

# Kenton 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.):*

### MAP :

Growth fall 2022-fall 2023

- fourth grade made expected growth in math
- third, fourth and fifth grade made expected growth in reading

KSA Projections

- 64% of third through fifth grade students are expected to reach proficiency on math KSA
- 59% of third, fourth and fifth grade students are expected to reach proficiency on reading KSA

### District common assessments:

-During the 22-23 school year, reading common assessment data indicated that 75% of all students scored proficient/distinguished, while 69% of all students scored P/D in the 23-24 school year. Also, in the 22-23 school year 48% of students with disabilities scored proficient/distinguished in reading and 45% of students with disabilities scored P/D.

-During the 22-23 school year 81% of all students scored proficient/distinguished in math and 78% in 23-24 school year. In the 22-23 school year, 60% of students with disabilities scored proficient/distinguished and 55% in 23-24.

### Weekly teacher created assessments:

-During the 22-23 school year, 81% of all students scored proficient/distinguished in reading and 76% in 23-24, Also, 69% of students with disabilities scored proficient/distinguished during the 22-23 school year and 52% in 23-24.

-During the 22-23 school year 78% of all students scored proficient/distinguished in math and 75% in 23-24. Also, 59% of students with disabilities scored proficient/distinguished in 22-23 and 59% in 23-24.

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

September: Element 1: 91% Reinforce, Element 2: 78.3% reinforce, Element 3 4.3% reinforce, Element 4: 76.1% reinforce

March: Element 1: 94.1% reinforce, Element 2: 88.2% reinforce Element 3: 47.1% reinforce Element 4: 70.6% Reinforce

### KSA

-The P/D for students with disabilities on reading KSA in spring 2023 was 18%, this is a decrease from 35% in spring 2022. This is a 17% decrease. Compared to 63% of all students. The P/D for students with disabilities in math on spring 2023 KSA was 18% which is a decrease from 38% in spring 2022. This is a decrease of 20%. Compared to 67% of all students

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:*

<b>District Calendar Date</b>	<b>Flexible Date Request, as applicable</b>	<b>CSIP Goal</b>	<b>Description of Content of Professional Development</b>	<b>Specific Supporting Resources, as needed</b>
PD Day # 1 - August 13, 2024 6 hours	May 30th 12:30-3:30 (3 Hrs.)	Goal1 Proficiency	K-3 Math (K-3 Teachers (3 Hrs.)	N/A
	May 30th 8:30-11:30 (3 Hrs.)	Goal 2 Separate Academic Indicator	4th-5th Math ( 4th-5th Teachers) (3 Hrs.)	N/A
	June 4th (3 Hrs.)	Goal 3 Gap Goal 4 English Language Learners	Formative Assessment and the KCSD Cycle of Quality Instruction (P-12 Educators) (3 Hrs.)	N/A
	July 25th 8:30-3:30 (6 Hrs.)		CKLA Launch (New to CKLA) (6 Hrs.)	N/A
	July 30th ( 6 Hrs.)		KCSD Literacy/Numeracy Day of Learning (P-12 Educators) (6 Hrs.)	N/A
	July 31st 12:30-3:30 (3 Hrs.)		Science of Reading For Beginners (All Staff)	N/A
	Aug. 1st (6 Hrs.)		Dr. Webb Keynote and EdCamp (All Staff) (6Hrs.)	N/A
	Aug. 5th (6 Hrs.)		New Teacher Training (New Teachers) (6 Hrs.)	N/A
	July 31st 8:30-11:30 (3 Hrs.)		KCSD Literacy Leaders (Literacy Leaders) (3 Hrs.)	N/A

PD Day # 2 - November 27, 2024 6 hours	Sept 18th 4:00-6:00 (2 Hr)	Goal1 Proficiency Goal 2 Separate Academic Indicator	SAMR 1:1 Training (New K-12 Teachers or Refresher for teachers) (2 Hr)	N/A
	Aug. 5th K-2 8:30-11:30 3-5 12:30-3:30	Goal 3 Gap Goal 4 English Language Learners	Elementary Social Studies (1 Teacher per grade) (3 Hrs.)	N/A
	Aug. 7th K-2-8:30-1 :30 3-5 12:30-3:30		Elementary Science (1 Teacher per grade) (3 Hrs.)	N/A
	K-Dec. 4th 1st-Nov. 6th 2nd.-Dec.1 0th 3rd-Nov.12 th 4th-Oct.10 th 5th-Oct.28 th 4:15-6:15 (2 Hrs.)		CKLA Boost (K-5 Teachers) (2 Hrs.)	N/A
	Feb. 17th 1:00-4:00 (3 Hrs.)		CKLA Extra Boost 1 (K-5 Teachers) (3 Hrs.)	N/A
	Mar.14th 8:30-11:30 (3 Hrs.)		CKLA Extra Boost 2 (K-5 Teachers) (3 Hrs.)	N/A
PD Day #3 - February 17, 2025 6 hours	July 30th (2 Hrs.)	Goal1 Proficiency Goal 2 Separate Academic Indicator	Introduction to LETRS In Preschool (Preschool Teachers) (2 Hrs.)	N/A
	July 30th (2 Hrs.)	Goal 3 Gap	Bridging P to K (Preschool, Kindergarten POC, Special Education K)	N/A

