

RC Hinsdale School

2024-2025 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 development includes analyzing KSA data (2023 KCSD Common Assessments, Certified/Classified Professional Growth Plans, Fall/Spring MAP data, weekly formative assessments, and teacher walk data. Throughout the 2024-25 school year, we plan to continue utilizing this data to help plan our Staff Professional Learning and Professional Learning Community meetings (PLC).

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

The top focus areas requiring professional development are strengthening classroom instruction for students with disabilities. This area specifically can be grown through stronger collaboration between members of our special education team and general classroom teachers. The second area will be focused on strengthening writing across the school curriculum, and specifically how writing instruction is incorporated and implemented with our school wide instructional resource (HMH). This writing could be in the form of extended responses as well as on demand writing tasks. Finally we are looking to strengthen our Science and Social Studies content instruction in the building.

KSA 2022-23:

- 55% of all students in 4th grade were proficient/distinguished in science in the 2023 KSA.
- 68% of all students in 5th grade were proficient/distinguished in combined writing in the 2023 KSA.
- 62% of all students in 5th grade were proficient/distinguished in social studies in the 2023 KSA.

MAP 23-24:

- 68% of 3rd students are projected to be proficient/distinguished in reading on the Fall MAP, while 50% of students with disabilities are projected to be proficient/distinguished.
- 68% of 4th students are projected to be proficient/distinguished in reading on the Fall MAP, while 22% of students with disabilities are projected to be proficient/distinguished.
- 68% of 5th students are projected to be proficient/distinguished in reading on the Fall MAP, while 38% of students with disabilities are projected to be proficient/distinguished.

ELA Module Assessments:

- 79% of 3rd students are projected to be proficient/distinguished in reading on our HMH common assessments, while 42% of students with disabilities are projected to be proficient/distinguished.
- 77% of 4th students are projected to be proficient/distinguished in reading on our HMH common assessments, while 60% of students with disabilities are projected to be proficient/distinguished.
- 74% of 5th students are projected to be proficient/distinguished in reading on our HMH common assessments, while 43% of students with disabilities are projected to be proficient/distinguished.

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	K-5 7/30/24 1-2hr. sessions up to 6 hrs.	Proficiency Separate Academic Indicator Growth	<ul style="list-style-type: none"> ● KCSD Literacy and Numeracy Day of Learning 	<ul style="list-style-type: none"> ● N/A
	5/29/24 (1.5) hrs	State Assessment Proficiency	<ul style="list-style-type: none"> ● Science Instruction <ul style="list-style-type: none"> ○ Common Formative Assessments 	<ul style="list-style-type: none"> ● N/A
	5/29/24 (1.5) hrs	Achievement Gaps	<ul style="list-style-type: none"> ● Social Studies Instruction <ul style="list-style-type: none"> ○ Common Formative Assessments ○ TCM Materials Introduction and Deep Dive 	<ul style="list-style-type: none"> ● N/A
	5/29/24 (1.5) hrs		<ul style="list-style-type: none"> ● Special Education PD <ul style="list-style-type: none"> ○ Grade level collaboration ○ Strategies in working with students with specific needs 	<ul style="list-style-type: none"> ● Admin ● Classroom Teachers ● SPED teachers ● SPED Lead

5/29/24 (1.5) hrs		<ul style="list-style-type: none"> • HMH Writing Schoolwide Timelines and alignment with Writing Policy 	<ul style="list-style-type: none"> • Classroom Teachers • Admin Team
K-3 5/30/24 12:30-3:30 (3)		<ul style="list-style-type: none"> • K-3 Math 	<ul style="list-style-type: none"> • N/A
4-5 (Required) 5/30/24 8:30-11:30 (3)		<ul style="list-style-type: none"> • 4th and 5th Grade Math Teachers 	<ul style="list-style-type: none"> • N/A
7/31/24 12:30-3:30 (3 Hours)		<ul style="list-style-type: none"> • Science of Reading for Beginners 	<ul style="list-style-type: none"> • N/A
6/5/24 8:30-10:30 (2) hrs.		<ul style="list-style-type: none"> • Performance Matters and Schoology: <ul style="list-style-type: none"> ○ Basic expectations for usage and running reports 	<ul style="list-style-type: none"> • N/A
August 7th Grades K-2 8:30-11:30 Grades 3-5 12:30-3:30 (3)hrs		<p>Elementary Science</p> <ul style="list-style-type: none"> • Instructional strategies for teaching Science Standards 	<ul style="list-style-type: none"> • N/A

	<p>August 5th Grades K-2 8:30-11:30 Grades 3-5 12:30-3:30</p>		<ul style="list-style-type: none"> Intentional planning for implementation of Science instructional strategies (1 Science teacher from each grade level team from each elementary school) <p>Elementary Social Studies</p> <ul style="list-style-type: none"> Instructional strategies for teaching Social Studies Standards Intentional planning for implementation of Social Studies instructional strategies (1 Social Studies teacher from each grade level team from each elementary school) <p>Introduction to LETRS in the Preschool Classroom Teacher led training for 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.</p> <p>Bridging P to K Teacher leaders from preschool and kindergarten will share connections from their respective LETRS and Tier 1 programs</p> <ul style="list-style-type: none"> Preschool, Kindergarten Point of Contact, Sped Kindergarten 	<ul style="list-style-type: none"> N/A N/A N/A N/A
	<p>July 30 Summer Literacy & Numeracy Day AM Session (2) hrs.</p>			<ul style="list-style-type: none"> N/A
	<p>July 30 Literacy & Numeracy Day PM Session (2) hrs.</p>			<ul style="list-style-type: none"> N/A
	<p>August 9, 2024 8:30-11:30 (3) hrs.</p>			<ul style="list-style-type: none"> N/A

	<p>July 31st 9:00-1:00 OR August 7th 9:00-1:00 (4) hrs.</p> <p>August 9th 12:00-3:00 OR August 12th 9:00-3:00 (6) hrs.</p> <p>Various Dates (Various Hours)</p>		<p>Paraeducators in the Preschool Classroom - 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>All Sped Training 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>Special Education Instructional Assistants Bootcamp 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>NKCES - Instructional Assistants</p>	<ul style="list-style-type: none"> • N/A • N/A • NKCES Support Staff / Online Trainings
PD Day # 2 -	<p>K-5 8/2 8:00-3:00 (6) hrs.</p>	Proficiency	<p>Elementary: Project Lead the Way LAUNCH Teachers</p>	<ul style="list-style-type: none"> • N/A

<p>November 27, 2024 6 hours</p>		<p>Separate Academic Indicator Growth</p> <p>State Assessment Proficiency</p> <p>Achievement Gaps</p>	<p>Update</p> <p>This training is for all Elementary Project Lead the Way LAUNCH teachers. In this time teachers will be trained on new PLTW LAUNCH modules and how to improve current modules through connections to career areas, fitting the curriculum into the cycle of quality instruction, and embedding technology.</p>	
	<p>July 29 8:00-11:00 (3)hrs.</p>		<p>Read 180/System 44/Math 180 in Ed</p> <ul style="list-style-type: none"> • Accessing materials and data in the Ed platform • Returning implementers of ELA interventions 	<ul style="list-style-type: none"> • N/A
	<p>July 29 8-3</p>		<p>Read 180/Math 180 NEW implementers</p> <ul style="list-style-type: none"> • New implementers of HMH math/ELA 	<ul style="list-style-type: none"> • N/A
	<p>Sept. 4, 2024) 4:00 - 6:00 (2) hrs.</p>		<p>Intentional Planning for Repeated Readings in the Preschool Classroom 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 including assessment of Early Literacy skills. This session will link LETRS to the Frog Street Curriculum.</p>	<ul style="list-style-type: none"> • N/A

	<p>June 10th, 11th, 12th, 17th, 18th, 19th</p> <p>July 10th, 15th, 16th, 17th</p> <p>8:30-3:30</p> <p>(6) hours</p>		<p>SCM Refresher Training is designed to assist staff who have previously completed the initial 12 hour training. The training will assist teachers in responding to the needs of all individuals and particularly with the needs of the most challenging.</p> <p>SCM Initial Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school.</p>	<ul style="list-style-type: none"> • N/A
	<p>July 8th & 9th</p> <p>July 22nd & 23rd</p> <p>August 17th & 24th</p> <p>September 14th & 21st</p> <p>8:30-3:30 (6) hrs</p>		<p>All Sped Training Use evidence and data in real time to address closing the achievement gap and differentiated focused work to improve student progress and mastery of standards.</p>	<ul style="list-style-type: none"> • N/A
	<p>October 22nd 4:15-6:15 Elementary</p> <p>(2) hrs.</p>			

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PD Day #3 - February 17, 2025 6 hours	Jan. 22, 2025) 4:00 - 6:00 (2) hrs.	Proficiency Separate Academic Indicator Growth	Intentional Planning for Phonological Awareness and Writing -Teacher led training for 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.	• N/A
	9/12/24 4:00-5:00	State Assessment Proficiency	SEB for Elem Teachers Overview and RP language Escalation Cycle and Strategies Warning Signs	• N/A
	11/7/24 4:00-5:00 (3) hrs.	Achieveme nt Gaps		
	Aug.6, 2024 TBA (6) Hrs.		Performance Matters & Common Formative Assessment <ul style="list-style-type: none"> • Entering MTSS data and using formatives in PM • HN Common Formative Assessment Work Day - K-5th All Subjects 	• N/A
PD Day #4 -	August 1st (5) hrs.	Proficiency	KCSD EdCamp	• N/A

March 14, 2025 6 hours		Separate Academic Indicator Growth		
	August 1st (1) hr.	State Assessment Proficiency	Dr. Webb Keynote Address	• N/A
	August 5th (3) hrs.	Achievement Gaps	KCSD New Teacher Training	• N/A
	August 8th (3) hrs		Medication Training	• N/A
	March 25th (3) hrs.		NKY Edcamp	• N/A
	K-5 September 24th November 5th January 23rd February 20th April 1st 4:00-5:00 (5) hrs.		New Teacher Special Education Cohort Participants will be provided consultant focused support on SPED documentation/compliance, goal writing, data collection, collaboration/resource instructional strategies, planning, scheduling, behavior strategies, etc.	• N/A
	9/26/24 Part 1 4:00-5:00- elementary		School Connectedness The purpose of this training is to provide strategies to teachers to help students feel connected to the classroom and school.	• N/A
	10/17/24 Part 2 4:00-5:00- elementary		<u>Elementary Virtual Link</u>	
	11/14/24 Part 3 4:00-5:00- elementary (3) hrs.			

September 19th November 21st January 30th March 20th 4:00-6:00		<p>EL Best Practices 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 be a strong focus on explicit vocabulary instruction at all grades and content areas.</p>	<ul style="list-style-type: none"> • N/A
Various Dates (1-6) hrs.		<p>IXL Training - eLearning</p>	<ul style="list-style-type: none"> • IXL Online Training

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Proficiency, Achievement Gap, Growth, SAI, Impact	<p><u>KCSD Professional Learning Landing Page:</u> A school wide CFA (Common Formative Assessment) process building wide. This process will begin with teachers revising grade level curriculum maps and aligning those with the year long schedule of common assessments. Teachers will use this information to backward design instruction to fit our school schedule to fit our year long assessment calendar. Teachers will create CFAs that ensure assessments meet the rigor of the standard being assessed. Teachers will follow the balanced assessment expectations when administering each assessment. Teachers will then analyze the results to determine next steps with instruction in the core and RTI blocks.</p>	Administrative Team, Classroom Teachers, Interventionists, Assessment Results

