



Issue Paper

DATE:

April 25, 2024

AGENDA ITEM (ACTION ITEM):

Consider/Approve all KCS D schools the opportunity to flex the approved district calendar dates designated for professional development in the 2024-25 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 principals the ability to approve the plans for teachers and other staff 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 propose to 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 KCS D schools the opportunity to flex the approved district calendar dates designated for professional development in the 2024-25 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

24-25 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

- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
- Fiscal and Operational Systems

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Beechgrove Elementary has conducted intentional data analysis to identify professional learning needs for the 24-25 school year. The results of the district literacy needs assessment that Beechgrove teachers completed indicate more support and work needed with the new Amplify ELA resource, especially in relation to developing a better understanding of the supplemental resources of the program that can support struggling learners, students with disabilities, and EL learners. Another area of growth is the need to look closely at writing instruction across grade levels within the Amplify curriculum and aligning that to district timelines. Intentional planning time with general educators and special education teachers was also a need in order to determine best ways to shave and adapt the lessons to best meet the KAS standards as well as the Quality Cycle of Instruction. Teachers have also requested time to collaborate with special area teachers to incorporate the content from the CKLA curriculum into the special area classes with cross curricular connections. Teachers have also indicated the need to look closely at timelines and determine when Common Formative Assessments need to be given to monitor student mastery throughout a unit prior to taking a common assessment. Professional learning time also needs to be devoted to creating strong, standards based, common formative assessments.

A professional learning survey was sent to all staff at Beechgrove to gain insight on schoolwide and individual professional learning needs. Results from the survey indicate that 53.5% of staff want more professional learning around Amplify/Science of Reading, 46.5% of staff want more content specific training, 37.2% want more instructional technology learning opportunities, and 41.9% responded for more learning around deescalation strategies. Teachers have also indicated the need for further training and continued professional learning with our school instructional technology resources, including Boost Learning and ESpark. Teachers would benefit from professional learning to grow in data analysis in these programs and further use of enhancing instruction in both reading and math.

Data is reviewed and analyzed with a variety of stakeholders at Beechgrove Elementary on a consistent basis. During weekly PLC meetings, common assessment data and common formative data is reviewed with teachers utilizing Performance Matters and the CKLA data tracker. 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 core 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 8 weeks Tier 2 and Tier 3 intervention data is reviewed to determine good progress, questionable progress, or insufficient progress. We continue to monitor the effectiveness of interventions based on the percentage of students making good progress in an intervention. The system and structure of our MTSS Core Team has grown tremendously over the past year.

During the 2022-2023 school year, 44% of students scored proficient/distinguished on KSA in Math. 5% of students with disabilities scored proficient/distinguished on KSA in Math. 46% of students scored proficient/distinguished on KSA in Reading. 13% of students with disabilities scored proficient/distinguished on KSA in Reading. 37% of students receiving free/reduced lunch scored proficient/distinguished on KSA in Math. 37% of students receiving free/reduced lunch scored proficient/distinguished on KSA in Reading. 19% of students scored proficient/distinguished on KSA in Writing.

During the 2023-2024 school year our common assessment proficiency data for each grade level is as follows:

Math:

Grade Level	All Students	IEP	EL
K	83.5%	74.25%	50%
1	80.25%	65.25%	70.5%
2	77.6%	67.4%	84.4%
3	70.2%	59.2%	46.4%
4	72.4%	49.4%	73.4%
5	67%	25%	28%
School Average	75.16%	56.75%	58.78%

ELA Knowledge:

Grade Level	All Students	IEP	EL
K	75%	57.5%	34.75%
1	72.4%	62%	71.7%
2	78%	57.4%	63.1%
3	52.4%	36.6%	38.2%
4	50%	12%	45%
5	59%	29%	47%
School Average	64.67%	42.42%	50%

Another piece of data we are monitoring is the growth in our Reading Inventory diagnostic data. The most recent data from Fall to Winter is shown in the table below:

District with School Overview K-5 Reading										
Grade	Percent At or Above Proficiency RI		Percent At or Above Proficiency RI		Common Assessments (ELA)		Longitudinal 22-23 KSA		Fall Map P/D Predicted Proficiency	
	District	School	District	School	Percent of Students at or above benchmark		P/D from previous grade KSA			
					District	School	District	School	District	School
K	-	-	51%	48%	84% (Listening Comp)	73%				
1	29%	21%	56%	51%	79% (Listening Comp)	71%				
2	37%	40%	55%	48%	83% (Listening Comp)	75%			50%	46%
3	50%	49%	62%	52%	56%	50%			63%	61%
4	61%	57%	68%	61%	60%	64%	59%	54%	59%	52%
5	64%	49%	70%	52%	72%	61%	59%	41%	63%	48%

RI data shows that we grew in all grade levels in the percentage of students scoring at or above proficiency. First grade had the highest growth in proficiency with a 30% increase.