	<p>Aug. 9th 8:30-11:30 (3 Hrs.)</p> <p>Sept. 4th 4:00-6:00 (2 Hrs.)</p> <p>Jan. 22nd 4:00-6:00 (2 Hrs.) 4:00-6:00</p> <p>Sept. 12th Nov. 7th Feb. 6th 4:00-5:00 (3 Hrs.)</p> <p>Sept. 26th Oct. 17th Nov. 14th 4:00-5:00 (3 Hrs.)</p> <p>Sept 24th, Nov. 5th, Jan. 23rd, Feb. 20th, April 1st 4:00-5:00 (5 Hrs.)</p>	<p>Goal 4 English Language Learners</p>	<p>Para educators in the preschool classroom (Preschool Paraeducators) (3 Hrs.)</p> <p>Intentional Planning for repeated reading Preschool Teachers (2 Hrs.)</p> <p>Intentional Planning for Phonological Awareness and writing (Preschool Teachers) (2 Hrs.)</p> <p>SEB for Elementary Teachers (Teachers, IA's) (3 Hrs.)</p> <p>School Connectedness (Teachers, IA's) (3 Hrs.)</p> <p>New Teacher Special Education ( New Special Education Teachers) (5 Hrs.)</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>
<p>PD Day #4 - March 14, 2025 6 hours</p>	<p>June 10th, 11th, 12th, 17th, 18th, 19th July 10th, 15th, 16th, 17th 8:30-3:30 (6 Hrs.)</p> <p>July 8th, 9th, 22nd, 23rd Aug. 17th, 24th Sept 14th, 21st (12 Hrs) 8:30-3:30</p>	<p>Goal 1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners</p>	<p>SCM Refresher (SCM Core Team, Special Education Staff) (6 Hrs.)</p> <p>SCM Initial ( New Members SCM core team) ( 12 Hrs.)</p>	<p>N/A</p> <p>N/A</p>




	July 31st Aug. 7th 9:00-1:00 (4 Hrs.)		All Special Education Training (LBD, Related Services, Pre-K, Unit Teachers, Psychologists) (4 Hrs.)	N/A
	Oct. 22nd 4:15-6:15 (2 Hrs.)		All Special Education Training (Related Services, Unit Teachers, Psychologists) (2 Hrs.)	N/A
	Aug. 9th 12:00-3:00 Aug. 12th 9:00-3:00		Special Education Instructional Assistants Bootcamp ( All Special education instructional assistants) (6 Hrs.)	N/A
	Sept 19th. Nov. 21st, Jan. 30th, Mar. 20th 4:00-6:00 (8 Hrs.)		EL Best Practices (All Teachers) (8 Hrs.)	N/A
	Aug. 2nd 8:00-3:00 (6 Hrs.)		Elementary:PLTW LAUNCH (Elementary PLTW Teachers) (6 Hrs.)	N/A
	Nov. 7th Feb. 9th Mar. 6th		Instructional Assistant Cadre (Instructional Assistants) ( 3 Hrs.)	Kenton 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
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<p>Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners</p>	<p>*Weekly assessment data analysis at PLC to determine next steps for students. Discussion of strategies and programs to use with students.</p> <p>*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.</p>	<p>Kenton Staff</p>
<p>Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners</p>	<p>Tier I Support:</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>*Certified substitutes will be hired for this embedded Professional Development if needed.</p> <p>*Literacy Leaders will lead Sessions at staff meetings to support Tier I needs based on instructional walk trends in the area of Literacy in ELA</p> <p>*Teachers and administrators will lead sessions at staff meetings and grade level meetings for Tier I instruction in reading and math based on learning walk feedback.</p> <p>*Instructional Assistants can attend staff meetings when sessions are applicable. Also, during the assistant cadre dates</p> <p>*Teams will work together at the beginning of the school year to review curriculum timelines to determine when common formative assessments will take place. The team and administration will create a calendar for the assessments. Training will also take place at the beginning of the year and as needed throughout the year on the KCSD balanced assessment procedures to ensure all teachers are following the procedures.</p> <p>Aug. 9th Aug. 12th (Attach CFA Schedule Here)</p>	<p>Kenton Staff</p>

	<p>*Grade level teams will meet three times a year to review curriculum timelines to plan for common formative assessments and to create/revise these assessments.</p> <p>Oct. 9th-11th Jan 8th-10th March 10th-12th</p> <p>* Grade level teams, special education teachers and administration will meet at weekly PLC to review student data on assessments to determine remediation plans for students that did not reach mastery.</p> <p>*Training for teachers on New Social Studies Program purchased. Training will take place at the beginning of the school year and throughout the year at monthly grade level meetings, monthly staff meetings, and weekly PLC as needed.</p>	
<p>Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners</p>	<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 programs and progress monitoring through Performance Matters will take place at the beginning of the year integrated into monthly staff meetings and monthly grade level meetings as needed.</p> <p>*Progress checks will take place for students that are in needs based instruction, Tier II and Tier III. Progress monitoring data and classroom performance discussed during these meetings to determine next steps for students.</p> <p> MTSS Progress Check Windows 24-25</p> <p>(Attach Kenton MTSS Progress Check Schedule)</p> <p>*The Effectiveness of interventions will be reviewed and discussed in PLC after Tier II and Tier III progress meetings by the MTSS team and classroom teachers. It will also be shared in the weekly memo.</p> <p>* MTSS information will be discussed at PLC, weekly memo and grade level meetings as needed.</p>	<p>Kenton Staff</p> <p>Standards, Lesson plans, Tiered intervention programs for math and reading. Feedback on the Quality Cycle of Instruction</p>

	<p>*Intentional class visits will be conducted monthly by administrators to provide quality feedback for intervention.</p>	
<p>Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners</p>	<p>*Monthly instructional feedback in all classrooms (general education, special education and intervention) based on the cycle of quality instruction for classroom visits and formal observations.</p> <p>*Amplify fidelity Walks</p> <p>*Support plans will be created for teachers as needed based on feedback using the cycle of quality instruction.</p> <p>*Teachers will attend district and outside professional development sessions as needed based on feedback.</p> <p>*Instructional feedback will be shared in the weekly memo and discussed at weekly PLC meetings.</p>	<p>Kenton Staff</p> <p>Approved evaluation documents, Cycle of quality instruction, instructional videos</p> <p>2024-2025 PL Offe...</p>
<p>Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners</p>	<p>*Special education staff will work with general education staff, administration to plan lessons that are intentional and rigorous for students with disabilities in collaboration and resource. These sessions will be offered twice a month and teachers can choose the days they will plan together.</p> <p>*District staff and Kenton staff will provide feedback on instruction in the collaborative classroom and resource classroom.</p> <p>*Special education teachers will attend monthly staff meetings and grade level meetings to attend sessions to support students in the collaborative session.</p> <p>*Special education lead teacher will lead sessions to all staff according to needs of the staff ( collaboration, planning etc).</p>	<p>Kenton Staff</p>
<p>Goal1 Proficiency Goal 2 Separate Academic Indicator Goal 3 Gap Goal 4 English Language Learners</p>	<p>*Training on technology platforms including Performance Matters, Schoology, Boost, Amplify Reflex, PearDeck. Learning to use technology to enhance instruction in the classroom will be integrated into monthly grade level meetings and monthly staff meetings as needed.</p> <p>*ITC will lead grade level meetings and sessions at staff meetings according to instructional walk information and information from district ITC meetings.</p> <p>*ITC and intervention team will also support staff with progress monitoring through Performance Matters.</p>	<p>N/A</p> <p><u>Professional Landing</u> <u>Page</u></p>

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.  *Restorative Practice sessions at staff meetings.  *Teachers visit classrooms to observe resortave practice/behavior practices based.  *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.  *Certified substitutes will be hired for this embedded Professional Development if needed.	Kenton Staff  <u>Professional Landing</u> <u>Page</u>

## D. IMPLEMENTATION AND IMPACT

Implementation and impact will be assessed in multiple ways. Students will complete weekly common formative assessments in reading or math. Students will also complete common assessments at the end of a unit in all subject areas. This data will be analyzed at weekly PLC meetings ( whole group, individual students) to determine remediation plans for students that did not reach mastery. Students will also complete spiral review assessments in reading and math. The questions on these assessments are determined on performance on formative and summative assessments as a way to remediate standards. Teachers will also use this data to plan future lessons. Monthly intentional instructional walks will be completed by administration in all tiers of instruction. This data will be in the weekly memo for staff and discussed at the end of each month to compare this data with assessment data to make sure the two data sets are aligned. If they are not aligned, plans will be made with staff to improve and or change instruction. Teachers will receive on-going training based on the instructional walk data as well. Students take a universal diagnostic in reading and math in the fall and spring. They also take a diagnostic screener in reading (fall, winter, spring). The data from the classroom assessments and screeners will be discussed throughout the year to name and claim individual students to determine if they are reaching grade level benchmarks. Teams will discuss plans to help the individual students reach these benchmarks and celebrate students that are reaching them. Finally, the MTSS process will be followed to

determine the correct instructional tier for all students. Student progress is discussed at progress checks three times a year. All student data is reviewed with SBDM at monthly meetings when 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
<b>Certified Substitutes (for both on and off –site Professional Learning)</b>	<b>0120 D</b>	60%
<b>Certified Extra Service</b>	<b>0113</b>	
<b>Educational Consultant</b>	<b>0322</b>	
<b>Registrations</b>	<b>0338</b>	10%
<b>General Supplies/Professional Books</b>	<b>0610</b>	10%
<b>Food</b>	<b>0616</b>	
<b>Travel In District</b>	<b>0581</b>	10%
<b>Travel Out of District</b>	<b>0580</b>	10%
<b>Total of your budget</b>		<b>100%</b>

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: 3/11 and 3/21

## Piner 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.)*

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 teachers have an appropriate standards based task 95% of the time, 96% of the time students are required to produce an individual product, 78% of the time teachers are adapting instruction based on student products, and only 20% of the time the teachers are providing opportunities for collaborative work. In Spring of 2023, 56% of students and 21% of students with disabilities scored proficient or higher in reading on the KSA assessment. On the KSA Math assessment 63% of all students and 21% of students with disabilities scored proficient or higher. 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 2024 school year, next steps for the 2025 school year were determined with input from administration, teachers, SBDM members, and consultants. In addition, administrators and teacher discussions during weekly Professional Learning Communities contributed to the next steps that are needed to improve student achievement. Likewise, staff will continue to use the Multi-Tiered System of Support beginning with content specific best practices, standard deconstruction, and refining our standards aligned weekly assessments in the areas of Math and Reading. We will also continue to utilize the KCSD question banks 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 77% of students have reached proficiency on Reading Common Assessments and 78% on Math Assessments. 62% of students with disabilities reached proficiency on reading common assessments and 58% of students with disabilities reached proficiency on math common assessments. In addition, 9.38% of students receive a reading intervention and 11.14% of students receive a math intervention. On average 70% of students receiving a reading intervention this year have made good progress. Similarly, 89% of students receiving Math interventions have made good progress. All grade level teachers at Piner Elementary will participate in the



KCSD PD Catalog to provide authentic opportunities for collaboration among teachers around pacing, instructional resources & practices, 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 continued K-5 literacy work with the new Amplify curriculum and ways to enhance CKLA instruction by creating more opportunities for student engagement. In addition, the teachers also indicated the need for further training and continued work around Tier 2 reading and math 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) and personalized learning to ensure all students reach proficiency.

NKCES Professional Learning Catalog

KCSD PD Catalog

## B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

<i>District Calendar Date</i>	<i>Flexible Date Request, as applicable</i>	<i>CSIP Goal</i>	<i>Description of Content of Professional Development</i>	<i>Specific Supporting Resources, as needed</i>
PD Day # 1 - August 13, 2024 6 hours	8/6/24  (6 hours)	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<p><b>Instructional Practices Alignment and Common Formative Assessment Work Day</b></p> <p>Teachers in Grades K-5 will collaborate in grade level teams to align <b>math, reading, science, SS and writing</b> instructional practices, develop grade level schedules for the 2024-2025 school year, plan SEB lessons and restorative circle questions, and develop arts integration ideas, and develop CFAs and calendar. This will be held at Piner led by administrators and teacher leads.</p> <p><i>K-5 Teachers - Required</i></p>	Grade Level Colleagues, Administration, KAS, Timelines, High Quality Instructional Resources



<p>Tuesday, June 4th</p> <p>Consultants</p> <p><b>(3 hours)</b></p>	<p>Proficiency &amp; Separate Academic Indicator Growth, Achievement Gaps</p>	<p><b><u>Formative Assessment and the KCSD Cycle of Quality Instruction</u></b></p> <p><i>All Staff</i></p>	<p>N/A</p>
<p>July 31st 9:00-1:00</p> <p>August 7th 9:00-1:00</p> <p>District SPED Dept SVA</p> <p><b>(4 hours)</b></p>	<p>Proficiency &amp; Separate Academic Indicator Growth, Achievement Gaps</p>	<p><b>All Sped Training</b></p> <p>July/August training will provide overall beginning of year training on Discrepancy Model, IEP documentation and instructional focus on addressing learning gaps/standards instruction for students with disabilities.</p> <p><i>LBD Teachers, Related Service Providers, Pre-K Teachers, Unit Teachers (STU/MSD/EBD), Psychs Required</i></p>	<p>N/A</p>
<p>August 9th 12:00-3:00 <b>OR</b> August 12th 9:00-3:00</p> <p>District SPED Dept SVA</p> <p><b>(6 hours)</b></p>	<p>Proficiency &amp; Separate Academic Indicator Growth, Achievement Gaps</p>	<p><b>Special Education Instructional Assistants Bootcamp</b></p> <p>Participants will be provided with hour-long session topics including Communication, Supporting students in the general education classroom, levels of prompting, sensory/behavior supports, supporting technology, and data collection.</p> <p><i>All Special Education Instructional Assistants (LBD, EBD, MSD, STU) Optional</i></p>	<p>N/A</p>
<p>August 2nd 8:00-3:00</p> <p>Elementary PLTW Launch Teachers</p>	<p>Proficiency &amp; Separate Academic Indicator Growth, Achievement Gaps</p>	<p><b>Elementary: Project Lead the Way LAUNCH Teachers Update</b></p> <p>This training is for all Elementary Project Lead the</p>	<p>N/A</p>

	(6 hours)		<p>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.</p> <p><i>Elementary PLTW Launch Teachers</i></p>	
	<p>Various Dates (TBD)</p> <p>(6 - 24 hours)</p>	<p>Proficiency &amp; Separate Academic Indicator</p> <p>Growth, Achievement Gaps</p>	<p><b>Special Area Teachers (Performing/Visual Arts)</b></p>	N/A
	<p>August 9, 2024 8:30-11:30</p> <p>Zimmer/Simpson</p> <p>(3 hours)</p>	<p>Proficiency &amp; Separate Academic Indicator</p> <p>Growth, Achievement Gaps</p>	<p><b>Paraeducators in the Preschool Classroom</b></p> <p>The role of paraeducator is an important collaborative role where the paraeducator and the teacher are working on common goals to increase student achievement. Paras will dive deeper into the curriculum and identify ways to support the Frog Street implementation in the classroom including their role in Morning Meeting, whole group, small group and work time.</p> <p><i>Preschool Paraeducators</i></p>	N/A
	<p>Various Dates</p> <p>(hours vary)</p>	<p>Proficiency &amp; Separate Academic Indicator</p> <p>Growth, Achievement Gaps</p>	<p><b>NKCES - Instructional Assistants</b></p>	NKCES Online Trainings
	July 8th & 9th	Proficiency &	<b>SCM Initial</b>	N/A

PD Day # 2 - November 27, 2024 6 hours	July 22nd & 23rd  August 17th & 24th  September 14th & 21st  8:30-3:30  <b>(12 hours)</b>	Separate Academic Indicator Growth, Achievement Gaps	Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school. .  <i>SCM Core teams, Special Education Staff, IAs PK - Required</i>	
	June 10th, 11th, 12th, 17th, 18th, 19th  July 10th, 15th, 16th, 17th  8:30-3:30  <b>(6 hours)</b>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>SCM Refresher</b>  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.  <i>SCM Core teams, Special Education Staff, IAs PK - Required</i>	N/A
	July 30th  Literacy Leaders, Teachers, Consultants  <b>1-2 hr. sessions; opportunity for 6 hrs.</b>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b><u>KCSD</u> <u>Literacy/Numeracy Day</u> <u>of Learning</u></b>  <i>P-12 educators</i>	N/A
	July 30 Summer Literacy & Numeracy Day AM Session	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>Introduction to LETRS in the Preschool Classroom</b>  Teacher led training for	N/A

Preschool LETRS Teachers  <b>(2 hours)</b>		preschool teachers. Participants will learn best practices for developmentally appropriate, evidence-based routines and instruction impacting the delivery of playful, purposeful instruction essential for the development of early literacy skills. This session will link LETRS to the Frog Street Curriculum.  <i>Preschool Teachers (w Admin invited)</i>	
July 30 Literacy & Numeracy Day PM Session  Preschool and Kindergarten LETRS Teachers  <b>(2 hours)</b>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>Bridging P to K</b>  Teacher leaders from preschool and kindergarten will share connections from their respective LETRS and Tier 1 programs.  <i>Preschool, Kindergarten Point of Contact, Sped Kindergarten (w Admin invited)</i>	N/A
Wednesday, July 31st 12:30 - 3:30  Cahill  <b>(3 hours)</b>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>Science of Reading for Beginners</b>  <i>Anyone in the KCS D</i>	N/A
Thursday, July 25th  8:30-3:30  <b>(6 hours)</b>  Collier	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>CKLA Launch: K-2</b> Session goals include: <ul style="list-style-type: none"> <li>• Explain the KCS D Literacy Shifts.</li> <li>• Articulate the purpose of Scarborough's Reading Rope and need for explicit phonics instruction and a knowledge building curriculum.</li> </ul>	N/A

			<ul style="list-style-type: none"> <li>• Prepare to plan and implement instruction using CKLA.</li> <li>• Locate all supporting implementation documents.</li> </ul> <p><i>Teachers new to CKLA implementation in grades K-2.</i></p>	
	<p>Thursday, July 25th</p> <p>8:30 - 3:30</p> <p><b>(6 hours)</b></p> <p>Cahill</p>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<p><b>CKLA Launch: 3-5</b></p> <p>Session goals include:</p> <p>Session goals include:</p> <ul style="list-style-type: none"> <li>• Explain the KCSD Literacy Shifts.</li> <li>• Articulate the purpose of Scarborough's Reading Rope and need for explicit phonics instruction and a knowledge building curriculum.</li> <li>• Prepare to plan and implement instruction using CKLA.</li> <li>• Locate all supporting implementation documents.</li> </ul> <p><i>Teachers new to CKLA implementation in grades 3-5</i></p>	N/A
	<p>6/20/24</p> <p>8:30 -</p> <p><b>(up to 6 hours)</b></p>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<p><b>KY Reads to Succeed Summer Conference - Lexington</b></p>	N/A
<p>PD Day #3</p> <p>- February 17, 2025</p> <p>6 hours</p>	<p>K - 12/04</p> <p>1 - 11/06</p> <p>2 - 12/10</p> <p>3 - 11/12</p> <p>4 - 10/10</p> <p>5 - 10/28</p> <p>4:15 - 6:15 p.m</p>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<p><b>CKLA Boost</b></p> <p><i>K-5 teachers - Required</i></p>	N/A

Cahill/Collier.  <b>(2 hours)</b>			
Monday, February 17th  1:00 - 4:00 p.m.  Cahill/Collier  <b>(3 hours)</b>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>CKLA Extra Boost 1</b>  <i>K-5 teachers - Optional</i>	N/A
Friday, March 14th  8:30 - 11:30  Cahill/Collier  <b>(3 hours)</b>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>CKLA Extra Boost 2</b>  <i>K-5 teachers - Optional</i>	N/A
Wednesday, July 31st  8:30 - 11:30  Collier  <b>(3 hours)</b>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>KCSD K-5 Literacy Leaders</b>  1 hr roles/responsibilities 2 hrs Incorporating the Cycle into CKLA to be taken back to schools on Teacher Equivalency Day  <i>K-5 Literacy Leaders - Required</i>	N/A
Thursday, May 30th  12:30 - 3:30  Cahill/Collier  <b>(3 hours)</b>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>K-3 Math</b>  <i>K-3 teachers</i> <i>Schools should send one grade level representative</i>	N/A
Thursday, May 30th  8:30 - 11:30	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>4th and 5th Grade Math</b>  <i>4th and 5th Grade math teachers -</i>	N/A

Cahill/Collier  <b>(3 hours)</b>		<b>Required</b>	
August 7th  Grades K-2 8:30-11:30  Grades 3-5 12:30-3:30  Glass  <b>(3 hours)</b>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>Elementary Science</b> <ul style="list-style-type: none"> <li>• Instructional strategies for teaching Science Standards</li> <li>• Intentional planning for implementation of Science instructional strategies</li> </ul> <i>1 Science teacher from each grade level team from each elementary school</i>	N/A
August 5th  Grades K-2 8:30-11:30  Grades 3-5 12:30-3:30  Glass  <b>(3 hours)</b>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>Elementary Social Studies</b> <ul style="list-style-type: none"> <li>• Instructional strategies for teaching Social Studies Standards</li> <li>• Intentional planning for implementation of Social Studies instructional strategies</li> </ul> <i>1 Social Studies teacher from each grade level team from each elementary school</i>	N/A
Sept. 4, 2024 4:00 - 6:00  Zimmer/Simpson  <b>(2 hours)</b>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>Intentional Planning for Repeated Readings in the Preschool Classroom</b>  Teacher led training for preschool teachers. Participants will extend their knowledge of the Science of Reading and high quality implementation in the preschool classroom. Using LETRS for intentional planning for Repeated Reading within the Frog Street curriculum and	N/A

			including assessment of Early Literacy skills. This session will link LETRS to the Frog Street Curriculum.  <i>Teachers (w Admin invitation)</i>	
	Various Dates	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>KCSD Professional Learning Landing Page</b> (various hours)	N/A
PD Day #4 - March 14, 2025 6 hours	June 5th 8:30-10:30  Smiddy, Glass  (2 hours)	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>Performance Matters and Schoology</b> <ul style="list-style-type: none"> <li>Basic Expectations for Usage and Running Reports</li> </ul> <i>Administrators, Teachers</i>	N/A
	Sept. 18, 2024 4:00-6:00  Smiddy, Glass  (2 hours)		<b>SAMR 1:1 Training</b> <ul style="list-style-type: none"> <li>Using technology to enhance instruction</li> <li>Overview of the SAMR model</li> <li>SAMR in the Cycle of Quality Instruction</li> </ul> <i>New K-12 teachers to KCSD or anyone who would like a refresher</i>	N/A
	Sept. 11, 2024 4:00-5:00  Nov. 13, 2024 4:00-5:00  Jan. 29, 2025 4:00-5:00  Mar. 19, 2025 4:00-5:00  Smiddy, Glass  (4 hours)	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>Technology in the Modern Classroom</b> <ul style="list-style-type: none"> <li>Instructional technology strategies including the use of AI in the classroom</li> <li>Progressive sessions to allow for teacher collaboration centered on implementation, reflection, and growth of instructional technology use</li> </ul> <i>K-12 teachers</i>	N/A



	<p>*It is suggested to attend all 4 sessions to allow for optimal growth</p>			
<p>August 1</p> <p>Turkeyfoot</p> <p><b>6 hrs total</b> (based on need)</p>	<p>Proficiency &amp; Separate Academic Indicator Growth, Achievement Gaps</p>	<p><b>Dr. Webb Keynote and EdCamp Team Kenton</b></p> <p><i>All Staff</i></p>	N/A	
<p>September 24th</p> <p>November 5th</p> <p>January 23rd</p> <p>February 20th</p> <p>April 1st</p> <p>4:00-5:00</p> <p>District SPED Dept SVA</p> <p><b>(5 hours)</b></p>	<p>Proficiency &amp; Separate Academic Indicator Growth, Achievement Gaps</p>	<p><b>New Teacher Special Education Cohort</b></p> <p>Participants will be provided consultant focused support on SPED documentation/compliance, goal writing, data collection, collaboration/resource instructional strategies, planning, scheduling, behavior strategies, etc.</p> <p><i>Special Education teachers who are new to the district or have less than 3 years of experience.</i></p> <p><b>Optional</b></p>	N/A	
<p>September 19th</p> <p>November 21st</p> <p>January 30th</p> <p>March 20th</p> <p>4:00-6:00</p> <p>Kacie Adams-Browning; ELD Teachers</p> <p><b>(8 hours)</b></p>	<p>Proficiency &amp; Separate Academic Indicator Growth, Achievement Gaps</p>	<p><b>EL Best Practices</b></p> <p>These sessions will help content area teachers dive deeper into the EL Scaffolding Toolkit. Participants will learn to intentionally plan appropriate scaffolds for all elements of the Cycle of Quality Instruction based on student ELP levels, data analysis, and the language demands of their content in order to close achievement gaps. There will</p>	N/A	

			be a strong focus on explicit vocabulary instruction at all grades and content areas.  <i>All Teachers - Optional</i>	
9/12/24 4:00-5:00  11/7/24 4:00-5:00  2/6/25 4:00-5:00  Amber Schmidt & Shelly Boutwell  <u><b>Virtual</b></u>  <b>(3 hours)</b>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>SEB for Elem Teachers</b>  Overview and RP language Escalation Cycle and Strategies Warning Signs  <i>Elementary Teachers/ IAs - Optional</i>	N/A	
9/26/24 Part 1 4:00-5:00  10/17/24 Part 2 4:00-5:00  11/14/24 Part 3 4:00-5:00  Amber Schmidt Shelly Boutwell  <u><b>Elementary Virtual Link</b></u>	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>School Connectedness</b>  The purpose of this training is to provide strategies to teachers to help students feel connected to the classroom and school.  <i>Teachers/IAs - Optional</i>	N/A	
Jan. 22, 2025 4:00 - 6:00  Zimmer/Simpson	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>Intentional Planning for Phonological Awareness and Writing</b>  Teacher led training for	N/A	

	(2 hours)		preschool teachers. Continued learning focused on implementation of strategies to provide language and literacy skills to equip children with a solid foundation to build upon in Kindergarten and beyond. This session will link LETRS to the Frog Street Curriculum  <i>Teachers w Admin (w Admin invitation)</i>	
	August 5  <b>3 Hours District Training 3 Hours School Training</b>  SVA	Proficiency & Separate Academic Indicator Growth, Achievement Gaps	<b>New Teacher Training</b>  <i>New Teachers to KCSD - Required</i>	N/A
	7/10 7/19 7/24 8/6	Quality of School Climate and Safety	<b>CPR Training</b>	N/A
	8/8/24  <i>2:00 PM test out</i>	Quality of School Climate and Safety	<b>Medication Training (3hrs)</b>	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, Achievement Gap, Growth, SAI,	<u>KCSD Professional Learning Landing Page:</u> <u>Cycle of Quality Instruction:</u> Ongoing learning and curriculum design around the Cycle Quality of Instruction and high quality instructional strategies to enhance Tier 1, core instruction including (but	KAS; KCSD Instructional Videos; District Consultants; Content Specific Tools and Assignments to Calibrate; Various Technology Tools;

	<p>not limited to) student products, meaningful collaboration, and appropriate and varying tasks, with emphasis on ELA and Math content and adjusting instruction.</p> <p>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.</p>	<p>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</p>
<p>Proficiency, Achievement Gap, Growth, SAI</p>	<p><u>KCSD Professional Learning Landing Page:</u> <b><u>Weekly PLC/Data Analysis:</u></b> Teachers and administrators collaborate weekly to analyze data and determine progress in all content areas. <u>Weekly PLC's</u> 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.</p> <p>This time (along with monthly staff meetings and potentially grade level leads meetings) will also be utilized to:</p> <ul style="list-style-type: none"> <li>- Regularly equip and provide ongoing professional learning to staff. The Professional Learning Landing Page will be utilized as needed. Learning from district leadership meetings, ITC meetings, Literacy Leader Meetings, Lead Special Education Teacher meetings will also be shared during this time to train staff.</li> <li>- Conduct grade level 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.</li> </ul>	<p>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, Potential Grade Level Leads Meetings; <u>KCSD Professional Learning Landing Page</u>; Information/Agenda Items from District Leadership, ITC, SPED Leads and Literacy Leads meetings</p>
<p>Proficiency, Achievement Gap, Growth, SAI</p>	<p><u>KCSD Professional Learning Landing Page:</u> <b><u>Continued Development of Common Formative Assessment (CFA) Process:</u></b> Common Formative Assessment (CFA) Process will take place during PLCs. Teachers will review grade level curriculum maps looking at the weeks common assessments are given. Teachers will then 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.</p>	<p>KAS; KCSD Curriculum Maps, Various Technology Tools (Performance Matters); Weekly and Common Assessments, Assessment Item Bank, KCSD Balanced Assessment Expectations</p>

	Then, teachers will analyze the data and reteach as needed and include questions throughout the year in spiral reviews. (Attach CFA Schedule Here)	
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> <b>MTSS:</b> 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 and training on new Tier 2 math and reading resources.	MTSS Progress Monitoring Data ( <u>MTSS Dates, 24-25</u> <u>MTSS Plan in development</u> ), MAP, KSA, Performance Matters, District Consultants and ITC
	<u>KCSD Professional Learning Landing Page:</u> <b>Mental Health issues, MTSS Behavioral Supports, Safety</b> 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	MTSS SEB Progress Monitoring Data, MAP, KSA, Performance Matters, District Consultants and ITC
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> <b>Closing Gaps for Students with Disabilities</b> 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.	Special Ed Lead Teacher, Admin Team, District Sped Consultants, Weekly Common Assessment Data, Co-Teaching Lesson Plans
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> <b>Literacy Instructional Alignment with Amplify/Literacy Shift to Science of Reading</b> Ongoing <del>monthly</del> 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

## 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, Brigrance special education IEP

progress data, and Tier II and Tier III intervention data as well as qualitative data from observed classroom instructional 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 the 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 walks trend data. Having this continual review of various data sets and conversations with all stakeholders will allow us to customize our job embed staff developments to meet the needs of our teachers - which will ultimately lead to positive impacts on classroom instruction.

### E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

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

Please use the following coding structure for PD funds:

Org - SCH1118 (Org for 7000)

Object – use code from above

Project – 7000, Title (Use codes from finance)

**F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY PERSONS AFFECTED BY THIS PD PLAN:** Staff Meeting Staff Survey 3/12/24, SBDM Council Meeting: 3/22/24