

Taylor Mill 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.):

Data analyzed that informed the professional development needs include KSA data, MAP, Brigance data, Dibels data, Reading Inventory/Reading Foundational data, instructional walkthrough observations, and Impact Survey results. When looking at our Common Assessment data as a school, 72% of students were meeting benchmark in Math while 74% of students were meeting the benchmark in Reading. Students in grades K-3 took the Reading Foundational Skills diagnostic in the fall and in the winter and as of the winter diagnostic, 58% of K-3 graders are meeting proficiency on this assessment. On the winter Reading Inventory diagnostic, 79% of 4th and 5th graders were meeting proficiency. As of March 2024, 57% of 5th grade students had met the transition readiness criteria as set by the district of 100% of students being transition-ready. The 2023 KSA data reflected both math and reading as areas of growth with an average reading proficiency of 58% and average math proficiency of 61%. This analysis is a collaborative process throughout the school year and led to continual adjustments in job-embedded needs. Through PLCs and job-embedded PD, as well as scheduled and flexible PD during the 23-24 school year, next steps for 24-25 were determined with input from administration, teachers, task groups, and SBDM members. Weekly analysis of common formative assessment, district common assessment data, and MTSS progress monitoring data allowed us to identify areas of teacher needs in terms of specific instructional strategies. Our team has reflected on the data and has placed Reading as a priority for professional development needs in all grade levels. With the implementation of a new reading core curriculum this year, teachers need time together to continue to learn the program and resources, as well as to create common formative assessments. We continue our focus on data analysis and informing both core instruction as well as interventions necessary to support student success.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 13, 2024 6 hours	8/6/24	State Assessment Proficiency, Achievement Gaps	TME Common Formative Assessment Work Day Grades K-5th All Subjects - Required all K-5 teachers and special education teachers (6 hrs)	TME Admin, Teachers, Common Assessments, Timelines, TME Balanced Assessment Calendar, Performance Matters
	8/9/24 or 8/12/24		SPED IA Bootcamp (6 hrs)	N/A
	8/9/24		Preschool Paras (3 hrs)	N/A
	8/2/24		PLTW Launch Updates (6 hrs)	N/A
	Various dates TBD		Special Area Teachers (Music/PE/Art)- (6-24 hrs)	N/A
	Various dates		IMSE Comprehension Training (interventionists)	IMSE
	Various dates		NKCES - Instructional Assistants (hours vary)	NKCES online trainings
PD Day # 2 - November 27, 2024 6 hours	7/30/24	State Assessment Proficiency, Achievement Gaps	KCSD Literacy and Numeracy Day (1-6 hrs)	N/A
	Choose 1 pair of dates: 7/8/24 and 7/9/24 or 7/22/24 and 7/23/24 or 8/17/24 and 8/24/24 or	Quality of School Climate and Safety	Safe Crisis Management - Initial Preschool, MSD, LBD, IAs (12 hrs)	N/A

	9/14/24 and 9/21/24			
	Choose 1 Day: 6/10/24 6/11/24 6/12/24 6/18/24 6/19/24 7/10/24 7/15/24 7/16/24 7/17/24	Quality of School Climate and Safety	Safe Crisis Management - Refresher Preschool, MSD, LBD, IAs (6 hrs)	N/A
	7/31/24	State Assessment	Science of Reading for Beginners (3 hrs)	N/A
	7/25/24	Proficiency, Achieveme nt Gaps	CKLA Launch - New 3rd-5th grade teachers (6 hrs)	N/A
	7/25/24		CKLA Launch - New K-2nd grade teachers (6 hrs)	N/A
	6/20/24		Kentucky Reads to Succeed Summer Conference - Lexington	KDE Office of Teaching and Learning, Division of Early Literacy
PD Day #3 - February 17, 2025 6 hours	Kinder 12/4/24 1st 11/6/24 2nd 12/10/24 3rd 11/12/24 4th 10/10/24 5th 10/28/24	State Assessment Proficiency, Achieveme nt Gaps	CKLA Boost (2 hrs)	N/A
	5/30/24		District Math PD - 1 grade level math representative K-3rd, Required for 4th and 5th grade math teachers (3 hrs)	N/A
	8/5/24		District Social Studies PD - 1 grade level representative K-5 (3 hrs)	N/A
	8/7/24		District Science PD - 1 grade level representative K-5 (3 hrs)	N/A

	8/24	Quality of School Climate and Safety	Restorative Practices - Hacking Classroom Management Book Study (2 hours reading, 2 hour planning on 8/ /24 for 4 hrs total)	TME Admin Team, Restorative Practice school lead
	2/17/24 3/14/25	State Assessment	CKLA Extra Boost (3 hrs each)	N/A
	7/31/24	Proficiency, Achievement Gaps	KCSD Literacy Leads (3 hrs total)	N/A
	10/22/24		All SPED training Elementary (2 hrs)	N/A
	9/4/24 or 1/22/25		Preschool Intentional Planning for Repeated Reading (2 hrs)	N/A
	7/31/24 or 8/7/24		All SPED Training (4 hrs)	N/A
	Various Dates		KCSD Professional Learning Landing Page (Various hours)	KCSD Landing Page
PD Day #4 - March 14, 2025 6 hours	8/1/24	State Assessment Proficiency, Achievement Gaps	KCSD Edcamp (5 hrs)	N/A
	8/1/24		Dr. Webb Keynote Address (1 hr)	N/A
	March 2025 (Date TBD)		NKY Edcamp (3 hrs)	N/A
	Attend all dates: 9/24/24 11/5/24 1/23/24 2/20/24 4/1/24		SPED Cohort for new or teachers with less than 3 years experience (5 hrs total)	N/A
	6/4/24		Formative Assessment and KCSD Cycle of Quality Instruction (3 hrs)	N/A
	6/5/24		Performance Matters and Schoology - required for anyone who hasn't had this training (2 hrs)	N/A
	9/18/24		SAMR 1:1 training - required for anyone who hasn't had this training (2 hrs)	N/A
	9/12/24 11/3/24 2/26/25		SEB for Elementary Teachers - virtual (3 hrs total)	N/A

	8/5/24		KCSD New Teacher Training (3 hrs)	N/A
	8/5/24		New to TME training (3 hrs)	Taylor Mill Admin team
	8/8/24	Quality of School Climate and Safety	Medication Training (3hrs)	N/A
	7/10/24 7/19/24 7/24/24 8/6/24	Quality of School Climate and Safety	CPR training	N/A
	Various Dates	State Assessment	IXL training - eLearning (1-6 hrs)	IXL online training
	Various Dates	Proficiency, Achievement Gaps	The Writing Revolution (RTA grant required PD) - book study and virtual training (hrs vary) Heggerty Writing Intervention training (hrs vary)	Taylor Mill Admin team, Interventionists, Literacy Leads

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Proficiency, Separate Academic Indicators Achievement Gaps	IOU professional learning (monthly faculty learning) and Task Groups- CSIP Strategy Implementations, data analysis (District Common Assessment, Common Formative Assessment, Universal Screeners, Diagnostics) Instructional Strategies around the Cycle of Quality Instruction. Continued Science of Reading PD, lesson planning and curriculum work around reading program and writing instruction with Primary/Intermediate LiteracyLeads/Interventionists/Admin/Consultants during IOU time	School Administrators, District Curriculum Consultant, <u>KCSD Professional Landing Page</u> Literacy Leads, Interventionists
Proficiency, Separate Academic Indicators Achievement Gaps, Growth	PLCs – Lesson planning and curriculum work around new reading program. Analyzing student work, sharing instructional strategies aligned with Cycle of Quality Instruction, collaborative work aligning with school mission, formative assessment creation and analysis, data analysis on various assessments (District Common Assessments, Common Formative Assessments,	School Administrators, District Curriculum Consultant, school level Instructional Technology Coach, Literacy Leads

	<p>Universal Screeners, Diagnostics), technology support around Learning Management System, including MTSS data system and instructional strategies to support instruction. Science of Reading PD, lesson planning and curriculum work around new reading program with Primary/Intermediate Literacy Leads/Admin/Consultants and the new SS TCM curriculum during PLC time. MTSS instructional support, data analysis and MTSS PLCs for Progress Checks throughout the year (based off of the district schedule):</p> <p>08/26/2024-10/25/2024 10/28/2024-01/17/2025 01/20/2025-03/21/2025 03/24/25-05/16/2025</p> <p>Data PLCs on Thursdays for analysis of common formative assessments and district common assessments (schedule of specific data to be discussed to be created in conjunction with 8/6/24 CFA professional development day).</p>	
Proficiency, Separate Academic Indicators Achievement Gaps, Growths, School Culture and Climate	PBIS, Social Emotional Learning, Mental Health and School Safety topics like Restorative Practices covered during PLCs, IOUs (faculty meetings), and task group meetings	School Administrators, District Curriculum Consultant, KCSD Professional Learning Page, Restorative Practices Lead
Proficiency, Separate Academic Indicators Achievement Gaps, Growths	<p>On going Curriculum & Assessment Alignment to Standards</p> <p>- Core and MTSS Instructional Strategies, technology implementation and strategies, Cycle of Quality Instruction</p>	School Administrators, District Curriculum Consultant

D. IMPLEMENTATION AND IMPACT

We will monitor the implementation and impact based upon several data points including staff surveys, learning walks, review of student work, and staff PD reflections. We will

also analyze student data included above to determine impact. Staff members receive updates on student data through weekly newsletters, monthly IOU staff meetings, and weekly PLC meetings as data is available in real time. Updates will be provided to SBDM monthly. All staff will complete an individual PD plan by June 1, 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)	0120 D	20%
Certified Extra Service	0113	
Educational Consultant	0322	15%
Registrations	0338	25%
General Supplies/Professional Books	0610	30%
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:

Teacher Voice March 13 and 20, 2024

MTSS Team March 18, 2024

Teacher PLCs Week of March 18th-22nd, 2024

Special Education Team PLC March 21, 2024

SBDM Meeting April 22, 2024

White's Tower Elementary School

24-25 Professional Development Summary

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- Attendance Rate 96.25%

CBAS Pillars

- Safety and Well- Being
- Student Learning and Progress
- Student Readiness
- Student, Family, & Community Engagement
- World Class Staff
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A. DATA COLLECTION/ NEEDS ASSESSMENT

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

White's Tower Elementary analyzes the following data to determine professional development needs: KSA, Reading Inventory, Formative Assessments, Common Assessments, Intervention data, behavior referral data, attendance data and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs. White's Tower Elementary uses this data throughout the school year to plan for required Professional Development (PD) hours and job-embedded PD. Professional Learning (PD) was also identified for the 2023-2024 school year through feedback obtained from stake-holders. This took place at PLC meetings, Lead Teacher meetings and SBDM Council meetings. During PLC meetings, we discuss our weekly Friday assessment data as well as district common assessment data. We review individual student progress towards mastery of a standard and implement a plan to attack the deficiencies. Sometimes that looks like re-teaching, flashbacks and flexible grouping for specific skills that are cause for concern. Also, during PLCs, we identify trends seen through our PPR Walks and design specific professional development to address any deficiencies or to highlight individual teacher instruction. Some concerns are: From 2022 - 2023, WTE was a decrease of proficient and distinguished scores in the following areas of students with disabilities: Math decrease 11% P/D, Reading decrease 3% P/D, & Combined writing decrease 8% P/D. Looking at specific grade level academic concerns, 3rd grade reading decreased 19% P/D from 22 - 23. The numbers of behavior referrals increased from 125 in 21-22 to 162 in 22-23. Looking at current 23-24 school-year math common assessment averages, in September all students scored 86.75% P/D compared to in February scored 84.14% P/D. Also the reading common assessment averages in September were 82.75% P/D, compared to 73.73% in February. We will continue to monitor tier 1 instruction. Current academic state data according to KSA 2022-2023 scores by P/D percentages: Reading 58% (= to district), Math 60% (+1% to district), Science 48% (+1% to district), Combined Writing 50% (- 9% to district), and Social Studies 51% (= to district). Free & Reduced combined reading and math P/D is 47.5% compared to the district at 44.5%. Current non-academic state data according to KSA 2022-2023 survey results, the Indicator Score Overall in Quality of School Climate and Safety was a score of 96.3, which is high blue.

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
			<input type="checkbox"/> KCSD PD Catalog 24-25	
PD Day # 1 - August 13, 2024 6 hours	May 30, 2024 K-3 one grade level representative 3 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	K - 3 Math	NA
	May 30, 2024 Required 4th & 5th grade math teachers 3 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	4th & 5th Grade Math	NA
	June 4, 2024 P-12 Educators or administrators 3 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	Formative Assessment and the KCSD Cycle of Quality Instruction	NA
	June 5, 2024 8:30 - 10:30 3 hours Teachers & Administrators	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	Performance Matters and Schoology	NA
	July 8,9,22,&23 SCM Core Team New Member 2 Days 8:30-3:30 12 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	SCM Initial	NA
	June 10,11,12,17,18,&19 Or July 10,15,16, &17 SCM Core	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	SCM Refresher	NA

	Team & Sped Staff 8:30-3:30 6 hours			
	July 25, 2024 8:30-3:30 K-2 Teachers new to CKLA 6 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	CKLA Launch: K - 2	NA
	July 25, 2024 8:30-3:30 3 - 5 Teachers new to CKLA 6 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	CKLA Launch: 3 - 5	NA
	July 30, 2024 1-2 hr.sessions , opportunity for 6 hrs. P-12 educators	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	KCSD Literacy/Numeracy Day of Learning	NA
	July 30, 2024 Preschool teachers w/ admin invite 2 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	Introduction to LETRS in the Preschool Classroom	NA
	July 30, 2024 PreK, K P of C, Sped K w/ admin invite 2 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	Bridging P to K	NA
	July 31, 2024 LBD teachers, Related Services 9:00-1:00 4 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	All Sped Training	NA
	July 31, 2024 Anyone in the KCSD 12:30-3:30 3 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	Science of Reading for Beginners	NA

PD Day # 2 - November 27, 2024 6 hours	July 31, 2024 8:30-11:30 K-5 Literacy Leaders 3 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	KSCD K-5 Literacy Leaders	NA
	Aug. 1, 2024 All Staff 6 hrs total (determined at school level)	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	Dr. Webb Keynote and EdCamp Team Kenton	NA
	Aug. 2, 2024 Elementary PLTW 6 hours 8:00-3:00	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	Elementary: Project Lead the Way LAUNCH Teachers Update	PLTW Trainers Caywood
	Aug. 5, 2024 New Teachers to KCSD Required 6 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	New Teacher Training (3 hours District Training & 3 hours School Training)	NA
	Aug. 5, 2024 1 SS teacher from each grade level 3 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	Elementary Social Studies (K-2 8:30-11:30 & 3-5 12:30-3:30)	NA
	Aug. 7, 2024 1 science teacher from each grade level 3 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	Elementary Science (K-2 8:30-11:30 & 3-5 12:30-3:30)	NA
	Aug. 7, 2024 4 hours 9:00-1:00 All Sped	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	All Sped Training (LBD Teachers, Related services, Pre-K Teachers, Unit Teachers, Psychs) * Required	District SPED Dept SVA
	Aug. 9, 2024 4 Preschool Paraeducators 3 hours 8:30-11:30	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	Paraeducators in the Preschool Classroom	NA

	Aug.9 & 12,2024 All Sped IAs 6 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	Special Education Instructional Assistants Bootcamp (Aug.9th: 12:00-3:00 & Aug.12th: 9:00-3:00)	District SPED Dept. SVA
PD Day #3 - February 17, 2025 6 hours	Aug 17&24 or Sept.14&21 1 SCM Core Team 8:30-3:30	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	SCM Initial (SCM Core Team Members)	SCM Trainers
	Sept.4,2024 teacher w/Admin invite 2 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	Intentional Planning for Repeated Readings in the Preschool Classroom (4:00-6:00)	NA
	Sept.18,2024 SAMR 1:1 2 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	SAMR 1:1 Training (New K-12 teachers to KCSD or anyone who would like a refresher)	NA
	Oct.22,2024 Related Sped Providers 2 hours 4:15-6:15	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	All Sped Training (Related Service Providers, Unit Teachers, Psychs) *Required	District Sped Dept SVA
	Oct.25,2024 Preschool & POC 2 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	Preschool Teacher & POC	TBA
PD Day #4 - March 14, 2025 6 hours	CKLA Boost Sessions 2 hours K - 12/04 4:15 - 6:15 p.m. 1 - 11/06 4:15 - 6:15 p.m. 2 - 12/10 4:15 - 6:15 p.m. 3 - 11/12 4:15 - 6:15 p.m. 4 - 10/10 4:15 - 6:15 p.m.	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	CKLA Boost Sessions K-5th teachers	NA


	5 - 10/28 4:15 - 6:15 p.m.			
	Jan.22,2025 Preschool Teachers 2 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	Intentional Planning for Phonological Awareness and Writing (Preschool teacher w/ admin invite)	NA
	Feb.17,2025 CKLA Extra Boost 1 3 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	CKLA Extra Boost 1 (K-5 teachers)	NA
	March 14,2025 CKLA Extra Boost 2 3 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	CKLA Extra Boost 2 (K-5 teachers)	NA
	OPTION ALS			
	SEB for Elem Teachers & IAs 3 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	SEB for Elementary Teachers 9/12/24 4:00-5:00 11/7/24 4:00-5:00 2/6/25 4:00-5:00	NA <u>Virtual</u>
	School Connected ness Teachers & IAs 3 hours	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	School Connectedness 9/26/24 Part 1 3:00-4:00-secondary 4:00-5:00-elementary 10/17/24 Part 2 3:00-4:00-secondary 4:00-5:00-elementary 11/14/24 Part 3 3:00-4:00-secondary 4:00-5:00-elementary	NA <u>Secondary Virtual Link</u> <u>Elementary Virtual Link</u>
	New Teacher Special Education Cohort	Proficiency Gap, Growth, Separate Academic Indicator & Transition Readiness	New Teacher Sped Cohort (Special Education teachers who are new to the district or have less than 3 years of experience.) September 24th November 5th	District SPED Dept SVA

	New Sped Teachers 5 hours		January 23rd February 20th April 1st 4:00-5:00	
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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, Growth, Transition Goals	Data analysis weekly at PLC and MTSS meetings. Analysis of student work samples, progress monitoring data and assessment data to determine next steps for students. Discuss effectiveness of instruction and determine re-teaching strategies. (Google Test Analysis & Amplify Assessment Data) ■ KCSD Professional Learning Landing Page implement specific strategies for student achievement.	Administration Teachers Sped Lead Teacher Preschool Teachers
Proficiency, Gap, Growth, Transition Goals	MTSS Academic Progress Checks: Instructional strategies, Student progress monitoring, differentiated grouping. During the MTSS meetings, students will be discussed using their data and teacher observations. If needed students will be placed in an intervention group, moved out of RtI or placed in another tiered group. MTSS progressional charts will help guide decision making. (Attach WT MTSS Progress Check Schedule-Here)	Administration Teachers Interventionist <u>Professional Landing Page</u>
Proficiency, Gap, Growth, Transition, Separate Academic Indicator Goals	ITC PLCs to implement technology to enhance student successful understanding of instruction. The technology implementation will enhance student learning and work with technology standards to ensure students have knowledge of technology skills needed in the 21 st Century.	Administration ITC District Consultants <u>Professional Landing Page</u>
Proficiency, Gap, Growth, Transition,	Social Emotional Behavior, Mental Health concerns (School Safety & Climate)- effective practices and observations. We will be doing data	Administration Shelly Boutwell PBIS Committee

Separate Academic Indicator Goals & Impact Survey	collection through observations and surveys and determine next steps for teachers and students in creating a collaborative and effective environment. SEB Data from MTSS reviewed and discussed.	
Proficiency, Gap, Growth, Transition, Separate Academic Indicator Goals	Amplify Fidelity Walks, PPR walks & cycle of quality instruction. Using the data provided by the PPR walks and identifying areas within the cycle of quality instruction, create a learning plan for teachers and staff to enhance instruction and increase student learning. <div>  KCS D Professional Learning Landing Page </div> implement specific strategies for student achievement.	Administration Teachers District Consultants Tina Wartman <u>Professional Landing Page</u>
Proficiency, Gap, Growth, Transition, Separate Academic Indicator Goals	Common Formative Assessment Analysis Teachers will review grade level curriculum maps looking at the weeks common assessments are given. Then, teachers will backward plan making a grade level schedule for the best weeks to give CFAs. Teachers will write CFAs and ensure the assessments are quality and meet the rigor of the standard. The process will begin during 24-25 Equivalency day. Teachers will follow the Balanced Assessment expectations when administering the assessment. Then, teachers will analyze the data and reteach as needed and include questions throughout the year in spiral reviews. (Attach CFA Schedule Here)	Administration Teachers
Proficiency, Gap, Growth, Transition, Separate Academic Indicator Goals	PLCs & Staff meeting priorities and on-going learning. Included in PLCs and Staff meetings will be training and on-going learning throughout the school year. Some areas of specificity will be: TCM Social Studies curriculum training and resource guidance, Literacy Leader data and training, Leadership share outs and Special education lead teacher updates.	Administration Teachers District Consultants

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed: KSA, MAP Diagnostic, Common Assessments, Common Formative assessments, and student work. Adjustments to the job-embedded needs will be made based on this data as well as using instructional walk trend data findings and administrator/teacher discussions on instructional needs. This will guide classroom adjustments on instruction. The SBDM committee will be updated on I & I checks at monthly meetings.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

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

Please use the following coding structure for PD funds:

Org - SCH1118 (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: 3/13/27 & 4/23/24**

Summit View Academy

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.):

Throughout the year, the leadership team has conducted classroom walks and observations to determine monthly instructional trends in all classes. We have also restructured our data analysis process to include weekly opportunities for teachers to work in PLCs to analyze weekly common formative assessments and district Common Assessments to adjust instruction in real-time according to needs. We have also restructured and redesigned our RTI time to include opportunities for students to receive more needs-based interventions in all core content areas. SVA will also continue to make adjustments to our teacher enrichment periods to provide more intervention for students who are not meeting grade level standards.

More specifically, further analysis of Common Assessment data and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs. Our overall reading and math Common Assessment data is as follows:

- **KG Reading Overall PD: 91% P/D (SPED 78%)**
- **KG Math Overall PD: 95% P/D (SPED 97%)**
- **1st Grade Reading Overall PD: 76% P/D (SPED 49%)**
- **1st Grade Math Overall PD: 84% P/D (SPED 58%)**
- **2nd Grade Reading Overall PD: 82% (SPED 32%)**
- **2nd Grade Math Overall PD: 79% P/D (SPED 62%)**
- **3rd Grade Reading Overall PD: 56% P/D (SPED 31%)**
- **3rd Grade Math Overall PD: 72% P/D (SPED 39%)**
- **4th Grade Reading Overall PD: 43% P/D (SPED 17%)**
- **4th Grade Math Overall PD: 58% P/D (SPED 24%)**
- **5th Grade Reading Overall PD: 82% P/D (SPED 56%)**
- **5th Grade Math Overall PD: 78% (SPED 68%)**
- **6th Grade Reading Overall PD: 17% P/D (SPED 0%)**
- **6th Grade Math Overall PD: 51% P/D (SPED 26%)**
- **7th Grade Reading Overall PD: 20% P/D (SPED 5%)**
- **7th Grade Math Overall PD: 51% P/D (SPED 23%)**
- **8th Grade Reading Overall PD: 23% P/D (SPED 6%)**
- **8th Grade Math Overall PD: 38% P/D (SPED 13%)**

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

- Overall Reading PD: 55%
- Overall Math PD: 59%

Behavior Data Collected throughout the 2023-24 School year also indicated a need for more intensive focus on Tier I Classroom Management strategies and behavior supports:

- