & IAs:** Teachers in Grades K-5 will collaborate in department teams/vertically aligned subject teams to deconstruct standards, align **math, reading, science, SS** and **writing** curriculum, revise timelines, and develop assessments for the 2023-2024 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, KAS

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

Identify those systemic professional development needs 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:** Ongoing learning and curriculum design around the Cycle Quality 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. In addition, teachers who attend district reading,	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; Teacher Leaders

	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.	
Proficiency, Achievement Gap, Growth, SAI	KCSD Professional Learning Landing Page: **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 Guided Questions to guide our conversation and next steps.	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; Weekly and Common Assessment Data viewed through Performance Matters LMS; District Data on PM
Proficiency, Achievement Gap, Growth, SAI	KCSD Professional Learning Landing Page: **Technology:** Utilize our Instructional Technology Coach (ITC) to provide ongoing training with Schoology, Performance Matters, Pear Deck, IXL, and Boost Reading. These resources will be used to enhance instruction in order to more efficiently get products from all students and to effectively utilize PM to analyze student data. Utilize 4 professional days to model for teachers in the classroom in addition to Teacher Equivalency Days where direct instruction in the use of these tools will be provided.	ITC Coach, Teachers, Admin, District Consultants
Proficiency, Achievement Gap, Growth, SAI	KCSD Professional Learning Landing Page: **MTSS:** Ongoing analysis of student intervention data to determine student progress and determining the effectiveness of each intervention. Apply student data to progression charts to determine appropriate placement in interventions and then requirements for referral to Special Education. We will utilize Performance Matters as the tool to manage the data. Sessions at Teacher Equivalency Days will be provided to all staff as we transition to using a new tool and training on new Tier 2 math and reading resources.	MTSS Progress Monitoring Data, MAP, KSA, Performance Matters, District Consultants and ITC
Proficiency, Achievement Gap, Growth, SAI	KCSD Professional Learning Landing Page: **Literacy Instructional Alignment with Amplify/Literacy Shift to Science of Reading** Ongoing *monthly* PLC's led by Primary and Intermediate Literacy Leaders to align new comprehensive Amplify curriculum with ELA standards and to provide support and instruction for all teachers with the science of Reading and the shift in literacy instruction.	Primary and Intermediate Literacy Leaders; Amplify Curriculum Materials; Science of Reading Research; Performance Matters
Proficiency, Achievement Gap, Growth, SAI	KCSD Professional Learning Landing Page: **Restorative Practice and Behavior Intervention:** Ongoing analysis and conversations around effectiveness of behavior interventions as they relate to PBIS, 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.	Terrace Metrics Data and curriculum; SEB Data Dashboard; Counselor; Admin Team; Restorative Practice Book and resources from District Leadership meetings
Proficiency, Achievement	KCSD Professional Learning Landing Page: **Closing Gaps for Students with Disabilities**	Special Ed Lead Teacher,Admin Team, District Sped Consultants, Weekly

Gap, Growth, SAI	Ongoing professional learning at Faculty Meetings and Special Education PLC meetings around co-teaching strategies and providing consistent targeted feedback during walks in collaborative and resource settings.	Common Assessment Data, Co-Teaching Lesson Plans

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 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**	*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 (Org for 7000)

Kenton County School District   *2023-24 PD Summary*
Object – use code from above
Project – 7000, ARP, Title (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Staff Survey 3/19/23, Lead Teacher Meeting 3/30/23, SBDM Council Meeting: 4/17/23

River Ridge Elementary School
2023-2024 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 administrative team conducts an initial review of state assessment results. Results are then analyzed and summarized with staff members at a staff meeting and/or in grade level teams. Data is used to determine school wide areas of strength and focus. Ongoing data review is a standing agenda item at monthly SBDM council meetings. Teachers, along with administrators, review and discuss student progress data during core instruction and MTSS PLCs every 6 weeks for reading, math, writing, and behavior. Weekly team meetings also focus on grade level formative and summative assessment analysis to determine student mastery towards grade level content and where remediation/reteaching is needed. Intervention and administrative staff meet biweekly to review intervention data as well. Our school level administrative team meets weekly to review and analyze the various data sets to determine school wide trends, needs, and next steps.From 2019 - 2022, our reading proficiency data decreased from 61.5% to 46.1% and is now back up to 55%. Our math data decreased from 58.3% in 2019 to 48.9% in 2021 and current data increased to 59%. A similar trend is evident with our Science and Writing data with overall proficiency being 53.8% and 63.5% (respectively) in 2019, both decreasing to 38.2% (science) and 50.3% (writing) in 2021. Our current proficiency data for Science has increased to 54%, a 15.8% increase from 2021. Our current writing data has increased from 50.3% in 2021 to 61% proficient in 2022, an overall increase of 10.7%. While the data trends point to improvement in all areas, our overall proficiency in reading remains an area for improvement. With only 55% of students scoring proficient/distinguished, just under half of our students in grades 3-5 are reading slightly below or below grade level. Of this percentage, only 21% of our students with disabilities are scoring proficient/distinguished and 33% of our English language learners are considered proficient in reading. Similar discrepancies exist in

overall math performance between our EL students and our students with special needs with only 18% of our students with disabilities scoring proficient/distinguished and 28% of our English language learners. Our current common assessment running average for math is 75.27% for all students and 57.66% for students with IEPs. Our running average in math for our EL student population is 60.65%. For reading, our current common assessment running average is 71.62% for all students. For students with IEPs, the average for reading is 52.25% and for EL, 57.42%. We will continue to put our efforts into both reading and math as areas for improvement and growth.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 15, 2023 6 hours	May 31, 2023 Preschool 8:30 - 3:30 6 Hrs	Proficiency, Gap, EL Progress, Separate Academic Indicator	Early Childhood Standards (Preschool Teachers and IA's) 6 Hrs. **OR**	Preschool consultants in collaboration with KDE RTC
	June 6th/or July 19th K-2 June 7th/ or July 27th 3-5 6 Hrs		Amplify CKLA Launch (K-5 and Special Education **required**) 6 Hrs. **OR**	Amplify consultants; District Consultants, teachers
	July 27th Special Ed. 1:00-3:00 2 Hrs OR Aug. 8th Special Ed. 9:00-11:00 2 Hrs		Special Education Training (LBD) 2 Hrs **OR**	District SPED Dept., Special Ed teachers
	July 27th Related Services, Pre-K, Unit Teachers 1:00-4:00		Special Education Training (Related Services, Pre-K, Unit Teachers)	District SPED Dept., teachers

	3 Hrs. OR Aug. 8th 9:00-12:00 3 Hrs.		3 Hrs.	
	Aug. 2nd All Staff 5 Hrs		**OR** EdCamp (All Staff) 5 Hrs	teachers, consultants, admin
	Aug. 2nd All Staff 1 Hr.		**OR** Dr. Webb KeyNote (All Staff) 1 Hr.	Dr. Webb, teachers
	July 11, 2023 Preschool Teachers and IA's 8:30-3:30 6 Hrs.		**OR** Working with Low Incidence Students & Autism (Preschool Teachers and IA's) 6 Hrs.	Preschool consultants in collaboration with KDE RTC, teachers
PD Day # 2 - November 22, 2023 6 hours	July 26th K-5 and Sped K-8:30-10:30 1st-10:30 -12:30 2nd-1:30-3:30 July 27th 3-8:30-10:30 4-10:30 -12:30 5-1:30-3:30 2 Hrs K-5 Teachers and Sped Oct. 18th K and 3 4:15-6:15 Oct. 24th 1 and 4 4:15-6:15 Oct. 26th 2 and 5 4:15-6:15	Proficiency, Gap, EL Progress, Separate Academic Indicator	KCSD Literacy Boost 1 (K-5 Including Special Education) 2 Hrs **AND/OR** KCSD Literacy Boost 2 (Including Special education) 2 Hrs	Cahill, Collier, teachers Cahill, Collier and Literacy Team, teachers

2 Hrs			
June 8th or Aug. 7th 3-5 2 Hrs		**AND/OR** Required 1:1 Training (Integration) (3rd, 4th and 5th) 2 Hrs	Chavez, teachers
Nov. 8th or Nov.15 or Jan. 10th. 3-5 1 Hr		**OR** Required 1:1 Training (Online Training) (3rd, 4th and 5th) 2 Hrs	Chavez, teachers
June 9th, Aug. 8th, Nov. 9th, Jan 18th All Staff 1 Hr		**OR** Refresher Anyone who would like a refresher on utilizing 1:1 or would like to explore more techniques for utilizing technology in the classroom. (All Staff)	Chavez, teachers
July 31st August 2nd Interventionist (EdCamp) OR August 14th, 2023 1 Hr		**OR** Performance Matters Intervention Training for teachers 1 Hr (Interventionist)	Pugh,Chavez, Administrator, teachers
Oct. 12th Jan. 16th Interventionist 1 Hr		**OR** Performance Matters intervention Progress Checks Support (Interventionist) 1 Hr	Pugh,Chavez, Administrator, teachers
All Staff Part 1 Sept. 8th 4:00-5:00 Part 2 And		**OR** School Connectedness 3 Hrs (All Staff)	Shelly Boutwell, Amber Schmidt (Virtual), teachers

Oct. 19th 4:00-5:00 And Part 3 Nov. 16th 4:00-5:00 3 Hrs.			
		OR	
Aug 8th Kindergarten Staff 1 Hr		Brigance Refresher (Kindergarten Staff)	Collier, teachers
		OR	
Aug. 8th Kindergarten Staff 3 Hrs		Brigance Initial (Kindergarten Staff)	Collier, teachers
		OR	
Sept. 6, 2023 Oct. 4, 2023 Nov. 1, 2023 Jan. 10, 2024 Feb. 1, 2024 March 7, 2024		Academic and behavior support for students with IEPs	Ewald, Smiddy, Cruey

PD Day #3 - February 19, 2024 6 hours	K-5 and Sped Mar. 20th K and 3 4:15-6:15 Mar. 26th 1 and 4 4:15-6:15 Mar. 28th 2 and 5 4:15-6:15	Proficiency, Gap, EL Progress, Separate Academic Indicator	KCSD Literacy Boost 3 (Including Special education) 2 Hrs.	Cahill, Collier and Literacy Team, teachers
			AND/OR	
	K-5 and Sped K: July 24, 12:30-3:30 1: July 24, 8:30-11:30 2: July 25, 12:30-3:30 3: July 25, 8:30-11:30 4: July 26, 12:30-3:30 5: July 26, 8:30-11:30 3 Hrs		Elementary Social Studies 3 Hrs (K-5 Teachers- one per grade level required)	District consultants, teachers
			OR	
	K-5 Teachers K: July 24, 8:30-11:30 1: July 24, 12:30-3:30 2: July 25, 8:30-11:30 3: July 25, 12:30-3:30 4: July 26, 8:30-11:30 5: July 26, 12:30-3:30 3 Hrs		Elementary Science (K-5 Teachers- one per grade level required) 3 Hrs	District consultants, teachers
			AND/OR	
	K-5 Teachers K and 3 Oct. 18th 4:15 - 6:15 1 and 4 October 24th 4:15 - 6:15		Elementary Math 1 (K-5 Teachers) 2 Hrs	Cahill, Collier, teachers
River Ridge Elementary School				*Page 6 of 13*

	2 and 5 October 26th 4:15 - 6:15			
			AND/OR	
	All Staff Sept. 14th 4:00-5:00 Nov.9th 4:00-5:00 Feb.8th 4:00-5:00 3 Hrs.		SEB for Elementary (Teachers and IA's) 3 Hrs.	Shelly Boutwell, Amber Schmidt (Virtual), teachers
			OR	
	Nov. 16th Preschool Teachers 4:00 - 6:00		Small Group & Whole Group Planning for Differentiation (Preschool Teachers) 2 Hrs	Preschool consultants, teachers
			OR	
	Aug. 1st 8:30-11:30 am		KCSD Literacy Integration into the Arts Specials teachers 3 Hrs.	Cahill, Fasciotto, teachers
			OR	
	July 24th 8:30-11:30 am		Science of Reading SOR and Structured Literacy for Beginners Title	Cahill, Collier, teachers
			OR	
	August 3 3 hrs +3 hrs at RRE		New Teacher Training	District consultants, new teachers, admin