	<u>2024-25 HN Elementary Common Assessment Calendar</u> (Will add CFAs after schedule is completed)	
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> Ongoing training on the Quality Instruction Cycle based on instructional walk data and teacher need. Second Thursday of every month learning PLCs will take place and include learning from Leadership, Literacy Leaders, Lead Special Education, and/or ITCs.	Administrative Team, Evaluation Documents, Cycle of Quality Instruction
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> Technology: Schoology and Performance Matters Training. Beginner and Experienced will be offered to enhance knowledge. Using Performance Matters for Use with all intervention documentation and data. ITC release days to build capacity of instructional technology to enhance instruction for all teachers.	Administrative Team, School ITC, Interventionists, and Classroom Teachers
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> MTSS: Review Purpose, Understand the implications, Data Collection, Data Analysis, Support for implementation of Performance Matters with MTSS, and Progress Monitoring. <u>KCSD MTSS Window 2024-25</u> <u>2024-25 HN MTSS Blitz Week Schedule</u>	MTSS Core Team, Classroom Teachers, Special Education Teachers and Classroom Teachers
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> Monthly review of writing samples, social studies and science common assessments in grade level PLCs to review and share strengths and areas of growth to continue movement of writing achievement.	Literacy leads, Administrative Team, Team Leads, Classroom Teachers
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> SEB and MTSS Behavioral Supports Restorative Practices School Safety Training	School Counselor, District Consultants
Proficiency, Achievement Gap, Growth, SAI	<u>KCSD Professional Learning Landing Page:</u> Recursive professional learning on new HMH reading and social studies HOIRs to implement programs with fidelity and ensure lessons are hitting the depth of the KAS	Administrative Team, Literacy Leads, Classroom Teachers

D. IMPLEMENTATION AND IMPACT

Implementation and impact will be assessed in multiple ways. Impact will be assessed throughout the year with ongoing weekly, systematic review of data including formative and common assessments. Through these data sets we will be reviewing student data and making instructional adjustments as needed. Instructional walk data will be reviewed monthly and on-going training will be provided based on the data and staff need. Consistent and effective Tier I instruction is essential to reducing learning gaps as evidenced by monthly instructional walk data percentages. This data is tracked to reflect all parts of the cycle of quality instruction. Additionally, we will be using faculty meetings to analyze student data, walk results and provide job embedded professional learning. Each month, the SBDM council will review and analyze data which includes: common assessments, CBAS Pillar Data, attendance, behavior data. MAP (2 times per year), KSA, and other data as appropriate.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off -site Professional Learning) <ul style="list-style-type: none"> Next year we are creating days where teachers will be observing primary or intermediate teachers to improve instruction 	0120 D	50%
Certified Extra Service	0113	
Educational Consultant	0322	
Registrations	0338	10%
General Supplies/Professional Books	0610	20%
Food	0616	10%
Travel In District	0581	10%

Travel Out of District	0580	
Total of your budget		100%

Please use the following coding structure for PD funds:

Org - SCH1118 (Org for 7000)

Object – use code from above

Project – 7000, ARP, Title (Use codes from finance)

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

Teacher Voice Survey March 13, 2024

Teacher PLCs Week of March 13th, 2024

SBDM Meeting April 17, 2024

River Ridge 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.):

The administrative team meets to review and analyze all data on a weekly basis in administration meetings. Data is used to determine school wide areas of strength and focus. Ongoing data review is a standing agenda item at monthly SBDM council meetings. Teachers, along with administrators, review and discuss student progress data during core instruction and MTSS PLCs every 6 weeks for reading, math, writing, and behavior. Weekly team meetings also focus on grade level formative and summative assessment analysis to determine student mastery towards grade level content and where remediation/reteaching is needed.

While we did not meet the goals set by our yearly objectives on the 22-23 KSA, we did make positive gains in all areas indicating that our strategies and activities have made a positive impact. In the area of reading, we did increase our proficiency to 59% which met the yearly objective. In the area of math we remained at 59% percent and did not make progress towards the yearly objective of 63%. During the 2022 school year we were not able to follow the Bridges program to fidelity in order to meet the KCSD curriculum timeline and our scores did not increase. This year we are more focused on how we can align our program more closely to the KCSD timeline without losing the valuable spiraled instruction this program provides. We are doing this with intentional planning and discussion around the data from each formative and common assessment and what instructional practices we will put in place to meet proficiency. We continue to see an increase in student understanding and application of math standards with the use of this program that will lead to further mastery of the standards. We implemented the intervention program that aligns to the T1 math curriculum and had 100% of students in T2 and T3 interventions make good progress on their goals in the last round of interventions. We were able to close the gap in our English Learner population by increasing their proficiency on KSA from 28% to 49%. The consistent language and strategies being taught in grades K-5 with the math T1 program has allowed them to have more success moving from one grade to the next. Currently, we have 59.87% of students who are considered transition ready in 5th grade and 48.51% of 4th graders who are transition ready. Our overall school transition ready percent is 54.55%. The fall MAP for reading shows that only 56% of Kindergartners, 57% of 1st graders, 54% of 2nd graders, 58% 3rd graders, 66% of 4th graders and 5th graders are proficient in math. In reading, 56% of Kindergartners, 60% of 1st graders, 47% of 2nd graders, 63% of 3rd graders, 67% of 4th graders and 66% of 5th graders are proficient in reading. The Winter RI for 3-5 graders, show that 55% of 3rd graders, 63% of 4th graders, and 68% of 5th graders are reading on grade level. The Winter Foundational Reading inventory scores, given to K-2, show that 25% of Kindergartners, 48% of 1st graders, and 49% of 2nd graders are reading fluently. The accuracy

foundational reading scores show that 91% of Kindergartners, 82% of 1st graders, and 69% of 2nd graders are reading accurately.

The number of behavior referrals in the 22-23 school year was 288. According to the Quality of School Climate Survey in 2023, 47% of students feel that students saying mean or hurtful things is a problem at RRE 47% of students.

According to the Quality of School climate survey in 2023, students reported that adults from my school stay calm when dealing with bad behavior 75% of the time.

Our 2023 school climate survey results indicate that managing student behavior had a 60% favorable rating which dropped 12%, School Climate was 56% favorable rating which dropped 4% and Emotional Well Being and Connectedness favorable rating was 42%. After analyzing this data with our teachers, staff, and administrative team, the number one factor that affects the school climate and emotional well being for our staff is that they do not feel equipped to manage student behavior in the classroom. The data from these meetings also shows that there is a lack of cohesiveness in putting the PBIS strategies in place and so these are areas we will focus on for next school year. We recognize that if teachers are able to manage student behaviors and decrease the likelihood of intensive behaviors they can focus on rigorous instruction which will lead to proficiency for all 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 6 hours	July 29, 2024	1, 2, 3, 4, 5	RRE Instructional Practices #1 (Poverty Simulator and Behavior management strategies and tools for increasing Student Engagement in the Classroom)	Poverty Simulator trainer and NKCES trainer, administrators
	Aug. 20 Sept. 10 Oct. 15 Jan. 14 Feb. 11 March 11	1, 3	Academic and behavior support for students with IEPs- 6 hours	Special Ed. Teachers, administration, special education instructional assistants, PK staff
	August 12	1, 2, 3, 4, 5	Medication training (2 required from each grade level)	n/a
	July 30	1, 2, 3, 4	Introduction to LETRS in the PK Classroom-3 hours	n/a
	July 30	1, 2, 3, 4	Bridging P to K (Required for PK teachers, K-point of contact, SPED K teacher)-2 hours	n/a
	Aug. 9	1, 2, 3, 4, 5	Required-Paraeducators in the Preschool Classroom-3 hours	n/a
PD Day # 2 - November	August 6, 2024	1, 2, 3, 4	RRE Instructional Practices #2 (Backward Design Planning and Common Formative Assessment	Teachers, Administration

r 27, 2024 6 hours			Process, Conscious Discipline for PK and Special area teachers), Interventionists will be provided training on IXL, UFLI, and Bridges interventions.	
	9/24 11/5 1/23 2/20 4/1	1, 2, 3	New Teacher Special Ed. Cohort-5 hours	n/a
	August 12	1, 2, 3, 4, 5	Medication training (2 required from each grade level)	n/a
	Oct. 22	1, 2, 3, 4, 5	Required-SPED training (unit teachers, Related services psychs only)-2 hours	n/a
	July 30	1, 2, 3, 4	Bridging P to K (Required-PK teachers, K point of contact, SPED K teacher)-2 hours	n/a
	Sept. 4	1, 2, 3, 4	Intentional Planning for Repeated Readings in the Preschool Classroom-2 hours	n/a
	Jan. 22	1, 2, 3, 4	Intentional Planning for Phonological Awareness and Writing - 2 hours	n/a
	Aug. 9 and Aug. 12	1, 2,3,4,5	Special Education Instructional Assistants Bootcamp-3 hours each	n/a
PD Day #3 - February 17, 2025 6 hours	12/4-K 11/6-1st 12/10 2nd 11/12 3rd 10/10-4th 10/28-5th	1, 3, 4	Required-CKLA Boost-2 hours	n/a
	May 30 (K-3) One rep.	1, 3, 4	K-3 Math-3 hours (One from each grade level-Required)	n/a
	May 30 6 hours	1, 3, 4	Required-4th and 5th Math	n/a
	Aug. 7 K-2 3 hours	3, 4, 5	K-2 Science (One from each grade level-Required)	n/a
	Aug. 7 3-5 3 hours	3, 4, 5	3-5 Science (One from each grade level Required)	n/a
	August 5 3 hours	3, 4, 5	K-2 Social Studies (One from each grade level Required)	n/a

	August 5 3 hours	3, 4, 5	3-5 Social Studies -(One from each grade level Required)	n/a
	July 30 2 hours	1, 3, 4	Bridging P to K (PK teachers, K point of contact, SPED K teacher Required)	n/a
	July 31 OR Aug. 7 4 hours	1, 2, 3, 4, 5	Required-All Sped Training-LBD Teachers Unit Teachers, Related Service Providers, Psychs	n/a
	July 8th & 9th July 22nd & 23rd August 17th & 24th September 14th & 21st	1, 2, 3, 4, 5	SCM Initial-12 hours total	n/a
	Aug. 20 Sept. 10 Oct. 15 Jan. 14 Feb. 11 March 11	1, 2, 3, 5	Academic and behavior support for students with IEPs- 6 hours	Special Ed. Teachers, administration, special education instructional assistants, PK staff
	June 4 3 hours	1, 2, 3, 4	Formative Assessment and the KCSD Cycle of Quality Instruction-	n/a
	July 31 3 hours	1, 3, 4	<u>Science of Reading for Beginners-</u>	n/a
	July 25 6 hours	1, 3, 4	Required-New teachers- CKLA Launch K-2	n/a
	July 25 6 hours	1, 3, 4	Required-New Teachers- <u>CKLA Launch: 3-5</u>	n/a
	September November January 3 hours	1,2,3,4,5	Instructional Technology in the Classroom	Teachers, Administrators
	August 7 (6 hours)	1,2,3,4,5	Instructional Planning for Special Education Students in the Special Area Classroom	Administrators, Special Education Teachers
PD Day #4 -	June 10th, 11th, 12th, 17th, 18th,	1, 2, 3, 4, 5	SCM Refresher- 6 hours	n/a