In addition to school level professional learning opportunities, Beechgrove teachers and staff will have the opportunity to attend district level professional learning opportunities to foster collaboration with other schools around the high quality instructional ELA resource, curriculum pacing, and assessment. These opportunities are offered through the [KCSD 2024-25 PL Offerings](#). Beechgrove has been designated as a TSI school for the 23-24 school year. A continued focus will be on effective co-teaching strategies and intentional planning for both general education and special education teachers. In addition, utilizing our Boost and Espark Math resources to assist in closing standards based instructional gaps for students.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 13, 2024	May 30th 12:30-3:30 (3 hours)	Proficiency, Achievement Gap	Elementary Math 3 hours (K-3rd Teacher- one per grade level required)	N/A

6 hours	May 30th 12:30-3:30 (3 hours)	Proficiency, Achievement Gap	Elementary Math 3 hours (4th-5th Teacher- one per grade level required)	N/A
	June 4th (3 hours)	Proficiency, Achievement Gap	Formative assessment and the KCSD Cycle of Quality Instruction 3 hours (P-12 educators or administrators)	N/A
	July 25th 8:30-3:30 (6 hours)	Proficiency, Achievement Gap	CKLA Launch 6 hours (New to CKLA)	N/A
	July 30th (6 hours)	Proficiency, Achievement Gap	KCSD Literacy/ Numeracy Day of Learning 6 hours (P-12 educators)	N/A
	July 31st 12:30-3:30 (3 hours)	Proficiency, Achievement Gap	Science of Reading for Beginners 3 hours (All Staff- required)	N/A
	May 30th 12:30-3:30 (3 hours)	Proficiency, Achievement Gap	Elementary Math 3 hours (K-3rd Teacher- one per grade level required)	N/A
	July 31st 8:30-11:30 (3 hours)	Proficiency, Achievement Gap	KCSD Literacy Leaders 3 hours (Literacy Leaders - required)	N/A
	August 1st (6 hours)	Proficiency, Achievement Gap	Dr. Webb Keynote and Edcamp 6 hours (All staff)	N/A
	August 5th (6 hours)	Proficiency, Achievement Gap	New Teacher Training 6 hours (New Teachers- required)	N/A
PD Day # 2 - November 27, 2024 6 hours	June 10th, 11th, 12th, 17th, 18th, 19th July 10th, 15th, 16th, 17th 8:30 - 3:30 (6 hours)	Quality of School Climate and Safety	SCM Refresher 6 hours (SCM Core Team, Special Education Staff, Preschool)	N/A
	August 2nd 8:00 - 3:30 (6 hours)	Proficiency, Achievement Gap	Elementary PLTW Launch Teachers 6 hours (Specials Teachers)	N/A
	August 5th 8:30 - 3:30	Proficiency,	All ELD Training 6 hours	N/A

	(6 hours)	Achievement Gap	(All EL teachers and IAs- required)	
	August 5th 8:30 -11:30 (3 hours)	Proficiency, Achievement Gap	Elementary Social Studies 3 hours (K-2nd Teacher- one per grade level required)	N/A
	August 5th 12:30-3:30 (3 hours)	Proficiency, Achievement Gap	Elementary Social Studies 3 hours (3rd-5th Teacher- one per grade level required)	N/A
	August 7th 8:30 -11:30 (3 hours)	Proficiency, Achievement Gap	Elementary Science 3 hours (K-2nd Teacher- one per grade level required)	N/A
	August 7th 12:30-3:30 (3 hours)	Proficiency, Achievement Gap	Elementary Science 3 hours (3rd-5th Teacher- one per grade level required)	N/A
	August 9th 8:30-11:30 (3 hours)	Proficiency, Achievement Gap	Paraeducators in the Preschool Classroom 3 hours (Preschool teachers & Paraeducators)	N/A
	August 9th 12:00-3:00 August 12th 9:00-3:00	Proficiency, Achievement Gap	Special Education Instructional Assistants Bootcamp 6 hours (All special education instructional assistants)	N/A
	September 18th 4:00 - 6:00 (2 hours)	Proficiency, Achievement Gap	SAMR: 1:1 Training 2 hours (NEW K-12 Teachers or Refresher)	N/A
PD Day #3 - February 17, 2025 6 hours	July 30th (2 hours)	Proficiency, Achievement Gap	Introduction to LETRS in Preschool 2 hours (Preschool teachers)	N/A
	July 30th (2 hours)	Proficiency, Achievement Gap	Bridging P to K 2 hours (Preschool, Kindergarten POC, Special Education K)	N/A
	July 31st August 7th 9:00-1:00 (4 hours)	Proficiency, Achievement Gap	All Special Education training 4 hours (LBD, Related Services, PreK, Unit Teachers, Psychologists)	N/A
	October 22nd 4:15-6:15 (2 hours)	Proficiency, Achievement Gap	All Special Education Training 2 hours (Related Services, Unit Teachers, Psychologists)	N/A

	September 12th 4:00-5:00 November 7th 4:00-5:00, February 6th 4:00-5:00 (3 hours)		SEB for Elementary Teachers 3 hours (Elementary teachers/Instructional Assistants)	N/A
	September 26th (Part 1) 4:00-5:00 October 17th (Part 2) 4:00-5:00 November 14th (Part 3) 4:00-5:00 (3 hours)	Quality of School Climate and Safety	School Connectedness 3 hours (Teachers/ Instructional Assistants)	N/A
	K: December 4th 1st: November 6th 2nd: December 1st 3rd: November 12th 4th: October 10th 5th: October 28th 4:15-6:15 (2 hours)	Proficiency, Achievement Gap	CKLA Boost 2 hours (K-5 Teachers) (All staff- required)	N/A
	February 17th 1:00-4:00 (3 hours)	Proficiency, Achievement Gap	CKLA Extra Boost 1 3 hours (K-5 Teachers)	N/A
	March 14th 8:30-11:30 (3 hours)	Proficiency, Achievement Gap	CKLA Extra Boost 2 3 hours (K-5 Teachers)	N/A
PD Day #4 - March 14, 2025 6 hours	August 6th	Proficiency, Achievement Gap	Beechgrove Curriculum, Instruction, Assessment 6 hours (All Teachers)	School Administration Team, Team Leads
	July 8th, 9th, 22nd, 23rd August 17th, 24th, September 14th, 21st	Quality of School Climate and Safety	SCM Initial 12 hours (New Members SCM Core Team)	N/A

8:30-3:30 (12 hours)			
September 19th, November 21st, January 30th, March 20th 4:00-6:00 (8 hours)	Proficiency, Achievement Gap	EL Best Practices 8 hours (All teachers)	N/A
June 5th 8:30-10:30 (2 hours)	Proficiency, Achievement Gap	Performance Matters and Schoology 2 hours (Admin and Teachers)	N/A
September 11 4:00-5:00 November 13 4:00-5:00 January 29 4:00-5:00 March 19 4:00-5:00	Proficiency, Achievement Gap	Technology in the Modern Classroom 4 hours (K-12 teachers)	N/A

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 common formative assessment data and common assessment data. Data analysis occurs through use of Performance Matters, Assessment Analysis Tool divided by teacher and subgroups of students. Use data to inform and plan for next steps in instruction. Job embedded professional development is a part of PLCs as needed based on instructional walk data trends and teacher needs. Job embedded professional learning will also be led by the admin team provided from District Leadership meetings. MTSS PLCs for Progress Checks throughout the year (based off of the district schedule). <u>MTSS Progress Check Windows 24-25</u> Insert Beechgrove Progress Check Schedule Insert Beechgrove CA/CFA Calendar Insert Job Embedded PLC Schedule	Performance Matters, <u>KCSD Professional Learning Landing Page</u> Balanced Assessment Expectations, District Data Dashboard, BG Assessment Analysis Tool

Proficiency, GAP, Growth, Separate Academic Indicator	Intentional, ongoing learning focused on the Cycle of Quality Instruction, including intentional planning utilizing backward design. Utilize subs for teachers to have the opportunity to go and observe other teachers both in the building and in other elementary schools who show strengths in specific areas of the cycle of quality instruction and specific instructional practices. Those teachers who attend the math, science, and social studies sessions at the district level will bring back this information to share with teachers on equivalency days and/or faculty meetings.	Monthly Learning Walk data, Assessment Data, Teachers, Administration
Proficiency, GAP, Growth, Separate Academic Indicator	Ongoing planning and learning sessions through teacher equivalency day and PLC's led by Primary and Intermediate Literacy Leaders. 2 hours of a teacher equivalency day will focus on Incorporating the Cycle into CKLA. Work will also focus on the alignment of literacy with the new social studies and science timelines. Work with common formative assessment will occur at the school level PD on 8/6. Teachers will review grade level curriculum maps looking at the weeks common assessments are given. Then, teachers will backward plan making a grade level (school) schedule for the best weeks to give CFAs. Teachers will write CFAs and ensure the assessments are quality and meet the rigor of the standard. Teachers will follow the Balanced Assessment expectations when administering the assessment. Then, teachers will analyze the data and reteach as needed and include questions throughout the year in spiral reviews. Work with common formative assessment and the new social studies instructional resource will begin at the school PD on 8/6 and CFA work will continue on a teacher equivalency day to strategically plan for checks in student understanding in each content area throughout the year.	Primary and Intermediate Literacy Leaders; Amplify Curriculum Materials; Science of Reading Research; Performance Matters; Assessment Results
Separate Academic Indicator	Ongoing job-embedded time to plan vertically and horizontally with our new social studies high quality instructional resource <u>(HQIR)-TCM</u> during planning days, PLC's and/or Faculty Meetings.	Admin; Teacher Leaders
Proficiency, GAP, Growth, Separate	Ongoing professional learning at special education PLC meetings and faculty meetings around effective co-teaching strategies and intentional planning for both collaborative and resource.	Administration Team, Special Education Lead Teachers, Special Education Consultant,

Academic Indicator	Intentional learning walks in both the collaborative setting and resource settings to provide specific feedback on instruction in the co-teaching setting to ensure high quality instruction for all. Co-teaching teams intentionally plan for instruction.	IEP data, CFA's 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, ESpark, and Boost Reading. Training is needed for many staff in using new smartboards to their full capability. 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. Continue work with staff on Restorative Practices and the shift from punitive to restorative. Continue work with Trauma-Informed Care and understand school-level implications of students in trauma. Incorporate training on deescalation strategies and restorative practices into faculty meetings and PLCs. Continued modeling and focus on use of Restorative Circles for a variety of purposes.	SEB Data Dashboard; Counselor; Social Worker; Admin Team; District Consultants.
Proficiency, GAP, Growth, Separate Academic Indicator	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. Use data to determine the health of interventions and if it is an effective intervention that is fostering growth for students. Utilize the MTSS Rubric to guide continued growth in systems and structures in all tiers as we continue to grow.	MTSS Progress Monitoring Data, MAP, KSA, Common Assessments; Admin Team, Teacher Leaders

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the analysis of the following data: KSA, MAP universal screener assessments, MAP diagnostic fluency assessment, common assessments, common formative assessments, and student work. 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 learning walk data and administrator/teacher discussions on instructional needs. Data will be shared through the weekly memo, in team lead meetings, PLCs with teachers, and 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	20%
Educational Consultant	0322	
Registrations	0338	
General Supplies/Professional Books	0610	10%
Food	0616	
Travel In District	0581	20%
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:

Literacy Needs Assessment- February 2, 2024

Staff PD Survey - March 17, 2024

SBDM Council Meeting- April 23, 2024

Caywood Elementary School

24-25 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

- Safety and Well-Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
- Fiscal and Operational Systems

Instructional Priorities

- Effective Academics and Social Emotional Behavioral (SEB) instruction at all tiers
 - Rigorous standards based academic instruction and evidence-based Social Emotional Learning (SEL) that generates regular checks for learning from all students (Tier 1)
 - Fidelity of instruction/program that closes gaps for students with specific skill deficits (Tier II/III/Special Education)
- ❖ Effective Professional Learning Communities (PLC's). PLC meetings should allow for the use of academic and SEB data in real time to make intentional adjustments to instruction. This is a data driven approach that allows for all students to reach maximum learning potential and to close gaps.
 - Regular student name and claim; adjustments to instruction as a result of regular review of data

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 District Literacy Needs Assessment, Caywood teachers surveyed indicated a need for continued focus on our literacy work with the new Amplify high quality instructional resource and the shift from balanced literacy to the science of reading. Areas of growth that came up in the qualitative data analysis include the need to focus on writing instruction across grade levels within the Amplify curriculum and aligning that to district timelines. Intentional planning time with general educators and special education teachers was also a need in order to determine best ways to shave and adapt the lessons to best meet the KAS standards as well as the Quality Cycle of Instruction. 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 Boost Learning, IXL, as well as the use of PearDeck to enhance the ability to adjust instruction in real time. Teachers in all grade levels also indicated that meeting the needs of students with disabilities as well as EL students continues to be a priority for continued growth and learning.

In addition to analyzing the needs of our staff from the survey, the administration and teachers at Caywood Elementary have collaborated weekly to examine student learning results from data including MAP, KSA, and Reading Inventory diagnostics as well as common formatives and 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 formative and district common assessment data in the areas of reading and math, as well as science and social studies. 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. This year, we also added intervention data to Performance Matters in order to better triangulate data when making decisions about next steps for instruction. Ongoing professional learning is needed to help teachers become more 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. Our Knowledge Amplify Literacy Common assessment averages are as follows by grade level and Gap Groups: The percent of ALL kindergarten students reaching at or above benchmark is 78% , students with disabilities (SWD) 70% and EL students 63%. The percent of all first grade students reaching at or above benchmark is 86%; students with disabilities (SWD) 61% and EL students 78%. The percent of ALL second grade students reaching at or above benchmark is 93%; students with disabilities (SWD) 89% and EL students 86%. The percent of ALL third grade students reaching at or above grade level benchmark is 63%; students with disabilities (SWD) 22% and EL students 63%. The percent of ALL fourth grade students reaching at or above grade level benchmark is 60% ;students with disabilities (SWD) 43%; and EL students 32%. The percent of ALL fifth grade students reaching at or above grade level benchmark is 60%; students with disabilities (SWD) 27% and EL students 24%.

Our most recent Reading Inventory diagnostic data indicates growth on the RI from Beginning of the year to middle of the year in all grade levels. Kindergarten data indicates that 65% of all kindergarten students are reading at or above grade level. First grade data indicates that 77% of students are reading at or above grade level which is an increase of 42% from the beginning of the year. Second grade RI data also indicates significant growth from 40% at the beginning of the year to 72% of students reading on grade level at the middle of the year assessment. Third grade data indicates that 50% of students are reading on grade level at the middle of the year assessment which is an increase of 5% from the beginning of the year. Fourth grade data indicates that 61% of students are reading on grade level at the middle of the year assessment which is an increase of 7% from the beginning of the year. Fifth grade data indicates that 66% of students are reading on grade level at the middle of the year assessment which is an increase of 7% from the beginning of the year.

In the 2023-2024 school year, Fifty-five percent (55%) of students scored proficient/distinguished in Reading on the KSA state assessment in the spring of 2023. Fifty percent (50%) of students scored proficient/distinguished in Math on the KSA state assessment in the spring of 2023.. Twenty-eight percent (28%) of students with disabilities scored proficient/distinguished on KSA Reading. Nine percent (9%) of students with disabilities scored proficient/distinguished on KSA Math. Thirty-two percent (32%) of English Language Learners (EL) scored proficient/distinguished on KSA Reading in the spring of 2023. Thirty-two percent (32%) of English Language Learners (EL) scored proficient/distinguished on KSA Math. Forty-two percent (42%) of free/reduced students scored proficient/distinguished on KSA Math in the spring of 2023. Forty-nine percent (49%) of free/reduced students scored proficient/distinguished in Reading. Thirty-nine percent (39%) of kindergarten students are kindergarten ready according to the Brigance assessment administered in the fall of 2023. For the Fall of 2023 MAP assessment, kindergarten students scored a median RIT percentile of 53 compared to the district median of 65 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 69 in 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 71 compared to the district median of 66 in the area of math. Second Grade students scored a median RIT percentile of 60 compared to the district median of 60 in the area of reading. Third Grade students scored a median RIT percentile of 61 compared to the district median of 67 in the area of math. Third Grade students scored a median RIT percentile of 66 compared to the district median of 70 in the area of reading. Fourth grade students scored a median RIT percentile of 55 compared to the district median of 63 in the area of math. Fourth grade students scored a median RIT percentile of 61 compared to the district median of 65 in the area of reading. Fifth Grade students scored a median RIT percentile of 53 compared to the district median of 63 in the area of math. Fifth grade students scored a median RIT percentile of 64 compared to the district median of 68 in the area of reading. According to ACCESS data from Spring of 2023, seventy-seven percent (77%) of EL students made growth. Fourteen percent (14%) reached attainment.

Within our MTSS structure, we have been reviewing data around the health of our Tier II and Tier III interventions. We will continue to collect data that is pulled through the Performance Matters system to determine the number of students making good progress by intervention and by teacher. Ongoing professional learning is needed to continue to strengthen the instruction with specific programs and skill deficits. Continued training will be provided to support our interventionists with the Sonday program for basic reading and alignment to CKLA as well as training with Heggerty to support kindergarten intervention for basic reading.

In addition to our school specific professional learning opportunities, all teachers at Caywood Elementary will participate in district wide collaborative learning around our high quality instructional resources to provide authentic opportunities for collaboration among teachers around pacing, instructional resources and assessments.

■ 2024-2025 PL Offerings . 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 2023-2024 school year indicated significant growth in all four elements of the cycle of quality instruction. We will continue to refine our work with Element 4 in utilizing technology to enhance adjusting instruction for students in real time. While we are no longer 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 formative and district common assessment data from Performance Matters to make adjustments to instruction in real time for students.

Important Links:

- 2024-25 Professional Learning
- KCSD Professional Learning Landing Page
- [NKCES Professional Learning Opportunities](#)

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 13, 2024 6 hours	May 30th 12:30-3:30 (3 hours)	Goal 1 Proficiency	Elementary Math 3 hours (K-3rd Teacher- one per grade level required)	N/A
	May 30th 12:30-3:30 (3 hours)	Goal 1 Proficiency	Elementary Math 3 hours (4th-5th Teacher- one per grade level required)	N/A
	June 4th (3 hours)	Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	Formative assessment and the KCSD Cycle of Quality Instruction 3 hours (P-12 educators or administrators)	N/A
	June 6th 8:30-11:30 (3 hours)	Goal 2 Separate Academic Indicator	Social Studies Planning with High Quality Instructional Resources 3 hours	TCM consultants and Caywood Admin.

			(K-5 Teacher - one per grade level required)	
July 25th 8:30-3:30 (6 hours)	Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	CKLA Launch 6 hours (New to CKLA)	N/A	
July 29th 8:30-11:30 (3 hours)	Goal 1 Proficiency Goal 3 GAP	Poverty Simulator 3 hours (Certified teachers)	Outside Consultant in collaboration with River Ridge	
July 30th (6 hours)	Goal 1 Proficiency Goal 3 GAP	KCSD Literacy/ Numeracy Day of Learning 6 hours (required) (P-12 educators)	N/A	
July 31st 12:30-3:30 (3 hours)	Goal 1 Proficiency Goal 3 GAP	Science of Reading for Beginners 3 hours (All Staff- required)	N/A	
July 31st 8:30-11:30 (3 hours)	Goal 1 Proficiency Goal 3 GAP	KCSD Literacy Leaders 3 hours (Literacy Leaders - required)	N/A	
August 1st (6 hours)	Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	Dr. Webb Keynote and Edcamp 6 hours (All staff)	N/A	
August 5th (6 hours)	Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners	New Teacher Training 6 hours (New Teachers- required)	N/A Admin	
	June	Indicator	SCM Refresher	N/A

PD Day # 2 - November 27, 2024 6 hours	10th, 11th, 12th, 17th, 18th, 19th July 10th, 15th, 16th, 17th 8:30 - 3:30 (6 hours)	Goal 3 Gap Goal 5 School Climate and Safety	6 hours (SCM Core Team, Special Education Staff, Preschool)	
	August 2nd 8:00 - 3:30 (6 hours)	Goal 2 Separate Academic Indicator	Elementary PLTW Launch Teachers 6 hours (Specials Teachers)	PLTW Trainers (Caywood)
	August 5th 8:30 - 3:30 (6 hours)	Goal 4 English Language Learners	All ELD Training 6 hours (All EL teachers and IAs- required)	N/A (FWE)
	August 5th 8:30 - 11:30 (3 hours)	Goal 2 Separate Academic Indicator	Elementary Social Studies 3 hours (K-2nd Teacher- one per grade level required)	N/A
	August 5th 12:30-3:30 (3 hours)	Goal 2 Separate Academic Indicator	Elementary Social Studies 3 hours (3rd-5th Teacher- one per grade level required)	N/A
	August 7th 8:30 - 11:30 (3 hours)	Goal 2 Separate Academic Indicator	Elementary Science 3 hours (K-2nd Teacher- one per grade level required)	N/A
	August 7th 12:30-3:30 (3 hours)	Goal 2 Separate Academic Indicator	Elementary Science 3 hours (3rd-5th Teacher- one per grade level required)	N/A
	August 9th 8:30-11:30 (3 hours)	Goal 1 Proficiency Goal 3 Gap	Paraeducators in the Preschool Classroom 3 hours (Preschool teachers & Paraeducators)	N/A
	August 9th 12:00-3:00 August 12th 9:00-3:00	Goal 1 Proficiency Goal 3 Gap	Special Education Instructional Assistants Bootcamp 6 hours (All special education instructional assistants)	N/A
	September 18th 4:00 - 6:00 (2 hours)	Goal 1 Proficiency	SAMR: 1:1 Training 2 hours (NEW K-12 Teachers or Refresher)	N/A
PD Day #3 - February 17, 2025 6 hours	July 30th (2 hours)	Goal 1 Proficiency	Introduction to LETRS in Preschool 2 hours (Preschool teachers)	N/A
	July 30th (2 hours)	Goal 1 Proficiency	Bridging P to K 2 hours	N/A

			(Preschool, Kindergarten POC, Special Education K)	
July 31st August 7th 9:00-1:00 (4 hours)	Goal 1 Proficiency Goal 3 Gap	All Special Education training 4 hours (LBD, Related Services, PreK, Unit Teachers, Psychologists)	N/A	
October 22nd 4:15-6:15 (2 hours)	Goal 1 Proficiency Goal 3 Gap	All Special Education Training 2 hours (Related Services, Unit Teachers, Psychologists)	N/A	
September 12th 4:00-5:00 November 7th 4:00-5:00, February 6th 4:00-5:00 (3 hours)	Goal 1 Proficiency Goal 3 Gap Goal 5 School Climate and Safety	SEB for Elementary Teachers 3 hours (Elementary teachers/Instructional Assistants)	N/A (virtual)	
September 26th (Part 1) 4:00-5:00 October 17th (Part 2) 4:00-5:00 November 14th (Part 3) 4:00-5:00 (3 hours)	Goal 1 Proficiency Goal 3 Gap Goal 5 School Climate and Safety	School Connectedness 3 hours (Teachers/ Instructional Assistants)	N/A (virtual)	
K: December 4th 1st: November 6th 2nd: December 1st 3rd: November 12th 4th: October 10th 5th: October 28th 4:15-6:15 (2 hours)	Goal 1 Proficiency	CKLA Boost 2 hours (K-5 Teachers) (All staff- required)	N/A	
February 17th 1:00-4:00 (3 hours)	Goal 1 Proficiency	CKLA Extra Boost 1 3 hours (K-5 Teachers)	N/A	

PD Day #4 - March 14, 2025 6 hours	March 14th 8:30-11:30 (3 hours)	Goal 1 Proficiency	CKLA Extra Boost 2 3 hours (K-5 Teachers)	N/A
	July 8th, 9th, 22nd, 23rd August 17th, 24th, September 14th, 21st 8:30-3:30 (12 hours)	Goal 5 School Climate and Safety	SCM Initial 12 hours (New Members SCM Core Team)	N/A
	September 19th, November 21st, January 30th, March 20th 4:00-6:00 (8 hours)	Goal 4 English Language Learners	EL Best Practices 8 hours (All teachers)	N/A
	June 5th 8:30-10:30 (2 hours)	Goal 1 Proficiency Goal 3 Gap	Performance Matters and Schoology 2 hours (Admin and Teachers)	N/A
	September 11 4:00-5:00 November 13 4:00-5:00 January 29 4:00-5:00 March 19 4:00-5:00	Goal 1 Proficiency Goal 3 Gap	Technology in the Modern Classroom 4 hours (K-12 teachers)	N/A
	September 24th 4:00-6:00 (2 hours)	Goal 5 School Climate and Safety	Deescalation Training 2 hours (All teachers and IAs)	Caywood Elementary Staff

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	<p>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 common formative assessments (CFA's) and district common assessment data to guide instruction in ELA/Math/Science/Social Studies. We will utilize Performance Matters and our "Overall Instructional Results Tool" to guide our conversation and next steps for instruction. Teachers will utilize the Balanced Assessment and Summary Expectations accordingly. (Attach CFA Schedule)</p> <p>23-24 KCS D Balanced Assessment Summar...</p>	Formative and Common Assessment Data viewed through Performance Matters LMS; Caywood Overall Results Tool; District Data on PM; District Data Dashboard
Proficiency, Separate Academic Indicator, Growth, Gap Goals	<p>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. Continue implementing peer observations 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 both within the school and in other elementary settings. 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.</p>	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	<u>Literacy Instructional Alignment with Amplify/Literacy Shift to Science of Reading</u> Intentional Planning sessions led by grade level team leaders and Primary and Intermediate Literacy Leaders to map out and align literacy instruction with new social studies and science timelines. One 6 hour Teacher Equivalency day will be utilized for all grade level teams to write and map out common formative assessments (CFA's) based on adjusted timelines for 2024-25. Continue to support peer observations within the school as well as intentional visits to other schools to grow instruction with Amplify CKLA and the science of reading. (ongoing and on Teacher Equivalency Days)	Literacy Leader Team: Primary, Intermediate and Intervention; Amplify Curriculum Materials; Science of Reading Research; District consultants; MAP and Reading Diagnostic Results
Separate Academic Indicator	<u>Social Studies (HOIR)-TCM</u> Ongoing job-embedded time to plan vertically and horizontally with our new social studies high quality instructional resource during planning days, PLC's and/or Faculty Meetings.	Admin; TCM consultants; Teacher Leaders
Proficiency, Separate Academic Indicator, Growth, Gap Goals	<u>Technology</u> - 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 effectively adjust instruction for all students in real time and to utilize data from program reports to better meet the needs of students. Utilize 4 professional days to model for teachers in the classroom in addition to Teacher Equivalency Days where the ITC and other teacher leaders will provide differentiated sessions for teachers based on specific needs.	ITC Coach, Teachers, Admin, District Consultants; Teacher Leaders
Proficiency, Gap, and Growth Goals	<u>MTSS</u> - Continue to use MTSS Rubric as the road map for growth and improvement in structures for Tier I, II and Tier III. Continue to monitor intervention data through performance matters in order to determine Health of Interventions. Utilize Intervention Lead Teacher to analyze school Tier II and Tier III data in context with other schools in order to collect data to determine best programs for each area of concern/skill deficits. ■ MTSS Progress Check Windows 24-25 (Attach Caywood Progress Check Dates)	MTSS Progress Monitoring Data, MAP, KSA, Reading Diagnostic; Performance Matters, District Consultants and School Lead Intervention Leader
Proficiency, Gap	<u>Closing Gaps for Students with Disabilities</u> Ongoing professional learning at Faculty Meetings and weekly Special Education PLC meetings around co-teaching strategies and providing	Special Ed Lead Teacher, Admin Team, District Sped Consultants, Weekly Common

	consistent targeted feedback during walks in collaborative and resource settings. Intentional planning with co-teaching teams will continue during weekly grade level team planning meetings.	Assessment Data, Co-Teaching Lesson Plans
Proficiency, Gap	<u>Closing Gaps for English Language Learners</u> Continue monthly meetings with Admin, EL teachers and District EL director to monitor student data and determine next steps. Integrate EL Toolkit resources/strategies into regular conversations at PLC meetings.	Admin, EL teacher, District consultants, ACCESS Data; Monitoring Checks; MAP; KSA; formative data
Proficiency and Transition Readiness Goals; School Climate and Safety	<u>Restorative Practice and Behavior Intervention-</u> Ongoing analysis and conversations around the shift from Punitive to Restorative practices and 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 in Faculty Meetings around Restorative Circles: Book study with staff- <u>Restorative Circles in Schools: A Practical Guide for Educators-2nd Edition IIRP</u>	SEB Data Dashboard; Counselor; Admin Team; Restorative Practice Book and resources from District Leadership meetings
Proficiency, Growth, Gap, Transition; School Climate and Safety	<u>School Safety -</u> Ongoing collaboration and training around increasing overall safety of our building processes and procedures. Monthly Safety Team Meetings led by Assistant Principal and SRO. (safety meeting schedule for next year)	School Safety Data, Safety Team, SRO, Admin

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year with ongoing weekly, systematic review of data including formative and common assessments, KSA, MAP, Reading Diagnostic Assessment, 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	40%
Certified Extra Service	0113	
Educational Consultant	0322	10%
Registrations	0338	10%
General Supplies/Professional Books	0610	10%
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 11, 2024- Teacher Leader Meeting

Literacy Needs Assessment- Feb 8, 2024

SBDM Council Meeting- April 24, 2024

Fort Wright Elementary School

24-25 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

- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
- Fiscal and Operational Systems

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 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 100% 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, 53% of kindergarten students scored Kindergarten Ready on Brigance. Sixty-six percent of students scored proficient/distinguished in Math on the KSA state assessment in the spring of 2023. In Reading, 67% of students scored proficient/distinguished on the 2023 KSA assessment. In Math, students with disabilities scored 32% proficient/distinguished and in Reading 28% of students with disabilities scored proficient/distinguished on the KSA assessment. In Math, 45% of EL students scored proficient/distinguished and in Reading 18% scored proficient/distinguished on the 2023 KSA assessment. In Math, 53% of our Free and Reduced Lunch population scored proficient/distinguished and in Reading, 54% scored proficient/distinguished on the 2023 KSA assessment. Fifty-eight (58%) percent of kindergarten students are kindergarten ready according to the Brigance assessment administered in the fall of 2023. For the MAP assessment taken in the fall of 2023, kindergarten students scored a median RIT percentile of 62% compared to the district mean of 65 in the area of math. In math, first grade scored a median RIT percentile of 57% compared to the district mean of 69. Second grade students scored a median RIT percentile of 66% compared to the district average of 66 in math. Third grade students scored a median RIT percentile of 60 compared to the district average RIT of 67 in math. Fourth grade scored a median RIT percentile of 60% compared to the district average of 63 in math. Fifth grade students scored a median RIT percentile of 45% compared to the district average 63 in math. In the fall MAP Reading assessment, kindergarten students scored a median RIT percentile of 52 compared to the district average 59. First grade scored a median RIT percentile of 66 which was equal to the district average. Second grade students scored a median RIT percentile of 58% compared to the district average 60 in reading. Third grade students scored a reading median RIT percentile of 68% compared to the district average 70. Fourth grade students scored a reading median RIT percentile of 51% compared to the district average 65 and fifth grade students scored a 57% compared to the district average 68. According to ACCESS data from the spring of 2023, 83% of students made growth and 19% of students exited.

As of March 2024, 82% of students scored at or above benchmark on Math Common Assessments and 82% of students scored at or above benchmark on Reading Common Assessments. In addition, as of March 2024, 67% 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 common formative 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 24-25 Professional Learning Plan to provide authentic opportunities for collaboration among teachers around pacing, instructional resources, and assessments. Professional Learning was identified for the 2024-2025 school year through feedback obtained from stake-holders. This took place at PLC meetings, staff surveys and at a SBDM Council meeting.

All this data supports the need for continuous professional development to improve Tier I literacy and math 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 13, 2024 6 hours	5/30	Goal 1: Proficiency in reading, math Goal 2: Separate indicator in science, social studies and writing Goal 3: Achievement Gap Goal 4: English Language Learners	K-3 Math (3hrs)	N/A
	5/30		4-5 Math (3 hrs)	N/A
	6/4		Formative Assessment and Cycle of Quality Instruction (3 hrs)	N/A
	6/5		Performance Matters and Schoology (2 hrs)	N/A
	7/25		CKLA Launch K-2 (6 hrs)	N/A
	7/25		CKLA Launch 3-5 (6 hrs)	N/A
PD Day # 2 - November 27, 2024 6 hours	7/30	Goal 1: Proficiency in reading, math Goal 2: Separate indicator in science, social studies and writing Goal 3: Achievement Gap Goal 4: English Language Learners	KCSD Literacy/Numeracy Day of Learning (6 hrs)	N/A
	7/30		Introduction to LETRS in Preschool (2 hrs)	N/A
	7/30		Bridging P-K (2 hrs)	N/A
	7/31 or 8/7		All SPED Training (4 hrs)	N/A
	7/31		Science of Reading for Beginners (3 hrs)	N/A
	7/31		KCSD K-5 Literacy Leaders (3 hrs) <ul style="list-style-type: none"> 1 hr roles/responsibilities 2 hrs Incorporating the Cycle into CKLA to be taken back to schools on Teacher Equivalency Day 	N/A
	8/1		Keynote with Dr. Webb (1 hr)	N/A
	8/1		Edcamp (5 hrs)	N/A
	12/4-K 11/6-1st 12/10-2nd 11/12-3rd 10/10-4th 10/28-5th		CKLA Boost (2 hrs)	N/A

PD Day #3 - February 17, 2025 6 hours	8/5	Goal 1: Proficiency in reading, math Goal 2: Separate indicator in science, social studies and writing Goal 3: Achievement Gap Goal 4: English Language Learners	Elementary Social Studies (3 hrs)	N/A
	8/7		Elementary Science (3 hrs)	N/A
	8/9 and 8/12		SPED IA Bootcamp (6 hrs)	N/A
	9/12, 11/7, 2/6		SEB for Elementary Teachers (3 hrs) Virtual	N/A
	7/8 & 7/9 7/22 & 7/23 8/17 & 8/24 9/14 & 9/21		SCM Initial (12 hrs)	N/A
	2/17		CKLA Extra Boost 1 (3 hrs)	N/A
PD Day #4 - March 14, 2025 6 hours	6/10, 6/11, 6/12, 6/17, 6/18, 6/19, 7/10, 7/15, 7/16, 7/17	Goal 1: Proficiency in reading, math Goal 2: Separate indicator in science, social studies and writing Goal 3: Achievement Gap Goal 4: English Language Learners	SCM Refresher (6 hrs)	N/A
	9/26, 10/17, 11/14		School Connectedness (3 hrs) Elementary Virtual Link	N/A
	9/19, 11/21, 1/20, 3/20		EL Best Practices (8 hrs)	N/A
	9/18		SAMR 1:1 Training (New K-12 teachers to KCSD or anyone who would like a refresher)	N/A
	3/14		CKLA Extra Boost 2 (3 hrs)	N/A

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
Goal 1: Proficiency in reading, math Goal 2: Separate	Weekly assessment data analysis at PLCs to determine next steps for students. Discussion of	Administrative Team,

indicator in science, social studies and writing Goal 3: Achievement Gap Goal 4: English Language Learners	strategies and programs to use with students. Backward planning and continued support and training of CKLA/Amplify Literacy Program.	Assessment measures, Literacy Leaders, EL Teacher and District EL Coordinator  Copy of 2024-202...
Goal 1: Proficiency in reading, math Goal 2: Separate indicator in science, social studies and writing Goal 3: Achievement Gap Goal 4: English Language Learners	<p>Tier I Support:</p> <p>Lab Classrooms with a focus on Quality Instruction Cycles and Thinking Strategies</p> <p>Teachers will observe classrooms to strengthen Tier I instruction. The visits will be based on instructional walk data to provide proper support.</p> <p>Teachers will review grade level curriculum maps looking at the weeks common assessments are given. Then, teachers will backward plan making a grade level (school) schedule for the best weeks to give CFAs. Teachers will write CFAs (there are questions in PM that can be used) and ensure the assessments are quality and meet the rigor of the standard. Teachers will follow the Balanced Assessment expectations when administering the assessment. Then, teachers will analyze the data and reteach as needed and include questions throughout the year in spiral reviews.</p> <p>Monthly CSIP Meetings - sessions are focused around school/teacher professional development needs: Closing gaps with students with disabilities, English Language Learners, and best practices.</p>	<p>Administration, Teachers, District Consultants</p> <p> Copy of 2024-202...</p> <p><i>*link CFA schedule when completed</i></p> <p><i>*link lead teacher schedule</i></p> <p><i>*link CSIP schedule</i></p>
Goal 1: Proficiency in reading, math Goal 2: Separate indicator in science, social studies and writing Goal 3: Achievement Gap Goal 4: English Language Learners	<p>Tier II and Tier III Support:</p> <p>Support with the MTSS process and progress monitoring - tracking and determining progress. Tier II and Tier III supports.</p> <p>Training sessions on intervention will be integrated into staff meetings as needed, especially in Math as teachers will be providing that intervention the 24-25 school year. MTSS information will be discussed at PLC's, weekly memo and grade level meetings as needed. Analysis of intervention data will be shared and analyzed.</p>	<p>Administrative Team, MTSS team, teachers, Interventionists, Lesson plans, Performance Matters Progress Data</p> <p> Copy of 2024-202...</p> <p><i>*link MTSS progress checks dates</i></p>

Goal 1: Proficiency in reading, math Goal 2: Separate indicator in science, social studies and writing Goal 3: Achievement Gap Goal 4: English Language Learners	On-going training on the PPR document and the district evaluation cycle.	Administrative Team, Approved evaluation documents, Cycle of Quality Instruction Copy of 2024-202...
Goal 1: Proficiency in reading, math Goal 2: Separate indicator in science, social studies and writing Goal 3: Achievement Gap Goal 4: English Language Learners	On-going support of the literacy program, Amplify and the science of reading. This will be during PLC's, CSIP meetings, grade level meetings.	Administrative Team, Literacy Leaders and other LETRS trained staff Copy of 2024-202...
Goal 1: Proficiency in reading, math Goal 2: Separate indicator in science, social studies and writing Goal 3: Achievement Gap Goal 4: English Language Learners	SEB - continuous review of effective practices for social emotional learning as well as effective frameworks to present SEB to students. Continue Restorative Practices.	Administrative Team, MTSS team, School Counselor, District Consultants Copy of 2024-202...

D. IMPLEMENTATION AND IMPACT

Impact will be assessed and shared during monthly SBDM Council meetings, weekly PLCs, and weekly memos. The SBDM Council and school staff will regularly review and analyze data which includes: KSA, MAP Assessments, MAP Fluency Diagnostic Assessment, Common Assessments, Weekly Assessments, Software Data, CBAS Pillar Data, Attendance and Behavior Data. In addition, Learning Walk trend data will be analyzed to determine professional development needs. 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 (February 2024)
PLC (March 2024), SBDM (April 2024)