PD Day #4 - March 15, 2024 6 hours	Core Team Jun 12th, 14th, 19th, 21st, July 12th, 17th, 19th 6 Hrs.	Proficiency, Gap, EL Progress, Separate Academic Indicator	SCM Refresher (Core Team)	Early Childhood Director, DIstrict consultants, District Sped Ed staff, grade level colleagues, KAS
			OR	
	Core Team July 24th, 25th, Sept. 29th, Oct 6th 12 Hrs.		SCM Initial (Core Team)	Early Childhood Director, DIstrict consultants, District Sped Ed staff, grade level colleagues, KAS
			OR	
	July 31st Special Area 8:00 - 11:00 3 Hrs		Preschool Planning (Special Area Teachers) 3 Hrs	Preschool consultants, teachers, admin
			OR	
	August 1st Preschool Teachers and IA's 8:00 - 11:00 3 Hrs		Best Practices for Classroom Management: Using Visuals to Support Learning & Supporting MTSS Intervention (Preschool Teachers and IA's) 3 Hrs	Preschool consultants, teachers, admin, IA's
			OR	
	Aug. 23rd PLTW Teacher 6 Hrs.		PLTW Launch Teachers (PLTW Teacher) 6 Hrs	PLTW Trainers, teachers
			OR	
	Oct 12th Preschool Teachers and IA's 4:00 - 6:00 2 hrs		Needs Based Instruction Supporting Low Average Learners & MTSS Intervention (Preschool Teachers and IA's) 2 Hrs	Preschool consultants, teachers, IA's
			OR	

	Nov 16th Preschool Teachers 4:00 - 6:00 2 Hrs	Small Group & Whole Group Planning for Differentiation (Preschool Teachers) 2 Hrs.	Preschool consultants, teachers, admin, IA's
		OR	
	K and 3 Mar 20th 4:15 - 6:15	Math 2 (K-5 Teachers) 2 Hrs	Cahill, Collier, teachers
	1 and 4 Mar 26th 4:15 - 6:15		
	2 and 5 Mar 28th 4:15 - 6:15 2 Hrs		
		OR	
	6/6/23 or 6/7/23 am or pm sessions 3 Hrs. or	Schoology Sessions/ Performance Matters 3 Hrs.	Chavez, ITC's, teachers
	7/27/23 or 8/1/23 am or pm sessions		
		OR	
	8/9/23 6 hours	RRE Curriculum and Instruction K-5 Teachers	RRE Admin

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

Identify those systemic professional development needs 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 in weekly PLCs to analyze formative and summative data and determine progress in reading and math. We will continue to strengthen this work in the 23-24 school year in order to increase proficiency in all areas. Teachers will continue to utilize Performance Matters to analyze formative and summative data weekly (as needed for CAs). Teachers will work together in teams to discuss data and necessary instructional adjustments.	Teachers, Administrators, District Consultants

MTSS Progress Monitoring Data, MAP, KSA, Common Assessments, Formative Assessments |
| Proficiency, Separate Academic Indicator, Growth, Gap Goals | **Literacy Instructional Alignment with Amplify/Literacy Shift to Science of Reading** Teachers will participate in monthly collaborative planning sessions around the Amplify ELA curriculum to ensure all students are receiving equitable access to grade level standards and that standards and tasks are aligned. Special education and EL teachers will be included in this collaboration. Monthly PLC's will be led by Literacy Teacher Leaders to align Amplify curriculum with ELA standards and to provide support and instruction for all teachers with the science of Reading and the shift in literacy instruction. | Primary and Intermediate Literacy Leaders; Amplify Curriculum Materials; Science of Reading Research; Performance Matters |
| 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 in reading and math. Teachers will participate in monthly collaborative planning sessions around the Amplify ELA curriculum to ensure all students are receiving equitable access to grade level standards and that standards and tasks are aligned. Special education and EL teachers will be included in this collaboration. Staff meetings will include sessions presented by teachers with strengths in the cycle of instruction to address our instructional trend needs. | Teachers, Administrators,District Consultants

MTSS Progress Monitoring Data, MAP, KSA, Common Assessments, Formative Assessments |
| Prociency, SAI, Growth, Gap Goals | **Technology -** Utilize our Instructional Technology Coach to provide ongoing training and tools to support technology implementation in the | Teachers, Administrators |

	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 and 1:1 training will occur. Ongoing support will be provided through monthly staff meetings to further develop our use of Schoology and Performance Matters . ▤ KCSD Professional Learning Landing Page	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 our menu of intervention programs to ensure we are using effective programming. Student progress data will be analyzed during MTSS data checks to help determine if programs are being effective. Progress trend data will be analyzed over time (for intervention programs) to assist with making decisions about effective programming. A master schedule will be created and implemented to support all teachers teaching Tier 1, 2, and 3 fluidly and interchanging as dictated by core and intervention data. Teachers will receive support and training over the summer and throughout the school year around this shift. Time during teacher equivalency days will also be dedicated to train teachers on using PM to enter intervention data.	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 training we have received on Restorative Practices. Our counselors, teachers, and administrators will collaborate on creating a new school wide behavior tracking system to replace our current (color chart) system to be more aligned with restorative practices. time during Teacher Equivalency days will be spent on training and setting up expectations for the new system.	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. Training and ongoing support will be provided on effective co-teaching strategies and structures. This will take place through our PLCs, Staff Meetings, and Core Teams. Time during teacher equivalency days will also be dedicated to collaboration between regular education and special education teachers.	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**	*30%*
Certified Extra Service	**0113**	*5%*

Educational Consultant	**0322**	
Registrations	**0338**	*15%*
General Supplies/Professional Books	**0610**	*30%*
Food	**0616**	*10%*
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 (Org for 7000)
Object – use code from above
Project – 7000, ARP, Title (Use codes from finance)

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

March 20, 2023 - Team Meetings on PD
Apr 17, 2023 - Team Meetings on PD
Apr 18, 2023 - SBDM Council Meeting

Ryland Heights Elementary School
2023-24 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

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, SEB/Behavior data, MTSS intervention progress data and assessment data (Common Assessments, MAP and weekly formative assessments). On the 2021-22 KSA, 63% of students scored proficient in reading and 58% scored proficient in math. Ryland Heights teachers utilize Performance Matters to analyze student mastery of standards on a weekly basis on weekly formative 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 2022-23 school year, next steps for the 2023-24 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. Primary areas of focus for professional development in 2023-24 will be improving and strengthening effective reading and math strategies and usage of resources across all tiers. 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, 14.95% of students receive a reading intervention and 12.65% 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 2021-22 KSA, 34% of students with disabilities scored proficient in reading and 26% of students with disabilities scored proficient in math.

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. While we have seen improvement in a majority of student populations, we want to ensure 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 Ryland Heights 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 15, 2023 6 hours	May 31, 2023 8:30-3:30 6 Hrs		Early Childhood Standards (Preschool Teachers and IA's)	Preschool Consultants in collaboration with the KDE RTC
	K, 1st & 2nd June 6 6 Hrs. **3rd, 4th & 5th** June 7 6 Hrs. Or **Special Ed. (LBD)** July 27th 1:00-4:00 2 Hrs. or Aug. 8th 9:00-11:00 3 Hrs.		Amplify CKLA Launch (Including Special education) Or Special Education Training (LBD)	Consultants District SPED Consultants
	Or July 27th 1:00-4:00 2 Hrs. or Aug. 8th 9:00-12:00 3 Hrs. OR		Special Education Training (Related Services, Pre-K, Unit Teachers) Or	Preschool consultants in collaboration with SPED consultants
	All Staff Aug. 2nd 5 Hrs.		EdCamp	

	All Staff Aug. 2nd 1 Hr.		AND Dr. Webb KeyNote	
	July 11, 2023 8:30-3:30 (6 Hrs)		Working with Low Incidence Students & Autism (Preschool Teachers and IA's)	Preschool Consultants in collaboration with the KDE RTC
PD Day # 2 - November 22, 2023 6 hours	**K**-8:30-10:30 **1st**-10:30 -12:30 2 Hrs. **2nd**-1:30-3:30 July 26th 2 Hrs. **3rd**-8:30-10:30 **4th**-10:30-12:30 **5th**-1:30-3:30 2 Hrs.		KCSD Literacy Boost 1 (Including Special education)	District Literacy Team
	K and 3rd 4:15-6:15 2 Hrs. Oct. 18th **1st and 4th** 4:15-6:15 2 Hrs Oct. 24th **2nd and 5th** 4:15-6:15 Oct. 26th 2. Hrs		KCSD Literacy Boost 2 (Including Special education)	District Literacy Team
	3rd, 4th & 5th June 8th or Aug. 7th 2 Hrs.		Required 1:1 Training (Integration)	
	3rd, 4th & 5th Nov. 8th or Nov.15 1 Hr		Required 1:1 Training (Integration)	District Technology Consultants

	6/9, 8/8, 11/9, 1/18 1 Hr		Required 1:1 Training (Online Training)	
	July 31, 2023 August 2nd (EdCamp) August 14th, 2023 1 Hr		Refresher Anyone who would like a refresher on utilizing 1:1 or would like to explore more techniques for utilizing technology in the classroom.	District Technology Consultants
	October 12th, 2023		Performance Matters Intervention Training for teachers 1 Hr (Interventionist)	District Technology Consultants
	9/28/23 Part 1 4:00-5:00 And 10/19/23 Part 2 4:00-5:00 And 11/16/23 Part 3 4:00-5:00 3 Hrs.		School Connectedness 3 Hrs	District SEB Consultants (Virtual)
	Aug 8th 1 Hr		Brigance Refresher	District Consultant
	Aug. 8th 3 Hrs		Brigance Initial	District Consultant
			1	
PD Day #3 - February 19, 2024 6 hours	**K & 3rd** 4:15-6:15 Mar. 20th 2 Hrs. **1st & 4th** 4:15-6:15		KCSD Literacy Boost 3 (Including Special education) 2 Hrs.	District Literacy Team

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	2 Hrs Mar. 26th **2nd & 5th** 4:15-6:15 Mar. 28th 2. Hrs **K**: July 24, 12:30-3:30 **1st**: July 24, 8:30-11:30 **2nd**: July 25, 12:30-3:30 **3rd**: July 25, 8:30-11:30 **4th**: July 26, 12:30-3:30 **5th**: July 26, 8:30-11:30 3 Hrs		Elementary Social Studies 3 Hrs	District Consultants
	K: July 24, 8:30-11:30 **1st**: July 24, 12:30-3:30 **2nd**: July 25, 8:30-11:30 **3rd**: July 25, 12:30-3:30 **4th**: July 26, 8:30-11:30 **5th**: July 26, 12:30-3:30 3 Hrs		Elementary Science 3 Hrs	District Consultants
	Wednesday, October 18th 4:15 - 6:15 p.m. grades **K & 3rd** Tuesday, October 24th 4:15 - 6:15 p.m. grades **1st & 4th** Thursday, October 26th 4:15 - 6:15 p.m. grades **2nd & 5th** **3rd, 4th & 5th**		Elementary Math 1 2 Hrs	District Consultants

	January 10th		Required 1:1 Training (Integration)	District Technology Consultants
	January 16th, 2023 1 Hr		Performance Matters intervention Progress Checks Support (Interventionist) 1 Hr	District Technology Consultants
	9/14/23 4:00-5:00			
	11/9/23 4:00-5:00		SEB for Elementary (Teachers and IA's) 3 Hrs.	District SEB Consultants (Virtual)
	2/8/24 4:00-5:00			
	Nov 16, 2023 4:00 - 6:00 2 Hrs.		Small Group & Whole Group Planning for Differentiation (Preschool Teachers)	Preschool Consultants
PD Day #4 - March 15, 2024 6 hours	June 12th, 14th, 19th, 21st, July 12th, 17th, 19th 6 Hrs.		SCM Refresher	SCM Trainers
	July 24th, 25th, Sept. 29th, Oct 6th 12 Hrs.		SCM Initial	SCM Trainers
	July 31, 2023 8:00 - 11:00		Special Area Teachers Planning (Preschool Planning) 3 Hrs	Preschool Consultants
	August 1, 2023 8:00 - 11:00		Best Practices for Classroom Management: Using Visuals to Support Learning & Supporting MTSS Intervention (Preschool Teachers and IA's) 3 Hrs	Preschool Consultants

	August 1st, 2023 3 Hrs. (All Grades)	Team Planning for scheduling, design & implementation of Amplify literacy	Administration & PLC Teams
	August 8, 2023 (1-2 hours TBD)	Effective Strategies & Utilization of Smartboards	(trainer TBD)
	Aug. 23rd. 6 Hrs.	PLTW Launch Teachers 6 Hrs	PLTW Trainers
	Oct 12, 2023 4:00 - 6:00 2 hrs	Needs Based Instruction Supporting Low Average Learners & MTSS Intervention (Preschool Teachers and IA's)	Preschool Consultants
	Nov 16, 2023 4:00 - 6:00 2 Hrs.	Small Group & Whole Group Planning for Differentiation (Preschool Teachers)	Preschool Consultants
	Wednesday, March 20th 4:15 - 6:15 p.m. grades **K & 3rd** Tuesday, March 26th 4:15 - 6:15 p.m. grades **1st & 4th** Thursday, March 28th 4:15-6:15 p.m. grades **2nd & 5th** 2 Hrs	Math 2 2 Hrs	District Consultants

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

Identify those systemic professional development needs 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, Separate Academic Indicator, Impact	Data analysis conducted biweekly during PLC and MTSS meetings. Analysis of student work samples, progress monitoring data and assessment data to determine next steps for students. Discussion of strategies and programs to use with students.	Administrative Team, Assessment measures, Teachers
Proficiency, Gap, Separate Academic Indicator, School Climate & Safety, Impact	Tier I Support: Continued job-embedded training in the areas of knowledge and deconstructing standards being taught, social/emotional and behavior best practices and also effective integration of technology & software. This occurs during PLCs and Faculty Meeting sessions. Additional Tier I Literacy support and development provided during Faculty Meeting sessions. Monthly staff meetings will have sessions planned and designed from instructional walk data.	Administration, Teachers Primary & Intermediate Literacy Leads
Proficiency, Gap, Separate Academic Indicator, School Climate & Safety, Impact	Tier II and Tier III Support: Support with the MTSS process and progress monitoring - tracking and determining progress. Tier II, and Tier III supports.	Standards, Lesson plans, Tiered intervention programs for math and reading. This includes the use intervention data and Cycle of Quality Instruction
Proficiency, Gap, Separate Academic Indicator, Impact	Ongoing training on the PPR document and the district evaluation cycle.	Administrative Team Approved evaluation documents, Cycle of quality instruction, instructional videos

Proficiency, Gap, Separate Academic Indicator, Impact	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, ITC ⊟ KCSD Professi…
Proficiency, Gap, Separate Academic Indicator, School Climate & Safety, Impact	SEB/MTSS Behavioral Supports, Safety SEB – Continuous review of effective practices for social emotional learning as well as effective frameworks to present SEB to students. Continue Restorative Practice that began in the 2022-2023 school year. School Safety training and updates, as needed. 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.	Administrative team, SEB data from MTSS & Terrace Metrics, Behavior Referrals, School Counselor, District consultants SRO & Administration ⊟ KCSD Profession…

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the school year:

Summative assessments:KSA, MAP Assessments (Fall, Spring)

Formative assessments discussed at PLC, common assessments, assessment tracking for special populations

Monthly at staff meetings and in Memo: attendance data, behavior referrals, and PBIS data

Monthly staff meetings and grade level meetings: Learning walk data trends and student assessment trends

Staff Feedback: After each staff meeting and yearly survey

SBDM Meetings: Data regarding KSA and MAP after assessment results are given to school.

Professional development yearly.

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	20%
Food	0616	
Travel In District	0581	
Travel Out of District	0580	10%
Total of your budget		100%

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

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Staff Survey 3/13, PLC 3/15, Lead Teacher Meeting 3/23, SBDM 4/17.

Taylor Mill Elementary School
2023-24 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.):

Data analyzed that informed the professional development needs include KSA data, MAP, Brigance data, Dibels data, RI/PI/Reading Foundational data, instructional walkthrough observations, and Impact Survey results. When looking at our Common Assessment data as a school, 73% of students were meeting benchmark in Math while 76% of students were meeting the benchmark in Reading. As of March, 65% of 5th grade students had met the transition readiness criteria as set by the district of 100% of students being transition ready. The 2021-22 KSA data reflected both math and reading as an area of growth with an average reading proficiency of 53% and average math proficiency of 52%. On the Spring 2023 MAP assessment, 62% of students showed growth in Math meeting their projected growth from Fall of 2022 On the Spring 2023 MAP assessment, 66% of students showed growth in Reading meeting their projected growth from Fall of 2022. When looking at achievement in Spring MAP, 59% of students were at the 60%tile and above in Math, while 61% of students were at the 60%tile and above in Reading. 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 22-23 school year, next steps for 23-24 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 in all grade levels. With the purchase of a new

reading core curriculum, teachers will need learning time together to learn the program, resources, and assessment. We continue our focus on data analysis and informing both core instruction as well as interventions necessary to support student success.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 15, 2023 6 hours	Flexible Date: K/1st/2nd- June 6th or July 19th, 3rd, 4th/5th ELA- June 7th or July 20th, Science - July 24,25,26th Special Area Teachers - Various Dates June-August, PLTW August 3rd, SCM - June 12,14,19, 21, July 12,17, 19 24,25, 1:1 - June 8 or Aug 7 Medication - Aug 10th Early Childhood - May 31 SOR - 7/24	Proficiency, Achievement Gaps, Growth	Amplify CKLA Launch Reading Curriculum District Training for grades K-2nd, 3rd, 4th ELA and 5th ELA with Special Education Teachers (LBD) Elementary Science (3 hrs)/ Social Studies (3 hrs) Teacher Training Special Area Teachers (Music/PE/Art/PLTW)- Various dates June-Aug TBD 6 hrs SCM Initial/Refresher (Preschool/MSD - 6 or 12 hrs) NKCES - Instructional Assistants (6 hrs) 1:1 Training 3rd-5th grade teachers (2 hrs) Medication Training (3hrs) Early Childhood Standards training (6 hrs) Science of Reading and Structured Literacy for Beginners (3hrs)	Amplify/District trainers District Special Education staff District Consultants NKCES School Nurse
PD Day # 2 - November 22, 2023	Flexible Date: Special Education teachers -		Special Education Teachers - All SPED (2 or 3 hrs)	District Special Education staff District Consultants

| 6 hours | July 27, August 8, Science - July 24,25,26th Math - Oct. 18, 24, 26 SCM - June 12,14,19, 21, July 12,17, 19 24,25 1:1 - June 8 or Aug 7 1:1 - June 8 or Aug 7, Nov 8, 15 Literacy Boost 1: July 26, 27 Literacy Boost 2: Oct 18. 24, 26 Med - Aug 10th Brigance - Aug 8 KCSD Lit Int with Arts - Aug 1 Low Incidence - July 11 SOR - July 24 | | Elementary Science (3 hrs)/ Social Studies (3 hrs) Teacher Training

 Elementary Math Teacher Training 1 (2 hrs)

 SCM Initial/Refresher (Preschool/MSD/LBD - 6 or 12 hrs)

 1:1 Training 3rd-5th grade teachers (2 hrs)

 1:1 Online Training (1 hr)

 Literacy Boost 1 (2hrs)

 Literacy Boost 2 (2 hrs)

 Medication Training (3hrs)

 Kindergarten Brigance (1 or 3 hrs)

 KCSD Literacy Integration into the Arts (Special Area Teachers + grade level rep - 3 hrs)

 NKCES - Instructional Assistants (6 hrs)

 Working with Low Incidence Students & Autism (6 hrs)

 Science of Reading and Structured Literacy for Beginners (3hrs) | School Nurse

 NKCES |
| PD Day #3 - February 19, 2024 6 hours | Alt Asmt: July 20, Nov 9 CPR training - TBD SEB - 9/14, 11/9, and 2/8 KyGoDigital - TBD | | Alternate Assessment Curriculum work (4 hrs)

 CPR training

 SEB for Elementary Teachers (3hrs)

 Ky Go Digital (6 hrs) | District Special Education staff

 District CPR trainer

 District Consultants

 Ky Go Digital online conference |

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	KCSD Edcamp - Aug. 2 Keynote - Aug. 2 Literacy Boost - March 20 Elem Math - March 20, 26. 28th Read 180 7/31 or 8/1 or System 7/25 1:1 Refresher 06/9, 8/8, 11/9, 1/18 **Best Practices - Aug 1** SCM - June 12,14,19, 21, July 12,17, 19 24,25 Special Area - July 31		KCSD Edcamp (5 hrs) Dr. Webb's Keynote (1 hr) Literacy Boost 3 (2 hrs) Elementary Math 2 (2 hrs) New Read 180 (12 hrs) or New System 44 (6 hrs) 1:1 Refresher (1 hr) NKCES - Instructional Assistants (6 hrs) Best Practices for Classroom Management: Using Visual Supports (3 hrs) SCM Initial/Refresher (Preschool/MSD/LBD - 6 or 12 hrs) Special Area Teachers Planning Preschool (3 hrs)	NKCES
PD Day #4 - March 15, 2024 6 hours	NKY Edcamp - TBD Webb Keynote - Aug 2 KCSD Edcamp- Aug 2 IXL - online OG Morphology - online Ky Go Digital - TBD		NKY Edcamp (3 hrs) Dr. Webb's Keynote (1 hr) KCSD Edcamp (5 hrs) IXL training - eLearning (1-6 hrs) Orton Gillingham - Morphology training (6 hrs) Ky Go Digital (6 hrs) NKCES - Instructional Assistants (6 hrs)	NKCES District Consultants IXL online eLearning platform OG Online Training Ky Go Digital online conference

NKCES - online NBI - Oct 12 Small Group - Nov 16 Schoology and Performance Matters - June 6,7, July 27, Aug1 School Connectedness - 9/28, 10/19,11/16 PM for Interventionists - 7/31, 8/2, or 8/14 PM Progress Checks - 10/12, 1/16		Needs Based Instruction Supporting Low Average Learners & MTSS Intervention for Preschool and IAs (2 hrs) Small Group & Whole Group Planning for Differentiation Preschool (2 hrs) Schoology (1.5 hrs) Performance Matters (1.5 hrs) School Connectedness (3hrs) Performance Matters for Interventionists (1 hr) Performance Matters Progress Checks for interventionists (1 hr each, 2 sessions)	

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

Identify those systemic professional development needs 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 (Common Assessment, Formative Assessment, Universal Screeners, Diagnostics) Instructional Strategies around the Cycle of Quality Instruction. Science of Reading PD, lesson planning and curriculum work around new reading program with Primary/Intermediate Literacy Leads/Admin/Consultants during IOU time	School Administrators, District Curriculum Consultant, KCSD Professional Landing Page Literacy Leads

Proficiency, Separate Academic Indicators Achievement Gaps, Growth	PLCs – Lesson planning and curriculum work around new reading program. 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 (Common Assessments, Formative Assessments, Universal Screeners, Diagnostics), technology support around Learning Management System, including new MTSS data system and instructional strategies to support instruction. Science of Reading PD, lesson planning and curriculum work around new reading program with Primary/Intermediate Literacy Leads/Admin/Consultants during PLC time. MTSS instructional support, data analysis,	School Administrators, District Curriculum Consultant, school level Instructional Technology Coach, Literacy Leads
Proficiency, Separate Academic Indicators Achievement Gaps, Growths, School Culture and Climate	PBIS, Social Emotional Learning, Mental Health and School Safety topics like Restorative Practices covered during PLCs, IOUs (faculty meetings), and task group meetings	School Administrators, District Curriculum Consultant, KCSD Professional Landing Page
Proficiency, Separate Academic Indicators Achievement Gaps, Growths	Curriculum & Assessment Alignment to Standards - Core and MTSS 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. Staff members receive updates on student data through weekly newsletters, monthly IOU staff meetings, and weekly PLC meetings as data is available in real time. Updates will be provided to

SBDM monthly. All staff will complete an individual PD plan by June 1, 2023 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**	*10%*
Certified Extra Service	**0113**	
Educational Consultant	**0322**	*15%*
Registrations	**0338**	*20%*
General Supplies/Professional Books	**0610**	*25%*
Food	**0616**	*10%*
Travel In District	**0581**	
Travel Out of District	**0580**	*20%*
Total of your budget		**100%**

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

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: Teacher Voice March 15 and 22, 2023, SBDM Meeting April 17. 2023

White's Tower Elementary School
2023-24 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, Formative 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. During PLC meetings, we discuss our weekly Friday assessment data as well as district common assessment data. We review individual student progress towards mastery of a standard and implement a plan to attack the deficiencies. Sometimes that looks like re-teaching, flashbacks and flexible grouping for specific skills that are cause for concern. Also, during PLCs, we identify trends seen through our PPR Walks and design specific professional development to address any deficiencies or to highlight individual teacher instruction.
A concerning trend at WTE is Students w/ IEPs, however we are scoring higher than the district and state in reading and math, there's still room for improvement. Comparing 2021 data to 2022 data it breaks down like this: Reading 34.3% P/D to 22% P/D (-12.3%), Math 22.9% P/D to 27% P/D (+4.1%) and Science 40.7% P/D to 34% P/D (-6.7%). From the 2020 to 2021 school year we saw an increase of 29 total behavior events.Current Academic State according to KSA 2021-2022 scores by P/D percentages: Math 61%, Reading 64% (Reading & Math Indicator Rating=81.7 Very High Blue). Science 34%, Social Studies 44% and Combined Writing 50% (Science, SS & Writing Indicator Rating=67.8 High Blue). Quality of school climate and Safety Indicator Rating=81.5 High Green. According to the Kentucky Impact Survey, the highest rating was Managing Student Behavior at 90%.

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 15, 2023 6 hours	May 31, 2023 Preschool 8:30 - 3:30 6 Hrs	Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals	Early Childhood Standards (Preschool Teachers and IA's) 6 Hrs.	Preschool Consultants
	June 6th K-2 June 7th 3-5 6 Hrs.		Amplify CKLA Launch (K-5 and Including Special education) 6 Hrs.	District Consultants
	July 27th Special Ed. 1:00-3:00 2 Hrs		Special Education Training (LBD) 2 Hrs	District Special Education department
	Aug. 8th Special Ed. 9:00-11:00 2 Hrs			
	July 27th Related Services, Pre-K, Unit Teachers 1:00-4:00 3 Hrs. OR Aug. 8th		Special Education Training (Related Services, Pre-K, Unit Teachers) 3 Hrs.	District Special Education department

	9:00-12:00 3 Hrs.			
	Aug. 2nd All Staff 5 Hrs		EdCamp (All Staff) 5 Hrs	District Consultants and Teachers
	Aug. 2nd All Staff 1 Hr.		Dr. Webb Keynote (All Staff) 1 Hr.	
	July 11, 2023 Preschool Teachers and IA's 8:30-3:30 6 Hrs		Working with Low Incidence Students & Autism (Preschool Teachers and IA's) 6 Hrs.	Preschool Consultants
PD Day # 2 - November 22, 2023 6 hours	July 26th K-5 and Sped K-8:30-10:30 1st-10:30-12:30 2nd-1:30-3:30 July 27th 3-8:30-10:30 4-10:30-12:30 5-1:30-3:30 2 Hrs	Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals	KCSD Literacy Boost 1 (K-5 Including Special Education) 2 Hrs	District Consultants
	K-5 Teachers and Sped		KCSD Literacy Boost 2 (Including Special education) 2 Hrs	District Consultants Literacy Team

Oct. 18th K and 3 4:15-6:15 Oct. 24th 1 and 4 4:15-6:15 Oct. 26th 2 and 5 4:15-6:15 2 Hrs			
Aug. 1st K-5 Special Area 3 Hrs 8:30-11:30		Literacy Integration (K-5 Special Area Teachers) 3 Hrs	District Consultants
June 8th or Aug. 7th 3-5 2 Hrs		Required 1:1 Training (Integration) (3rd, 4th and 5th) 2 Hrs	Chavez
Nov. 8th or Nov.15 or Jan. 10th. 3-5 1 Hr		Required 1:1 Training (Online Training) (3rd, 4th and 5th) 2 Hrs	Chavez
June 9th, Aug. 8th, Nov. 9th, All Staff 1 Hr		Refresher Anyone who would like a refresher on utilizing 1:1 or would like to explore more techniques for utilizing technology in the classroom. (All Staff) 1 Hr	Chavez
July 31st August 2nd		Performance Matters Intervention Training for teachers	Chavez/Pugh

	(EdCamp) OR August 14th, 2023 1 Hr		(Interventionist) 1 Hr OR Performance Matters intervention Progress Checks Support (Interventionist) 1 Hr	Chavez/Pugh
	Sept 28th Part 1 4-5pm Oct.19th Part 2 4-5pm Nov.16th Part 3 4-5pm		School Connectedness 3 Hrs (All Staff)	Shelly Boutwell and Amber Schmidt (Virtual)
	Aug 8th 1 Hr		Brigance Refresher (Kindergarten Staff)	Tiffany Collier
	Aug. 8th 3 Hrs		Brigance Initial (New Kindergarten Staff)	Tiffany Collier
		1		
PD Day #3 – February 19, 2024 6 hours	K-5 and Sped Mar. 20th K and 3 4:15-6:15 Mar. 26th 1 and 4 4:15-6:15 Mar. 28th 2 and 5 4:15-6:15	Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals	KCSD Literacy Boost 3 (Including Special education) 2 Hrs.	District Consultants /Literacy Team

	K-5 and Sped K: July 24, 12:30-3:30 1: July 24, 8:30-11:30 2: July 25, 12:30-3:30 3: July 25, 8:30-11:30 4: July 26, 12:30-3:30 5: July 26, 8:30-11:30 3 Hrs		Elementary Social Studies 3 Hrs (K-5 Teachers)	TBD/ Caywood
	K-5 Teachers K: July 24, 8:30-11:30 1: July 24, 12:30-3:30 2: July 25, 8:30-11:30 3: July 25, 12:30-3:30 4: July 26, 8:30-11:30 5: July 26, 12:30-3:30 3 Hrs		Elementary Science (K-5 Teachers) 3 Hrs	TBD, Caywood
	K-5 Teachers K and 3 Oct. 18th 4:15 - 6:15 1 and 4 October 24th 4:15 - 6:15 2 and 5 October 26th 4:15 - 6:15		Elementary Math 1 (K-5 Teachers) 2 H	District Consultants
	Sept. 14th		SEB for Elementary	

	4:00-5:00 Nov.9th 4:00-5:00 Feb.8th 4:00-5:00 3 Hrs.		(Teachers and IA's) 3 Hrs.	Amber Schmidt and Shelly Boutwell (Virtual)
	Nov. 16th Preschool Teachers 4:00 - 6:00 2 Hrs.		Small Group & Whole Group Planning for Differentiation (Preschool Teachers) 2 Hrs	Preschool Consultants
PD Day #4 - March 15, 2024 6 hours	Core Team June 12th, 14th, 19th, 21st, July 12th, 17th, 19th 6 Hrs.	Proficiency Gap, Growth, Separate Academic Indicator & Transition Goals	SCM Refresher (Core Team)	SCM Trainers, Twenhofel
	Core Team July 24th, 25th, Sept. 29th, Oct 6th 12 Hrs.		SCM Initial (Core Team)	SCM Trainers, Twenhofel
	July 31st Special Area 8:00 - 11:00 3 Hrs		Preschool Planning (Special Area Teachers) 3 Hrs	Preschool Consultants
	August 1st Preschool Teachers and IA's 8:00 - 11:00 3 Hrs		Best Practices for Classroom Management: Using Visuals to Support Learning & Supporting MTSS Intervention (Preschool Teachers and IA's) 3 Hrs	Preschool Consultants

	Aug. 3rd PLTW Teacher 6 Hrs.		PLTW Launch Teachers (PLTW Teacher) 6 Hrs	PLTW Trainers/Caywood
	Oct 12th Preschool Teachers and IA's 4:00 - 6:00 2 hrs		Needs Based Instruction Supporting Low Average Learners & MTSS Intervention (Preschool Teachers and IA's) 2 Hrs	Preschool Consultants
	Nov 16th Preschool Teachers 4:00 - 6:00 2 Hrs		Small Group & Whole Group Planning for Differentiation (Preschool Teachers) 2 Hrs.	Preschool Consultants
	K and 3 Mar 20th 4:15 - 6:15 1 and 4 Mar 26th 4:15 - 6:15 2 and 5 Mar 28th 4:15 - 6:15 2 Hrs		Math 2 (K-5 Teachers) 2 Hrs	TBD

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Proficiency, Gap, Growth,	Data analysis weekly (when applicable) PLC and MTSS meetings. Analysis of student work	Administration Teachers

Transition Goals	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)	Sped Lead Teacher Preschool Teachers
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 Professional Landing Page
Proficiency, Gap, Growth, Transition, Separate Academic Indicator Goals & Impact Survey	Social Emotional Behavior, Mental Health & Restorative practices 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. SEB Data from MTSS reviewed and discussed.	Administration MTSS Committee
Proficiency, Gap, Growth, Transition Goals	Response to Intervention: Instructional strategies, Student progress monitoring, differentiated 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. Training sessions on intervention and progress monitoring through Performance Matters will be integrated into staff meetings as needed. The Effectiveness of interventions will be reviewed and discussed after Tier II and Tier III progress meetings by the MTSS team and classroom teachers.	Administration Teachers Interventionist Professional Landing Page
Proficiency, Gap, Growth, Transition Goals	Ongoing training on the PPR document and the district evaluation cycle. Discussion of instructional walk trend data and next steps to increase teacher proficiency. Strategies will be presented at PLCs and staff meetings. Certified substitutes will be hired for teachers to collaboratively plan and observe colleagues.	Administrative Team, Approved evaluation documents, Cycle of quality instruction, instructional videos

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: KSA, MAP assessments, SRI & SPI data, Friday assessments, DIBELS, instructional walk trend data 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. All staff are updated on data findings, when applicable, during PLCs and staff 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 (Org for 7000)
Object – use code from above
Project – 7000, ARP, Title (Use codes from finance)

F.   DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: _PLC 3/15/23, SBDM 4/19/23_

Summit View Academy
23-24 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: 69% P/D (SPED 43%)**
- **5th Grade Math Overall PD: 84% P/D (SPED 66%)**
- **6th Grade Reading Overall PD: 44% P/D (SPED 26%)**
- **6th Grade Math Overall PD: 57% P/D (SPED 30%)**
- **7th Grade Reading Overall PD: 39% P/D (SPED 10%)**
- **7th Grade Math Overall PD: 38% P/D (SPED 7%)**
- **8th Grade Reading Overall PD: 30% P/D (SPED 5%)**
- **8th Grade Math Overall PD: 16% P/D (SPED 21%)**

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: 52%**
- **Overall Math PD: 37%**

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: 774**
- **Total Number of Suspensions: 346**
- **Total Number of Out of School Suspensions: 130**
- **Total Number of In School Suspensions: 216**
- **Total Number of Discipline Referrals FRAM: 542 (70% of total)**

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 15, 2023 6 hours	PD Day #1- July 31st, 2023 6 hours	Goal 1 Proficiency, 2 Gap, 3 Growth, 4, 8, Impact Survey	Teachers will participate in a Solution Tree training reviewing how Common Formative/Summative data impacts Tier I Instruction to close achievement gaps in real-time	Solution Tree Consultant and materials: $6500 SBDM 7000
PD Day # 2 - November 22, 2023 6 hours	PD Day #2-Grade Level Cadre Grade Level Required PDs	Goal 1, 2, 3, 4, 8	Teachers will work with colleagues and District Consultants to review Common Formative/Summative Assessments, Discuss problems of practice, and make adjustments to pacing guides based on data.	District Consultants, Administration, District Timelines/Common Assessments, Comprehensive Instructional Resources
PD Day #3 - February 19, 2024 6 hours	PD Day #3-Grade Level Cadres Grade Level Required PDs	Goal 1, 2, 3, 4, 8	Teachers will be trained in the implementation of a new Comprehensive Instructional Resource for ELA in Grades K-8 and Math for Grades 6-8.	District Consultants, Administration, District Timelines/Common Assessments, Comprehensive Instructional Resources
PD Day #4 - March 15, 2024 6 hours	PD #4-Schoology/Performance Matters 1:1 Training for required Grade Levels	Goal 1, 2, 3, 4, 8	Staff will undergo training at either the foundations or intermediate level on Schoology/Performance Matters. Required for new 1:1 Grade Levels: 3,4,5	District Consultants, Administration, District Timelines/Common Assessments, Comprehensive Instructional Resources

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

Identify those systemic professional development needs 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, KCSD Professional Learning landing page
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, KCSD Professional Learning Page
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	EL supports including understanding English Proficiencies, strategies for communication with families and engaging ELL students in the cycle of quality instruction	District Consultants, Administrative Team 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: KSA, 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 shared walk data to identify both individual teacher needs as well as whole school trends to meet the needs of teachers. Grade level content teams will review formative/summative data during collaborative team time to make instructional adjustments on a weekly basis that will maximize student achievement. Teams will also recursively review data in relation to students with disabilities and adjust Tier I instruction and IEP plans to ensure on a monthly basis concurrent with midterms and report cards. SEB data will be reviewed by the Leadership Team on a monthly basis and grade level/student data will be disseminated to teams to make adjustments to PBIS/SEL lessons as well as MTSS referrals.

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**	
Certified Extra Service	**0113**	
Educational Consultant	**0322**	*$6500*
Registrations	**0338**	
General Supplies/Professional Books	**0610**	
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 (Org for 7000)
Object – use code from above
Project – 7000, ARP, Title (Use codes from finance)

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: January 31 2023, March 2, 2023, April 11th/12th 2023

Turkey Foot Middle School School
2023-24 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. The behavior below also shows a discrepancy in our behavior data for minority and special education students.

42.6% of All TFMS students reached proficiency on Math Common Assessments
8% of Special Education students reached proficiency on Math Common Assessments
10% of EL students reached proficiency on Math Common Assessments
47%% of All TFMS students reached proficiency on ELA Common Assessments
9% of Special Education students reached proficiency on ELA Common Assessment
7% of EL students reached proficiency on ELA Common Assessments
40% of All TFMS students are projected to reach proficiency on Math KSA
7.6% of Special Education students are projected to reach proficiency on Math KSA
4.6% of EL students are projected to reach proficiency on Math KSA
62% of All TFMS students are projected to reach proficiency on ELA KSA
15.6% of Special Education students are projected to reach proficiency on ELA KSA
6% of EL students are projected to reached proficiency on ELA KSA
29.88% of all ODR are made up by 6th grade students
28.11% of all ODR are made up by 7th grade students

42.01% of all ODR are made up by 8th grade students, there has been a steady decline from 48% to now 36%

28.75% of referrals are Sped, This had decreased from 45% to now 20%
40.95% of referrals are Minority, the month range is from 45% to 36%

Math Common Assessment Running Average

	September	October	November	December	January	February	March
6th	47.48	52.13	55.94	54.1	54.09	54.35	53.13
7th	40.12	41.9	42.2	42.51	42.42	42.42	46.06
8th	22.09	22.36	22.32	23.01	25.15	25.23	28.61

Reading Common Assessment Running Average

	September	October	November	December	January	February	March
6th	58.94	54.29	54.63	55.08	60.63	58.26	59.96
7th	36.31	32.31	33.13	32.42	32.52	26.14	26.61
8th	58.31	55.12	55.45	58.33	55.38	55.52	55.83

Behavior Data

	ALL	% ALL /Dist Enr	SPED	% SPED /ALL	White	% W/ALL	Minority	% M /ALL
Total School Population	1037	100.00%	126	12.15%	758	73.10%	279	26.90%
Total # Office Referrals	843	81.29%	226	26.81%	501	59.43%	342	40.57%
Total Students w/ Office Ref	253	24.40%	47	18.58%	162	64.03%	91	35.97%
Total # Suspensions	406	39.15%	110	27.09%	237	58.37%	169	41.63%
Total Students w/ Removals	119	11.48%	20	16.81%	70	58.82%	49	41.18%
# of OSS	149	14.37%	50	33.56%	94	63.09%	55	36.91%
# of ISS	257	24.78%	60	23.35%	143	55.64%	114	44.36%
# of Bus Referrals	89	8.58%	21	23.60%	58	65.17%	31	34.83%
# of Seclusion								
# of Restraint	1	0.10%			1	100.00%		

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 15, 2023 6 hours	August 2nd (6 hours)
	
	8/2
	
	8/2
	
	8/3
	
	7/31
	
	7/31 & 8/1
	
	7/25
	
	6/6, 6/7, 7/27, 8/1 (pick 1)
	
	6/6, 6/7, 7/27, 8/1 (pick 1)
		Combined ProficiencyAchievement Gaps	Dr. Webb Keynote
			
			EdCamp Team Kenton
			    -OR-
			
			New Teacher Training
			    -OR-
			
			New Math 180
			    -OR-
			
			New Read 180
			    -OR-
			
			New System 44
			    -OR-
			
			Schoology: Teachers new to Kenton County or Turkey Foot
			    -OR-
			
			Performance Matters: Teachers new to Kenton County or Turkey Foot
				KY Academic Standards, Best Practices for Quality Instruction, District Consultants

PD Day # 2 - November 22, 2023 6 hours	6th and 7th 5/31 8th 6/1 5/31 6th- 6/12 7th- 6/13 8th- 6/14 10/18 & 2/15	Combined ProficiencyAchievement Gaps	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 English: **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 Social Studies:6th - CA vetting and standards alignment of CAs: 7th and 8th - develop 3-4 CAs -OR- 6th and 7th Social Studies:	KY Academic Standards, Best Practices for Quality Instruction, District Consultants Training of staff around the social and emotional well being of students and related topics

			8th Social Studies	
	10/18 & 2/15			
			-OR-	
	6th- 6/1 7th- 6/8 8th- 6/27		Middle School Science:All grades: Best Practices in Science, Using the SEPs to guide instruction in the classroom, Curriculum development.	
			-OR-	
	7/27 or 8/8		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.	

1

PD Day #3 - February 19, 2024 6 hours	6th- 11/8 & 2/15 7th- 11/13 & 2/19 8th-11/16 & 2/22	Combined ProficiencyAchievement Gaps	Middle School Math	KY Academic Standards, Best Practices for Quality Instruction, District Consultants
			-OR-	
	6th- 10/10, 1/9, 3/11 7th- 10/11, 1/10, 3/12 8th- 10/12, 1/11, 3/13		Middle School English	
			-OR-	
	7/20, 9/7, 11/3, 1/11 & 3/8		KTP Best Practices	
			-OR-	
	8/9		EL Training: All EL teachers and IA's	

PD Day #4 - March 15, 2024	6/9, 8/8, 11/9 or 1/18 (Pick 1)	Combined ProficiencyAchievement Gaps	1:1 Refresher	KY Academic Standards, Best Practices for Quality Instruction, District Consultants, Make It Plain Consultants
			-OR-	

6 hours				
	7/24 and 7/25 or 9/29 & 10/6		SCM Initial -OR-	
	6/12, 6/14, 6/19, 6/21, 7/12, 7/17, or 7/19		SCM Refresher -OR-	
	9/14 & 11/9 3 hours		SEB for Secondary Teachers -AND/OR-	
	9/28, 10/19, & 11/16 3 hours		School Connectedness -OR-	
	7/31, 8/2 (EdCamp) or 8/14		Performance Matters- Intervention Training -OR-	
	10/12 & 1/16		Performance Matters- Progress Check Support	

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 an understanding of the specifics within the Cycle of Quality Instruction to better assist with Tier 1 Instruction. This will be provided monthly at job embedded training.	Cycle of Instruction KCSD 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 KCSD Landing Page
Combined Proficiency/ Achievement Gaps	At weekly Admin meetings and Monthly Team lead meetings	Data Dashboard, School Plan
School Safety/PBIS/ Trauma Informed Care	SEB/Trauma Informed Care/Terrace Metrics/D.E.I	PBIS/SEB Data, Make It Plain,
Combined Proficiency/ Achievement Gaps	Special Education Specifics: IEP Training, Goals, SDI. In order to better address the gaps with our special education and EL students we will work with Make it Plain during our equivalency days and through job embedded training to create an environment that leads to equality for all. In addition to this we will build on the work to incorporate team teaching in our collaborative classrooms.	Consultants, NKCES
Combined Proficiency/ Achievement Gaps	Formative & Common Assessment Data analysis through Performance Matters in a recursive process through PLC's. Teachers will have the opportunity to meet weekly on Wednesdays with their content cohorts to analyze common formative	Performance Matters,

	assessments. Using this data to drive instruction will lead to	

D. IMPLEMENTATION AND IMPACT

IEP progress monitoring data will be reviewed by a team of teachers monthly. During this meeting the team will look at the students grades, IEP progress along with their common assessment scores. At the weekly administrative meeting, each administrator will analyze schedules, IEP data and progress reports for two students on the caseload of the teacher they chair ARC's for. This will allow for checks and balances to support our students with disabilities.

Weekly teachers will have the opportunity to analyze common formative, district common assessment formative with their grade level content teams. This will allow for planning and instructional decisions to be made in real time to best support both regular education and general education students.

Once a month the team lead will dive into data for their team of students with their colleagues. This data will include but not be limited to, MTSS Tier II and III data checks, MAP assessments, office discipline referrals and grades.

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	*(11%) - $1400.00*
Certified Extra Service	0113	*(8%)- $1000.00*
Educational Consultant	0322	*(16%)-$2000.00.*
Registrations	0338	*(8%) -$1000.00*
General Supplies/Professional Books	0610	*(.8%)- $100.00*
Food	0616	*(6%)-$800.00*
Travel In District	0581	*(1%)-$200.00*

Travel Out of District	**0580**	*(48%)-$6000.00*
Total of your budget		**100% $12,500**

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: 3/14 Team Lead Meeting, 4/13 SBDM Meeting

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Twenhofel   School
2023-24 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 (Current 22/23- 54)**
- **6th Grade Math Overall PD: 59.83 (Current 22/23-73)**
- **7th Grade Reading Overall PD: 40.60 (Current 22/23-53)**
- **7th Grade Math Overall PD: 31.00 (Current 22/23-44)**
- **8th Grade Reading Overall PD: 41.25 (Current 22/23-51)**
- **8th Grade Math Overall PD: 26.00 (Current 22/23-19)**

Through PLC's and job-embedded PD, as well as, scheduled and flexible PD during the 2022-2023 school year, next steps for 2023-2024 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 review and adjust instructional needs based 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 15, 2023 6 hours	August 2nd (6 hours)	Combined ProficiencyAchievement Gaps	Professional Development TMS KCSD Learning Plan Dr. Webb Keynote & EdCamp	KY Academic Standards, Best Practices for Quality Instruction, District Consultants
PD Day # 2 - November 22, 2023 6 hours	Aug. 4th (6 hours) Cycle of Quality Instruction SEB	Combined ProficiencyAchievement Gaps & SEB	Cycle of Quality Instruction Core Indicators Needs Based Instruction	KY Academic Standards, Best Practices for Quality Instruction, District Consultants Training of staff around the social and emotional well being of students and related topics
			1	
PD Day #3 - February 19, 2024 6 hours	ELA 2 hr each 5-31, 10/10,10/11 ,10/12,1/9,1 /10,1/111,3/ 11,3/12,3/1 3 **Math** 6 hours 5/31 & 6/1 11/8, 11/13, 11/16, 2/15, 2/19, 2/22 **Science** **6 hours** June 1, June 8, June 27	Combined ProficiencyAchievement Gaps	**Middle School ELA** **ALL GRADES:** A new instructional resource along with 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:** Desmos training along with meetings 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

	SS 6 hrs 10/18 & 2/15		**Middle School Social Studies** **6th - CA** vetting and standards alignment of CAs **7th and 8th -** 3-4 CAs need development - 2023-2024 school year	
	Sp Ed 2 hours - July 27 or August 8o r 10/26, 12/7/ or 2/22		**All SpEd Training-** SpEd Teachers, School Psychologists Required	
PD Day #4 - March 15, 2024 6 hours	2 hours- 9/14 or 11/9 or 2/8 or June 7th/July 25, 2022 Sept. 11.,2023	Combined ProficiencyA chievement Gaps	<u>TMS KCSD Learning Plan</u> Cycle of Quality Instruction/Data Review or 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 and KCSD Learning Page
School Safety/PBIS/ Trauma Informed Care	SEB/Trauma Informed Care/Terrace Metrics/D.E.I	PBIS/SEB Data, Make It Plain
Combined Proficiency/ Achievement Gaps	Special Education Specifics: IEP Training, Goals, SDI (specifically reviewing students with IEPS: SAS, Common Formatives, Common Assessments, Progress Monitoring Data)	Consultants, Special Education
Combined Proficiency/ Achievement Gaps	Formative & Common Assessment Data analysis through Performance Matters in a recursive process through PLC's to review real time data whether it be common formatives, common assessments and adjust instruction based on the needs of	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: 3/27/2023, 4/18/2023

Woodland Middle School
2023-24 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.):

Throughout the year, we have conducted classroom walks and observations as an administrative team to determine monthly instructional trends in all classes. We have also restructured our data analysis process to include weekly opportunities for teachers to work in ILTs (Instructional Learning Teams) to analyze weekly common formative assessments and district Common Assessments to adjust instruction in real-time according to needs. We have also restructured and redesigned our PAWS (RTI) time to include opportunities for students to receive more needs-based interventions in all core content areas. We have also surveyed our teachers throughout the year to gauge needs and get a better understanding of professional development supports that teacher need that are focused on these efforts.

More specifically, 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 and math Common Assessment data is as follows:

- ***6th Grade Reading Overall PD: 47% P/D (SPED 17%)***
- ***6th Grade Math Overall PD: 61% P/D (SPED 28%)***
- ***7th Grade Reading Overall PD: 37% P/D (SPED 13.6%)***
- ***7th Grade Math Overall PD: 47% P/D (SPED 17.8%)***
- ***8th Grade Reading Overall PD: 48% P/D (SPED 12%)***
- ***8th Grade Math Overall PD: 23% P/D (SPED 5.6%)***

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: 59.1% (Fall)*
- *Overall Math PD: 40.8% (Fall)*

Behavior Data Collected throughout the 2022-2023 School year also indicated a need for more intensive focus on Tier I Classroom Management strategies and behavior supports:

- *Total Behavior Referrals: 685*
- *Total Number of Suspensions: 285*
- *Total Number of Out of School Suspensions: 184 with 91 students*
- *Total Number of In School Suspensions: 101 with 56 students*
- *Total Number of Discipline Referrals FRAM: 121 (17.7% of total)*
- *Total Number of Discipline Referrals Special Ed.: 202 (29.5% of total)*

What this needs assessment process for identifying professional development, as well as analysis of the data above shows us is that we need to further address our students' overall reading and math growth, with continued focus on reading and math interventions for those scoring in Novice and Apprentice in these subjects. We also need to guide teachers in how to regularly analyze common assessment data to collaborate and make real-time adjustments in instruction so that all are completing this task on a regular basis and all at high levels. Additionally, we need to provide professional development in the creation and implementation of appropriate RTI responses to that data, and strengthening instruction as related to parts 2 & 3 of the Cycle of Quality Instruction (giving students meaningful opportunities to collaborate with one another, and eliciting responses from all students to assess learning/adjust instruction). Lastly, we need to address the rise in suspension and referral rates through the use of a behavior interventionist and related strategies.

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 15, 2022 6 hours	6 hours total (All sessions are from 8 AM - 3 PM) 6-5/31 7-5/31 8-6/1 OR 6 hours total 6-5/31 7-5/31 8-5/31	Goal 1: Proficiency Goal for Math and Reading Goal 2: Separate Academic Indicator Goal 3: Achievement Gap Goal 4: English Learner Progress	**Middle School Math** **ALL GRADES:** Desmos Introductory Training will focus on the key components of Desmost Math, including learning how to navigate, teach, and monitor student progress, while exploring content and program resources. Training will also address using the Desmos within the Cycle of Quality Instruction and tools for supporting ALL students. OR **Middle School ELA** **ALL GRADES:** Into Literature Introductory Training will focus on the key components of Into Literature, including learning how to navigate, teach, and monitor student progress, while exploring content and program resources. Training will	District Curriculum Consultants

			also address using Into Literature within the Cycle of Quality Instruction and tools for supporting ALL students. (Must include 1 collaborator/ school/grade.)	
	OR 6 hours total 6 - 6/1 7 - 6/8 8 - 6/27		OR **Middle School Science ALL GRADES:** Preview and plan one full unit from OpenSciEd. Effective practices/tools for assessing student understanding and adjusting instruction in real time	District Curriculum Consultants
	OR 3 hours total 6 - 6/12 7 - 6/13 8 - 6/14 AND		OR **Middle School Social Studies ALL GRADES:** Teachers will adjust Common Summative Assessments and Common Formatives to ensure that more skill based items (interpreting maps, primary sources, charts, etc...) are present. 8th grade teachers will also develop a plan for utilizing the 24 resources required by Senate Bill 1 and review released items. Likewise, time will be allocated to consider common "tool kits" organized in the Google Drive.	
	3 hours total October 18th (1.5 Hours) February 15th, 2024 (1.5 Hours) OR		**Middle School Social Studies:** **6th and 7th Grade Social Studies:** Teachers will review the completed Common Summative and Formative Assessments to identify trends and strategies to address those trends. Teachers will continue to review and continue to build the resource "tool kit" in the Google Drive.	District Sped. Dept. @ SVA
	3 hours total October 18th (1.5 Hours) February 15th, 2024 (1.5 Hours)		**8th Grade Social Studies:** Teachers will review the implementation of the tool kit of resources created for the 24 Resources Senate Bill 1. Teachers will review the completed Common Summative and Formative	

			Assessments to identify trends and strategies to address those trends.Teachers will review and continue to build the resource "tool kit" in the Google Drive.	District Sped. Dept. @ SVA
	OR 2 hours total 7/27 from 1:00 - 3:00 OR 8/9 from 9:00 - 11:00 OR		OR **All Sped Training** - (LBD Collab/Resource Teachers) July/August training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps for students with disabilities. **LBD Collab/Resource Teachers *Required*	Summer Session with District KTP/Special Ed. Leadership/Consultants @ TWEN
	3 hours total 7/27 from 1:00 - 4:00 OR 8/8 from 9:00 - Noon		**All Sped Training** - (All others) July/August training will provide overall beginning of year training on IEP documentation and instructional focus on addressing learning gaps for students with disabilities. **Related Service Providers, Pre-K Teachers, Unit Teachers (STU/MSD/EBD/ KTP), Psychs *Required*	School Year Sessions: Virtual
	OR 6 hours total 1 2-hour session 4 1-hour sessions Summer Session 7/20 from 9:00 - 11:00 School Year Sessions 9/7 - 3:00 - 4:00 11/3 - 3:00 - 4:00 1/11 - 3:00 - 4:00 3/8 - 3:00 - 4:00		**KTP Best Practices** *This session will be delivered over the course of the school year. The first 2 hours in July will focus on expectations, MTSS, and instructional best practices. Sessions during the school year will support teachers and social workers with the implementation of best practices for SEB. **KTP Teachers, KTP Social Workers (All)* *Required*	
	OR 6 hours 7/31 (must attend both sessions - #2 is on 8/1)		**OR** **New R180 (Day 1)**	District Reading Consultant
	OR 6 hours		**OR** **New System 44**	District Reading Consultant

	7/25 OR 6 hours 7/31 6 hours total Choice of Sessions 2/7 - 2/10		**OR** **New M180** **OR** **KMEA Conference**	District Math Consultant KMEA Presenters

PD Day #2 - November 22, 2022 6 hours	4 hours: (Total of 2 2-hour sessions): 6th: Nov. 8 & Feb. 15 7th: Nov. 13 & Feb. 19 8th: Nov. 16 & Feb. 22 OR 6 hours: (Total of 3 2-hour sessions): Proposed dates at end of each nine weeks	Goal 1: Proficiency Goal for Math and Reading Goal 2: Separate Academic Indicator Goal 3: Achievement Gap Goal 4: English Learner Progress	**Middle School Math** **ALL GRADES:** Collaborate across the district around problems of practice related to Desmos. Review assessment data OR collaborate to adjust assessments. **Middle School English** **ALL GRADES:** Collaborate across the district around problems of practice, assessments, new resource.	District Curriculum Consultants
	6 10/10 1/9 3/11 7 10/11 1/10 3/12 8 10/12 1/11 3/13			
	OR 3 hours total 9/14/23 3:00-4:00 11/9/23 3:00-4:00 2/8/24 3:00-4:00		OR **SEB for Secondary Teachers** Overview and RP language Escalation Cycle and Strategies Warning Signs AND	District Behavior & Social Work Support Consultants - Virtual
	AND 3 hours total 9/28/23 Part 1 3:00-4:00 10/19/23 Part 2		**School Connectedness** The purpose of this training is to provide strategies to teachers to help students feel connected to the classroom and school.	District Behavior & Social Work Support Consultants- Virtual

	3:00-4:00 11/16/23 Part 3 3:00-4:00			
1				
PD Day #3 - February 19, 2023 6 hours	3 hours total Choose 2 1.5-hour sessions–1 for Schoology and 1 for PM: Offered on 2 different dates with morning and afternoon sessions. 6/6 & 6/7 AM or PM 7/27 & 8/1 AM or PM	Goal 1: Proficiency Goal for Math and Reading Goal 2: Separate Academic Indicator Goal 3: Achievement Gap Goal 4: English Learner Progress	Schoology Sessions (1.5 hours) **and** Performance Matters Sessions (1.5 hours) **OR**	District Curriculum Consultants
	6 hours per day - Choose 1 session: (must attend both days) **7/24 & 7/25** **9/29** & 10/6		**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)	District SCM Trainers
PD Day #4 - March 15, 2023 6 hours	6 hours: 6/12, 6/14, 6/19, 6/21, 7/12, 7/17, 7/19 OR	Goal 1: Proficiency Goal for Math and Reading Goal 2: Separate Academic Indicator	**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	District SCM Trainers

		Goal 3: Achievement Gap		
	6 hours per day - Choose 1 session: (must attend both days) 7/24 & 7/25 9/29 & 10/6	Goal 4: English Learner	**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)	District SCM Trainers
	OR			
	6 hours 8/9 - 8:00 - 3:00		ILT Meetings to Identify Essential Standards (All Contents & Grades) and develop Curriculum Maps	WD Team and Admin Leadership

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: English Learner	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	Teachers will continue to work on developing effective ILTs. Faculty meetings and weekly Planning Period Meetings (1 per month) will provide necessary training and shadowing opportunities. Teachers will focus on efficient analysis of assessments to inform instruction. This process will be revisited weekly in ILTs and will be reflected on ILT agendas.	Weekly Admin-given ILT agendas; Weekly Planning Pd. Mtg. Agendas & Minutes; KAS; KCSD Instructional Videos (KCSD Professional Learning Landing Page); District Consultants; Content Specific Tools and

Goal 3: Achievement Gap Goal 4: English Learner		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	Teachers will practice their growing understanding of 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. They will continue to self-assess using the MTSS rubric.	MTSS: Progression Charts Full session with embedded links to materials
	Teachers will meet monthly in SEB Planning Pd. Meetings to receive additional training and support to enhance the MTSS structures at WD.	Principal/admin team, Behavior Interventionist
Goal 1: Proficiency Goal for Math and Reading Goal 2: Separate Academic Indicator Goal 3: Achievement Gap	Teachers will receive additional training and support in monthly SEB Planning Pd. Meetings to enhance Restorative Practices approaches at all levels within the SEB/MTSS systems of support.	Principal/admin team, Behavior Interventionist

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through a recursive review and analysis of data during weekly Planning Period Meetings (ex. 2 Tuesdays per month), Administrative Team Meetings (ex. every Monday), Counselor Meetings (ex. every Thursday) that will alternate focus among academics and SEB topics, weekly RBTL meetings, and Tier II and III progress review meetings. Additionally, PLC/department meetings will be held one weekday after school per month, and Special Education Progress review meetings will be held bi-weekly after school. Specific data reviewed shall include: KSA data, IEP Progress 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. Additionally, weekly failing grade reports will be sent to all faculty members one time per week. Instructional Trend Data will be reviewed in weekly Leadership Team meetings, based upon formal observations and classroom walk throughs, 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. These will be communicated through weekly newsletters, at faculty meetings, and during PLC & Planning Period meetings. Teacher feedback and input during ILTs 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 as well. 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:

- March 29, 2023 - Staff PD Survey
- April 13, 2023 - Faculty Meeting
- April 19, 2023 - SBDM Meeting

Dixie Heights High School
203-24 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.):

School Growth Areas Based On Data:

Data Points:

1) *In our PPR Instructional walks we only observed teachers adapting instruction (Element 4) 18% of the time.*
2) *28% of all student products observed to provide actionable data to guide instruction*
3) *On average less than 40% of students are reaching English benchmarks on distinct common assessments.*
4) *On average less than 50% of students are reaching Math benchmarks on district common assessments.*

Response to data:

1) Improve student tasks, Element 1 of the Cycle of Quality Instruction (PPR Walk Data)
   a) Rigor and connection to standard
2) Improve student products, Element 2, of the Cycle Quality Instruction (PPR Walk Data)
   a) Common Assessments
   b) Technology implementation
   c) Standards-Based
   d)

Overall Professional Development Goals:

1. Improve upon ILTs structure and alignment
2. Increase real-time actionable data with improved emphasis on KSCD common assessments and weekly common formative assessments.
3. 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 the Cycle of Quality Instruction.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 15, 2023 6 hours	8/15	Achievement Gap, Transition readiness, proficiency	**Cycle of Quality Instruction:** Element 1 - • Development w/ Consultants 1.5 hrs • ILT Work Time 1.5 hrs Element 2 - • Development w/ Consultants 1.5 hrs • ILT Work Time 1.5 hrs	Admin team will work with district consultants to develop a rich work session to be presented by administration and department heads.
PD Day # 2 - November 22, 2023 6 hours	*Varies by department* **Math:** 6/1, 8/7, 10/19, 10/25, 11/1, 1/23, 1/30, 2/6 **English:** 6/1, 10/24,10/26 10/30, 11/2, 2/6, 2/8, 2/13, 2/15 **Soc:** 6/6, 6/7, 6/8, 10/11, 2/7 **Science:** 8/7 **SPED:** 6/12, 6/14, 6/19, 6/21, 7/12, 7/17, 7/19, 7/24, 7/25, 7/27, 8/8, 9/29, 10/6	Achievement Gap, Transition readiness, proficiency	**Curriculum Enhancement** • English • Math • District Offerings • Alternative Offerings (prior approval) ○ Conference. Class, Etc. • School Offerings Classroom Management (Optional 3hrs) • Backwards Design (Optional 3hrs)	New Curriculum resources.

	School Offering: 8/8, 8/9			
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PD Day #3 - February 19, 2024 6 hours	**Tech:** 6/6, 6/7, 6/8, 6/9, 8/8, 7/27, 8/1, 8/7, 11/8/, 11/9, 11/15, 1/10, 1/18 Gap: 8/11	Achievement Gap, Transition readiness, proficiency	**Technology: Choose 2**
			• Schoology
			  ○ Foundations or
			  ○ Intermediate
			• Performance Matters
			  ○ Foundations
			  ○ Intermediate
			• 1:1 Integrations **(Required for ALL teachers if not already taken)**
			• Tech Tools
			Closing the Gap:
			• EL Strategies
			• Co-Teaching w/ SPED
				District Consultants

PD Day #4 - March 15, 2024 6 hours	5/30, 6/6	Achievement Gap, Transition readiness, proficiency	**PLC/ILT Refresh** This time will be designed to meet ILT's where they currently are. It will be a combination of discussion, reflection, and development. The time will be split between whole group instruction and independent time for ILT's to work. Potential sessions: • Building High Quality/Functioning Teams • Planning Around the 4 Essential Questions • Allowing Data to Drive the Process • Development of Common Formative Assessments	Solution Tree: Learning is Doing Text

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

Dixie has a recursive process for job embedded training. Teachers meet weekly in ILTs. In these meetings they collaborate around planning instruction, create bi-weekly formative assessments, and analyze the student data from common formative assessments. Every other week on Wednesdays, administrators lead Planning Period meetings for teachers to receive regular, on-going job embedded training.

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CSIP Goal (Name)	Description of Job-Embedded PD **Learning Walks (PPR), data digs, weekly ILT meetings, bi-weekly planning period meetings, and direct in class coaching.**	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	Monthly achievement gap workshops: EL & SPED	Data collection, consultants,
Academic Proficiency	Teachers will conduct PPR walks with admin once every six weeks to allow teachers to see other teachers at work. Reflection and sharing of high quality instruction will be shared with teams.	Administration
Achievement Gaps, Proficiency,	Planning period meetings based on data collected from PPR walks to address areas of growth within the Cycle of Quality Instruction.	Administration, District Consultants
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, SEB, dual credit, district common assessments)
Achievement Gaps, Proficiency, Transition Readiness, Graduation Rate	Instructional Technology coaches will provide monthly opportunities during planning periods and after school offerings to support the SAMR model for use of technology. Twice a year ITC will be made available to work directly with teachers in their classroom in implementing instructional technology.	ITC and Administrators
Transition Readiness	Adult Advocacy: 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
Achievement Gaps	Monthly self-reflection sessions analyzing the MTSS and SEB data to monitor progress, discuss root causes, and develop resources to support students.	CCR/MTSS Coordinator, district consultants, administration.

D. IMPLEMENTATION AND IMPACT

Implementation will be measured through a recursive data process:
- Weekly Review:
  - Special Education Progress Monitoring
- Bi-Weekly Review:
  - MTSS Data
  - RBTL Data
  - SEB Data
- Monthly Review
  - Common Assessment Analysis
  - EL Progress Monitoring
  - Standard Test Analysis

Measuring and monitoring actionable data through our recursive process will allow us to measure the effectiveness of instruction. Increased intentionality on Element 1 (task) and Element 2 (product) will have a direct and profound impact on the teachers ability to adapt instruction (Element 4) leading to greater proficiency and mastery of standards.

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**	*N/A*
Travel Out of District	**0580**	*15%*
Total of your budget		**100%**

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

F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN: 3/9, 3/16, 3/23

Scott High School
2023-24 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.):

Ongoing analysis of Common Formative Assessments, 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 23-24 school year were determined with input from administration, teachers, SBDM members.

- 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 had been trending downward, from 89.7% in the 2019-2020 school year to 84.3% in the 2020-2021 school year, but made slight gains to 87.2% in 2021-2022 School year.
- Our failure rates have remained high the last three school years, which has a direct impact on our graduation rate.
- Current instructional walk data shows a lack of rigor and standards-based instruction in certain content areas. As a school, 57.7% of walks have resulted in a reinforce for Element 1. Element 2 is reinforced 50.3% of the time, and Element 4 is not observed 43.6% of this time. This data shows a continued need to focus and develop teacher understanding of the Cycle of Quality Instruction.

- District Common Assessment data continues to show a need for ensuring standards based instruction is occurring in every classroom.
  - As of March 2023, the combined common assessment running average in math was 33.53% of all students are proficient on district common assessments. In reading, 33.08% of all students are proficient in district common assessments.
- Closing the gap with our students of disabilities, continues to be a focus. TheMarch running average for district common assessments show 19.11% of students with disabilities scoring at the proficient level compared to 33.53% of all students. The gap is wider in reading where 8.08% of students with disabilities are scoring proficient compared to 33.08% of all students. In order to close gaps, we need to continue to focus and develop effective co-teaching models for special education collaboration.

Our plan to address the above concerns drive our professional learning priorities:

- 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:
  - Work to answer the four essential questions of a PLC
  - Development of Common Formative Assessments
  - 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.)
  - 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 15, 2023 6 hours	August 9, 2023 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 22, 2023	**All English and SPED Collab/ Resource** English June 1st (6 hrs)	Achievement Gap, Transition readiness, proficiency, Graduation Rate	English, Math, Social Studies, Science, Special Education teachers: District training on standards, best	District Consultants, Administration, Department Leads

| 6 hours | **Math**
Algebra 1 (SPED Collab/ Resource)
June 1st
(6 hrs)
Geometry and Algebra II
August 7
(3 hours)
Geometry
(3 HOURS)
Oct 25 (1.5 hrs)
Jan 23 (1.5 hrs)
Algebra II
(3 HOURS)
Nov 1 (1.5 hrs)
January 1 (1.5 hours)
All Science
August 7 (6 Hrs)
Social Studies
US History-June 6 (3 hours)
World History-June 7 (3 hours)
ISS-June 8- (3 hours)
and
up to 3 hours of EdCamp

Special Education

Unit Teachers (STU/MSD/EBD/ KTP), Psychs
All Sped Training (3 hours)
July 27 or August 8
LBD/Collab Resource Teachers (2 hours)
July 27 or August 8
and
ED Camp
(Up to 5 hours)
August 2

Other Depts

SCM Refresher (6 hours)
June 12, 14, 19, 21, July 12, 17, 19

SCM Initial Training Day I (6 HOURS)
July 24 or Sept 29

Dr. Webb Keynote | | practices, & common assessments

Staff not attending District led, content specific training (Art, Music, Health/PE, Foreign Language, JROTC, etc.) will attend Dr. Webb's keynote and Ed Camp | |

	(1 hour) August 2 Ed Camp (5 hours) August 2			

PD Day #3 - February 19, 2024 6 hours	**1:1 Integration** (2 hours) June 8 or August 7 1:1 Online (1 hour) November 8, November 15, January 10 **SEB for Secondary** 3- 1 hour sessions) September 14 November 9 February 8 **School Connectedness** (3-1 hour sessions) September 28 October 19 November 16 **Schoology and Performance Matters** Intermediate (3 hours) June 6 or June 7 Beginning July 2 7or August 1 **SCM Initial Training** Day 2 (6 HOURS) September 29 & October 6, 2023 **Algebra 1** (4 hours total) October 19 (2 hours) and February 6 (2 hours) **English** (4 hours) 9th Grade 10/24 (2 hours) 2/6 (2 hours) 10th Grade 10/26 (2 hours)	Proficiency, Separate Academic Indicator, Achievement Gap, Graduation Rate	Any teacher who has not been trained in 1:1 or teachers 11th and 12th Grade 1:1 Integration (2 hours) 1:1 Online (1 hours) plus 3 hours of your choice below Everyone else Choose 6 hours Based on Need: • SEB for Secondary Teachers (3 hours) • School Connectedness (3 hours) • Schoology and Performance Matters (3 hours) • SCM Initial Training Day 2 • Algebra 1 (4 hours) • English (4 hours)	District Consultants

	2/8 (2 hours) 11th Grade 10/30 (2 hours) 2/13 (2 hours) 12th Grade 11/2 (2 hours) 2/15 (2 hours) Read 180 Training			
PD Day #4 - March 15, 2024 6 hours	October 17, 2023 January 16, 2024 March 19, 2024 Sessions are 2 hours each from 3:00-5:00pm	Proficiency, Separate Academic Indicator, Achievement Gap, Transition Readiness, Graduation Rate	6 hours throughout the school year to revisit PLC and Common Formative Assessment work	Administrators, Counselors, Core Project Trainer

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):

Job embed training will occur twice a month. Ilts will meet weekly. Common Formative Assessments will be given bi-weekly and the results will be reviewed at the next ILT meeting.

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Proficiency, Achievement Gap, Graduation Rate	Co-teaching and Working with special education students in the general education setting	Administration, landing page for trainings *subs for co-teaching to facilitate common planning as needed and observe model classrooms
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	Data Analysis: Review student KSA scores annually. Identify areas of strength and areas needed for growth, instructional planning for teachers	Administration, Department Heads, Counselors, Data

Readiness, Graduation Rate		
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 weekly in the ILT's. Identify any needs specific to special education students daily through true collaboration in the classrooms so that teachers can make adjustments after daily formative assessments.	Administration, Department Heads, Data
Proficiency, Separate Academic Indicator, Achievement Gap, Transition Readiness, Graduation Rate	Data Analysis: Review of Behavior Data.	Administration, Teachers, Data
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, PPR Document, District Cycle of QI Documents & Training Modules, trainings from landing page (Subs for Department Leads to participate in classroom walks in order to provide targeted support for department members)
Graduation Rate	On-going analysis of data as it relates to individual students who are not on track to graduate or transition ready.	Administrators, Counselors, XELLO
Proficiency, Separate Academic Indicator, Achievement Gap,	SEL Supports and Curriculum for Students & Staff	Counselors, Administrators, The Core

Transition Readiness, Graduation Rate		Project Curriculum Resources

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through weekly data reviews by our ILT's and PLCs monthly. The ILT's will be looking at common formative assessments along with 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. We will be utilizing subs to help cover our co-taught classes twice during the school year to allow for continued learning of best co-teaching practices, planning, and implementation.

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**	*10%*
Educational Consultant	**0322**	*10%*
Registrations	**0338**	*5%*
General Supplies/Professional Books	**0610**	*20%*
Food	**0616**	*5%*
Travel In District	**0581**	*0%*
Travel Out of District	**0580**	*15%*

Total of your budget	**100%**

Please use the following coding structure for PD funds:
Org - SCH1118
Object – use code from above
Project – 7000, 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, 2023

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.

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.):

Instructional walk data showed a need for a renewed focus on eliciting a product from all students–element 2 in the quality of instruction. Of the feedback given to teachers since January, 38.9% of instances have involved recommendations to adjust techniques in this element of instruction.

Our state assessment data did qualify Simon Kenton for TSI status for students with disabilities in the 22-23 school year. Also, district common assessment data shows a continuing gap in the area of students with disabilities.

⊞ 21-22 KSA TSI Scores and Data
▢ Simon Kenton High School 21-22 Assessment Information
⊞ 22-23 Data Dashboard

To support this element of the Cycle of Quality Instruction, our school will continue utilizing ILT structures that have been implemented in 22-23. The intention of this process is to ensure all tasks are aligned to standards and more specifically, that planning is done to ensure tasks are presented to students that require them to create a product. This will include a 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.

The other initiative is to enhance the SEL instruction in Tier 1 in our school. Discipline data shows some disproportionality in data for students with disabilities.

	ALL	% ALL/Dist Enr	SPED	% SPED /ALL	White	% W/ALL	Minority	% M /ALL	AA/2+	% AA-2+ /ALL	AA/2+ IEP	% AA-2+ IEP /ALL	FRAM	% FR /ALL	CCEIS	% CC /ALL		
Total School Population	1854	100.00%	216	11.65%	1648	88.89%	206	11.11%	80	4.31%	9	0.49%	726	39.16%	36	1.94%	Race Related	% RR /ALL
Total # Office Referrals	1266	68.28%	357	28.20%	1088	85.94%	178	14.06%	101	7.98%	34	2.69%	807	63.74%	155	12.24%	8	0.43%
Total Students w/ Office Ref	373	20.12%	72	19.30%	321	86.06%	52	13.94%	32	8.58%	6	1.61%	197	52.82%	23	6.17%		
Total # Sessions ons	972	52.43%	239	24.59%	833	85.70%	139	14.30%	82	8.44%	24	2.47%	620	63.79%	128	13.17%		
Tot # Students w/Suspension	246	13.27%	39	15.85%	210	85.37%	36	14.63%	22	8.94%	4	1.63%	137	55.69%	15	6.10%		
# of OSS	203	10.95%	57	28.08%	168	82.76%	35	17.24%	20	9.85%	7	3.45%	130	64.04%	22	10.84%	LGBTQ	%LGBTQ /ALL
# of ISS	769	41.48%	182	23.67%	665	86.48%	104	13.52%	62	8.06%	17	2.21%	490	63.72%	106	13.78%		
# of Bus Referrals																	2	0.11%
# of Seclusion																		
# of Restraint	1	0.05%	1	100.00%			1	100.00%										

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 15, 2023 6 hours	June 21, 2023	SEL Training	This session will focus on implementation of SEB curriculum and planning to deliver lessons. Presenters from the Core Project will facilitate this work.	All staff
PD Day # 2 - November 22, 2023 6 hours	English, June 1, 2023 Math, August 4, 2023 Algebra 1, June 1 (6 Hours) Geometry, Oct 25 and Jan 23, (3 Hours Total)	Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	Curriculum development with studysync. Curriculum development with Math Nation resources Curriculum development with new series. Standards integration and instructional resource review.	District trainers and session. District trainers and session. District trainers and session. District trainers and session.

			Curriculum and instruction.	District trainers and session.
	Algebra 2, Nov 1 and Jan 30, (3 Hours Total)			
	Social Studies, June 6 (US), 7 (WC), or 8 (ISS), 2023 AND October, 11, 2023 AND February 7, 2023		Curriculum and instruction.	District trainers and session.
	Science, August 7, 2023		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 19, 2024 6 hours	A&H, Jun 8, Jun 17, Jun 22, (6 Hours Total)	Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	Cincinnati Art Museum Workshops.that integrate arts into the curriculum.	Cincinnati Art Museum Trainers
	English, Aug 3(6 Hours)		The purpose of the sessions in English Math, Science, Social Studies, PLCS, and World Languages is to make adjustments to future instruction for students.	ILT Members, Administrator
	Math, Aug 7 (6 Hours)			ILT Members, Administrator
	Science, June 1 (6 Hours)			ILT Members, Administrator

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	Social Studies, June 1 (6 Hours)			ILT Members, Administrator
	PLCS, June 1 (6 Hours)			ILT Members, Administrator
	WL, May 30 (6 Hours)			ILT Members, Administrator
	Algebra 1, Oct 19 and Feb 6 (4 Hours Total)			District Training Staff
PD Day #4 - March 10, 2023 6 hours	Non 1:1 Trained Teachers, June 8 or Aug 7 (2 Hours)	Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	Initial 1:1 technology training and SAMR information.	District technology staff
	Non 1:1 Trained Teachers, Nov 8, Nov 15, or Jan 10 (1 Hours)		Refinement of 1:1 technology implementation	District technology staff
	New Teachers, June 6, July 27, or Aug 1 (1 Hours)		Schoology Training	District technology staff
	SCM Teachers, KCSD, Jun 12, 14, 19, 21, Jul 12, 17, or 19 for refresher OR Jul		De-escalation and SCM	JKM certified training staff

24 and 25 OR Sep 29 and Oct 6 for Initial Certification (6 or 12 Hours)			
All Other Teachers, Aug 9* (OR Flexible PD Day) (Remainder of 6 Hours as defined on individual PD plan)		Each department will develop and refine unit plans based on standards with an appropriate assessment and lessons. Teachers will be encouraged to attend district trainings if and when they are able to do so: ▤ 2023-2024 PL Offerings	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):

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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 expectations for ILT including use of common assessments and analysis for data. REcurise review of progress on ILT performance. ILT meetings are held weekly. PLC meetings are scheduled three Thursdays per month during planning periods.	Consistent document for meeting agendas, minutes, and data analysis on a running document to measure progress.
Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation	Analysis of CERT, KSA, Terrace Metrics and ACT data when data is made available for each assessment result.	Access to test scores and graphic organizer for disaggregation of data.

Rate, Other (Impact)		
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 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 (ITCs). Use of substitute teachers to allow support staff to lead training sessions.
Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation Rate, Other (Impact)	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 assessments, KSA, and college readiness exams. Two, to reduce the achievement gap, specifically with regards to special education students.	Possible consultants with ILT members. Substitutes may be needed to provide time for collaboration beyond a planning period.
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. This includes restorative practices to enhance effectiveness of discipline and school culture.	Resources shared at counseling meetings and brought to staff
Proficiency, Separate Academic Indicator, Gap, Transition Readiness, Graduation	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

Rate, Other (Impact)		
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, links from district landing page.
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, links from district landing page.
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

District common assessment data will be analyzed in ILT meetings. The evidence of that discussion and next steps will be documented in the running minutes of discussion for the ILT team.

- ILT Common Assessment Data

Formative common assessment data will be analyzed in ILT meetings using Performance Matters. The evidence of that discussion and next steps will be documented in the running minutes of discussion for the ILT team.

- Special Education IEP Goal Monitoring

Administrators randomly select students from each assigned case managing teacher weekly to check data entry. Areas to correct or address are shared with the teacher who develops a plan to address any issues. Each case managing teacher will update their data on the IEP goal monitoring sheet at each midterm and end of quarter.

- Staff Feedback Forms

Feedback is given to staff members after PPR walks.

- Cycle of Quality Instruction Feedback Data Trends

The feedback given to teachers is aggregated to display trends school-wide. This data will be shared with teachers in each weekly message (not identified by teacher)

- Terrace Metrics Data (SEB/Trauma)

At the conclusion of each administration of the Terrace Metrics Screener, a PLC will be held to educate staff on the trends for students mental health screening. Acute cases will be communicated with the teachers if necessary.

- Transition Readiness Data

Transition readiness data is updated consistently throughout the year. This data is shared with staff and parents through the weekly memo.

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**	0
Educational Consultant	**0322**	20
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-29th, department chairs (shared with department members),
April 13th, PLCs for Individual PD Plan Completion
April 27th, SBDM