March 14, 2025 6 hours	19th			
	July 10th, 15th, 16th, 17th			
	July 8th & 9th	1, 2, 3, 4, 5	SCM Initial-12 hours total	n/a
	July 22nd & 23rd			
	August 17th & 24th			
	Sept. 14th & 21st			
	9/26/24 Part 1 10/17/24 Part 2 11/14/24 Part 3 3 hours	1,2,3,4,5	School Connectedness	n/a
	July 31 3 hours	1, 3, 4	Required-KCSD K-5 Literacy Leaders	n/a
	Aug. 20 Sept. 10 Oct. 15 Jan. 14 Feb. 11 March 11	1, 2, 3, 5	Academic and behavior support for students with IEPs- 6 hours	Special Ed. Teachers, administration, special education instructional assistants, PK staff
	August 1 1 hour	1,2,3,4,5	Dr. Webb Keynote	n/a
	August 1 5 hours	1,2,3,4,5	Edcamp	n/a
	July 30 6 hours (1-2 hours each)	1, 3, 4	<u>KCSD Literacy/Numeracy Day of Learning</u>	n/a
	June 4 3 hours	1,2,3,4,5	Formative Assessment and the KCSD Cycle of Quality Instruction-	n/a
	Feb. 17 3 hours	1, 3, 4	CKLA Extra Boost	n/a
	March 14 3 hours	1, 3, 4	CKLA Extra Boost	n/a
	June 5	1,2,3,4,5	Performance Matters and	n/a

	2 hours		Schoology-Expectations for usage and Running reports	
	Sept. 18 2 hours	1,2,3,4,5	SAMR, 1: 1 Training (Required New Teachers, refresher all others)-	n/a
	9/12/24 11/7/24 2/6/25 3 hours	1,2,3,4,5	SEB For Elementary Teachers	n/a
	Sept. 24, Nov. 26, Jan. 28, March 25 6 hours total	1,2,3,4,5	RR Vertical Alignment Math, ELA, Sci/SS	Admin, General education and Special Education teachers
	August 5 6 hours	1,2,3,4,5	Required-New Teacher Training	n/a
	July 14-16 12 hours available	1,2,3,4,5	Behavior Institute	Presenters at Behavior Institute
	September November January 3 hours	1,2,3,4,5	Instructional Technology in the Classroom	Teachers, Administrators
	August 6 4 hours	1,2,3,4,5	Integrating KCAS into the Special Area Classrooms	Administrators, Literacy Leads, Teachers

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
State Results in Reading and Math; Science, SS, Writing; English Learners Progress; Achievement Gap; Ky Impact Survey	Closing the Achievement Gap - Ongoing analysis of data to determine progress and mastery for our students with special needs and our EL student population. Data analysis around IEP goals and special education progress data will continue to be refined to ensure current special education supports are aligned with needs. Ongoing collaboration between EL staff and homeroom teachers will occur to share effective strategies and strengthen connection between classroom core and EL resource instruction. Training and ongoing	EL Teachers/Staff, Administrators, Teachers MTSS Progress Monitoring Data, MAP, KSA, IEP Progress Data, PSP implementation, ACCESS Data, Formative and Common Assessment Data, Instructional Walk data

	support will be provided on effective co-teaching strategies and structures. This will take place through our PLCs, Staff Meetings, and Core Teams. Time during teacher equivalency days will also be dedicated to collaboration between regular education and special education teachers and regular education teachers and EL teachers. We will train all teachers on equivalency days to understand the WIDA standards and how they tie to their students ACCESS scores to improve instruction in the classroom. Special Education teachers will work with co-teachers to understand IEP goals and objectives and will create and share behavior charts to begin the year with a plan in place. We will also train all Kindergarten staff on Brigrance for new and returning staff to use as part of data analysis.	<u>KCSD Professional Landing Page</u>
State Results in Reading and Math; Science, SS, Writing; Achievement Gap; KY Impact Survey	<u>Weekly-Common Formative Assessment analysis</u> -We will continue the work that we will provide during PD day #2 to analyze data, evaluate the effectiveness of the Common formative assessment, and discuss adjustments to instruction based on this data. Teachers will use backward design planning model to plan for lessons and formative common assessments that will lead to increased proficiency for students in reading, math, science, and social studies. (Attach CFA Schedule Here)	Administrators, Teachers <u>KCSD Professional Landing Page</u> MTSS Progress Monitoring Data, MAP, KSA, IEP Progress Data, PSP implementation, ACCESS Data, Formative and Common Assessment Data, Instructional Walk data
State Results in Reading and Math; Science, SS, Writing; English Learners Progress; Achievement Gap; KY Impact Survey	<u>Weekly Data Analysis-Common Assessments</u> Teachers and administrators collaborate in weekly PLCs to analyze summative data and determine progress in reading and math. We will continue to strengthen this work in the 24-25 school year in order to increase proficiency in all areas. Teachers will continue to utilize Performance Matters to analyze summative data weekly (as needed for CAs). Teachers will work together in teams to discuss data and necessary instructional adjustments.	Administrators, Teachers Formative and Common Assessment Data, Instructional Walk data <u>KCSD Professional Landing Page</u>

State Results in Reading and Math; Science, SS, Writing; English Learners Progress; Achievement Gap	<u>PLC's</u> Weekly PLC's will focus on common formative assessment data analysis and creation, common assessment data analysis, lesson planning using the backward design for all content areas, sharing instructional strategies aligned with Cycle of Quality Instruction, collaborative work aligning with school mission, MTSS data analysis around student data and effectiveness of interventions, lesson planning and curriculum work around Amplify reading program with Primary/Intermediate Literacy Leads/Admin/Consultants, continued science of reading PD. We will also be leading ongoing PD on the use of the SS TCM resource, IXL, UFLI, and incorporating the Science of Reading.	<u>KCSD</u> <u>Professional Landing Page</u> school administrators, curriculum consultants, literacy team leads, interventionists, instructional walk data TCM resources-SS Science Of Reading Lead Teachers IXL UFLI
State Results in Reading and Math; Science, SS, Writing; English Learners Progress; Achievement Gap; KY Impact Survey	<u>Technology</u> - Utilize our Instructional Technology Coach to provide ongoing training and tools to support technology implementation in the classroom to enhance student learning and achievement. We will utilize the KCSD created session 'using technology to more efficiently get products/adjust instruction' to help guide this work. Continued work with the SAMR model and 1:1 training will occur. Ongoing support will be provided through monthly staff meetings to further develop our use of Schoology and Performance Matters .	Administrators, Teachers, ITC <u>KCSD</u> <u>Professional Landing Page</u> Instructional Walk data
State Results in Reading and Math; Science, SS, Writing; English Learners Progress; Achievement Gap; Quality of School Climate;	<u>MTSS and Differentiation</u> - Ongoing analysis of student intervention data to determine student needs and successes. Both KCSD sessions, Progression Charts and Data Collection & Progress Monitoring, will be used to help guide this work. Intervention staff will continue work with creating intervention screeners and refining our menu of intervention programs to ensure we are using effective programming. Student progress data will be analyzed during MTSS data checks to help determine if programs are being effective. Progress trend data will be analyzed over time (for intervention programs) to assist with making decisions about effective programming. A master schedule will be created and implemented to support all teachers teaching Tier 1, 2, and 3 fluidly and interchanging as dictated by core and intervention data. Time during teacher equivalency days will also be dedicated to train teachers on using interventions effectively. We will	Administrators, Teachers MTSS Progress Monitoring Data, MAP, KSA, IEP Progress Data, PSP implementation, ACCESS Data, Formative and Common Assessment Data, Instructional Walk data <u>KCSD</u> <u>Professional Landing Page</u>

	<p>focus on technology programs and how they should be utilized and monitored during MTSS Intervention time for students who are Tier 1. Round 1 Progress Checks-Oct. 21-25th, Round 2-Jan. 13-17, Round 3-March 17-21 and Round 4 week of May 5th</p> <p>(Please attach RR MTSS Progress Check Here)</p>	
<p>State Results in Reading and Math; Science, SS, Writing; English Learners Progress; Achievement Gap; Quality of School Climate; Kentucky Impact Survey</p>	<p>Behavior Interventions and PBIS - Ongoing analysis and conversations around effectiveness of behavior interventions as they relate to PBIS, mental health, SEB, and overall school safety. Both KCSD sessions on Trauma will be used to guide this work in addition to the training we have received on Restorative Practices. We will train teachers on the new system for tracking and monitoring behavior in class (Dojo) as well as recalibrating to align expectations to all classrooms. during Teacher Equivalency days. We will devote 1 PLC every 6 weeks to behavior management strategies, analyzing the data from classroom dojo, and discussions about specific student behavior to continue work presented at summer PD and apply to real-world situations happening in the classroom.</p>	<p>Administrators, Teachers</p> <p>MTSS Progress Monitoring Data, SEB Early Warning Tool, Dojo points, Instructional Walk data, Restorative Practices Lead</p>

D. IMPLEMENTATION AND IMPACT

Ongoing, weekly, systematic review of data including, but not limited to KSA, MAP, CBAS Pillars, Attendance, Behavior, Common Assessments, Common Formative Assessments, Special Education progress data, and instructional walk data will help determine effectiveness of strategies and needed adjustments. Teacher feedback and input from professional development reflections, PLC work, committee work, team meetings, and professional growth plans will be used to consistently reflect on implementation and progress of the work we are doing. All of this data and work will help teachers inform and improve classroom instruction on a weekly basis to guide instruction and make adjustments to instruction in real time. SBDM council will review student achievement data and school improvement planning monthly to monitor overall progress and make recommendations for improvement. Weekly administrative meetings will take place to discuss and reflect upon student data and instructional trends from instructional walks. All staff will complete an individual PD plan by June 1, 2024 which will be reviewed with a school administrator.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	0062121-0120-310K	25%
Certified Extra Service	0062121-0120-310K	5%
Educational Consultant	n/a	0%
Registrations	0062121-0338-310K	10%
General Supplies/Professional Books	0061118-0610-7000	40%
Food	0061118-0616-7000	10%
Travel In District	n/a	0%
Travel Out of District	0062121-0580-310K	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:

Team Lead Meeting- 2/16/24 and 3/1/24-they took to teams after 2/16/24 and brought back ideas on 3/1/24

CKLA Survey-Feb. 2024

MTSS T1 Core Team Meeting-2/29/24 (Technology input)

SBDM Council Meeting April 16, 2024

Ryland Heights 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.):

The needs assessment process for identifying professional learning at Ryland Heights Elementary involves analyzing administrative classroom walk data, teacher input and surveys, Professional Practices Growth Plans, SEB/Behavior data, MTSS intervention progress data and assessment data (Common Assessments, MAP and weekly formative assessments). On the 2022-23 KSA, 68% of students scored proficient in reading and 62% scored proficient in math. Ryland Heights teachers utilize Performance Matters to analyze student mastery of standards on a weekly basis on weekly formative assessments, common assessments, MAP data and intervention data. Teachers and staff consistently participate in differentiated job-embedded professional development throughout the school year and are provided the opportunity to give input into their professional development opportunities every month.

Through PLCs and job-embedded PD, as well as, scheduled and flexible PD during the 2023-24 school year, next steps for the 2024-25 school year were determined with input from administration, teachers, SBDM members, and district consultants. Administrators and teacher discussions following weekly PLCs also contributed to the next steps that are needed to improve student achievement. Primary areas of focus for professional development in 2024-25 will be improving and strengthening effective reading and math strategies and usage of resources across all tiers. Ryland Heights staff will continue to use the Multi-Tiered System of Support beginning with content specific best practices, standard deconstruction, and creating question banks for weekly assessments in the areas of Math, Reading, Writing, Science, and Social Studies to strengthen Tier I instruction. Strengthening Tier I reading and math continues to be a priority as the goal is for all students to be Transition Ready. At this time, 72.22% of 5th grade students are Transition Ready and 56.94% of fourth grade students are transition ready. Another goal of strengthening Tier I instruction is also to minimize the number of students needing layered interventions. At this time, 15.2% of students receive a reading intervention and 9.3% of students receive a math intervention. Teachers need continued professional learning to increase the effectiveness of all tiered interventions ensuring the interventions are implemented with fidelity and appropriate data probes used to track data. In addition, special educators will continue improving knowledge of specially designed instruction to improve proficiency of students with disabilities. On the 2022-23 KSA, 36% of students with disabilities scored proficient in reading and 22% of students with disabilities scored proficient in math.

Teachers will continue job embedded learning on quality instruction within the Cycle of Instruction (engaging tasks, eliciting responses from all students, collaborative learning, and formatively assessing to adjust instruction), and personalized learning to ensure all students reach proficiency. While we have seen improvement in a majority of student populations, we want to ensure all teachers will have opportunities to enhance instructional practices related to improving the Quality Cycle of Instruction throughout the school year. The plan developed is aligned to the Ryland Heights Elementary CSIP and has been approved by the SBDM Council.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 13, 2024 6 hours	May 30th 12:30-3:30 3 hours	Proficiency, Gap	K-3 Math (K-3 Teachers - One Grade Level Rep from each school)	N/A
	May 30th 8:30-11:30 3 hours	Proficiency, Gap	Required 4th and 5th Grade math teachers	N/A
	June 4th TBA 3 hours	Proficiency, Gap, Separate Academic Indicator	<u>Formative Assessment and the KCSD Cycle of Quality Instruction</u>	N/A
	June 5th 8:30-10:30 2 hours	Proficiency, Gap	Performance Matters and Schoology	N/A
	June 10th, 11th, 12th, 17th, 18th, 19th July 10th, 15th, 16th, 17th 8:30-3:30 6 hours	School Climate & Safety, Gap	SCM Refresher Training is designed to assist staff who have previously completed the initial 12 hour training.	N/A

	<p>July 8th & 9th July 22nd & 23rd 8:30-3:30 12 hours</p>	School Climate & Safety, Gap	<p>SCM Initial Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school.</p>	N/A
	<p>July 25th 8:30-3:30 6 hours</p>	Proficiency, Gap	<p><u>CKLA Launch: K-2</u> Teachers NEW to CKLA implementation in K-2</p>	N/A
	<p>July 25th 8:30-3:30 6 hours</p>	Proficiency, Gap	<p><u>CKLA Launch: 3-5</u> Teachers NEW to CKLA implementation in 3-5</p>	N/A
	<p>July 29th 8:00-11:00 3 hours</p>	Proficiency, Gap	<p>Read 180/System 44 Returning implementers</p>	N/A
	<p>July 30th 1-2 hour sessions (up to 6 hours)</p>	Proficiency, Gap	<p><u>KCSD Literacy/Numeracy Day of Learning</u></p>	N/A
	<p>July 31st or August 7th 9:00-1:00 4 hours</p>	Proficiency, Gap, Separate Academic Indicator	<p>All SPED Training</p>	N/A
	<p>July 31st 12:30-3:30 3 hours</p>	Proficiency, Gap, Separate Academic Indicator	<p><u>Science of Reading for Beginners</u> Anyone in the KCSD</p>	N/A

	July 31st 8:30-11:30 3 hours	Proficiency, Gap, Separate Academic Indicator	KCSD K-5 Literacy Leaders	N/A
	August 1st 6 hours	Proficiency, Gap, Separate Academic Indicator, School Climate & Safety, Impact	Dr. Webb Keynote & EdCamp All Staff	N/A
	August 2nd 8:00-3:00 6 hours	Proficiency, Gap, Separate Academic Indicator	Elementary: Project Lead the Way LAUNCH Teachers	N/A
	August 5th K-2 8:30-11:30 3-5 12:30-3:30 3 hours	Separate Academic Indicator	Elementary Social Studies (1 SS teacher from each grade level)	N/A
	August 7th K-2 8:30-11:30 3-5 12:30-3:30	Separate Academic Indicator	Elementary Science (1 Science teacher from each grade level)	N/A
	August 9th 12:00-3:00 & August 12th 9:00-3:00 6 hours	Proficiency, Gap, Separate Academic Indicator, School Climate & Safety, Impact	Special Education Instructional Assistants Bootcamp (All SPED IAs)	N/A
PD Day # 2 - November	August 17th & 24th or September 14th & 21st	Climate & Safety, Gap	SCM Initial Comprehensive 12 hour training program focused on preventing and managing crisis events and	N/A

r 27, 2024 6 hours	8:30-3:30 12 hours		improving safety in school	
	September 4th 4:00-6:00 2 hours	Proficiency, Gap	Preschool - Intentional Planning for Repeated Readings in the Preschool Classroom	N/A
	September 12th & November 7th & February 6th 4:00-5:00 3 hours	Climate & Safety, Gap	SEB for Elementary Teachers (Elementary Teachers & IAs)	<u>Virtual</u>
	September 18th 4:00-6:00 2 hours	Proficiency, Gap, Separate Academic Indicator	SAMR 1:1 Training (K-12 Teachers new to KCSD; or anyone who would like a refresher)	N/A
	September 26th 4:00-5:00 October 17th 4:00-5:00 November 14th 4:00-5:00 3 hours	Proficiency, Gap, Separate Academic Indicator, School Climate & Safety	School Connectedness (Teachers & IAs - Optional)	<u>Elementary Virtual Link</u>
PD Day #3 - February 17, 2025 6 hours	K - December 4th 1st - November 6th 2nd - December 10th	Proficiency, Gap	CKLA Boost (K-5 - Required)	N/A

	3rd - November 12th 4th - October 10th 5th - October 28th 4:15-6:15 2 hours January 22nd 4:00-6:00 2 hours August 6th 3 hours February 17th 1:00-4:00 3 hours	 Proficiency, Gap Proficiency, Gap Proficiency, Gap	 Intentional Planning for Phonological Awareness & Writing (PreK Teachers) Team Planning for scheduling, design & implementation of Amplify literacy CKLA Extra Boost 1 (K-5 - Optional)	 N/A Administration & PLC Teams N/A
PD Day #4 - March 14, 2025 6 hours	June 2024 6 hours TBD March 14th 8:30-11:30 3 hours September 19th November 21st January 30th March 20th 4:00-6:00 8 hours September 24th November 5th	Proficiency, Gap, Separate Academic Indicator, School Climate & Safety, Impact Proficiency, Gap Proficiency, Gap, Separate Academic Indicator 	Educator Summit - Virtual Professional Development K-2 Teachers CKLA Extra Boost 2 (K-5 - Optional) EL Best Practices (All Teachers - Optional) New Teacher - Special Education	Administration & K-2 Teachers N/A N/A

	January 23rd February 20th April 1st 4:00-5:00 5 hours	Proficiency, Gap, Separate Academic Indicator, School Climate & Safety, Impact	Cohort (SPED teachers who are new to KCSD or have less than 3 years experience)	N/A
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C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Proficiency, Gap, Separate Academic Indicator, Impact	Data analysis conducted biweekly during PLC and MTSS meetings. Analysis of student work samples, progress monitoring data and assessment data to determine next steps for students. Discussion of strategies and programs to use with students.	Administrative Team, Assessment measures, Teachers
Proficiency, Gap, Separate Academic Indicator, School Climate & Safety, Impact	<p>Tier I Support:</p> <p>Continued job-embedded training in the areas of knowledge and deconstructing standards being taught, social/emotional and behavior best practices and also effective integration of technology & software. This occurs during PLCs and Faculty Meeting sessions.</p> <p>Additional professional development opportunities will be provided through strategies and information brought back from instructional leadership, literacy leader meetings and special education lead meetings.</p> <p>Additional Tier I Literacy support and development provided during Faculty Meeting sessions.</p> <p>Monthly staff meetings will have sessions planned and designed from instructional walk data.</p> <p>Additional PLCs on the new Social Studies Curriculum throughout the school year to build teacher capacity and monitor fidelity and effectiveness of the program.</p>	<p>Administration & Teachers</p> <p>Primary & Intermediate Literacy Leads</p> <p><u>KCSD Professional Development Landing Page</u></p>

	(Attach PLC schedule here)	
Proficiency, Gap, Separate Academic Indicator, School Climate & Safety, Impact	<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>(Attach Ryland MTSS Progress Check Schedule)</p>	Standards, Lesson plans, Tiered intervention programs for math and reading. This includes the use intervention data and Cycle of Quality Instruction
Proficiency, Gap, Separate Academic Indicator, Impact	Ongoing training on the PPR document and the district evaluation cycle.	<p>Administrative Team</p> <p>Approved evaluation documents, Cycle of quality instruction, instructional videos</p>
Proficiency, Gap	<p>Development and establishment of a Common Formative Assessment (CFA) Process. Following the analysis of grade level curriculum maps, grade level teams will backward map a CFA schedule for alignment to standards. Grade level teams will collaborate to create CFAs that are both rigorous and aligned to the appropriate standards. All teachers and grade levels will adhere to the Balanced Assessment expectations and protocols for assessment administration. Following administration of CFAs, grade level data analysis will occur in PLCs to guide instructional adjustments and spiral reviews. This work will be initiated during teacher equivalency days in August and continue throughout the school year.</p> <p>(Attach CFA Schedule Here)</p>	Administrative Team, Assessment measures, Teachers
Proficiency, Gap, Separate Academic Indicator, Impact	<p>Training on technology platforms(Performance Matters and Schoology) and supports. Learning to use technology to enhance instruction in the classroom. Work with technology standards to ensure students have knowledge of technology skills needed in the 21st Century. This includes personalized learning. Which allows students to take ownership of their work.</p>	<p>District Consultants, Technology Committee, Administration Team, Lead Teachers, ITC</p> <p><u>KCSD Professional Development Landing Page</u></p>

Proficiency, Gap, Separate Academic Indicator, School Climate & Safety, Impact	<p>SEB/MTSS Behavioral Supports, Safety</p> <p>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.</p> <p>School Safety training and updates, as needed.</p> <p>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.</p>	<p>Administrative team, SEB data from MTSS & Terrace Metrics, Behavior Referrals, School Counselor, District consultants</p> <p>SRO & Administration</p> <p><u>KCSD Professional Development Landing Page</u></p>
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D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the school year:

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

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

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

Monthly staff meetings and grade level PLC meetings: Learning walk data trend data and student assessment data will be analyzed at weekly administrative meetings to identify development needs to positively impact classroom instruction.

Staff Feedback: After each staff meeting, Impact Survey and annual survey

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

Professional development yearly.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

Type of Expenditure	Munis code	Percentage of Your Budget
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Certified Substitutes (for both on and off –site Professional Learning)	0120 D	60%
Certified Extra Service	0113	
Educational Consultant	0322	
Registrations	0338	10%
General Supplies/Professional Books	0610	20%
Food	0616	
Travel In District	0581	
Travel Out of District	0580	10%
Total of your budget		100%

Please use the following coding structure for PD funds:

Org - SCH1118 (Org for 7000)

Object – use code from above

Project – 7000, ARP, Title (Use codes from finance)

**F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY
PERSONS AFFECTED BY THIS PD PLAN: Staff Survey - monthly
faculty meetings; PLC 3/20; SBDM TBD**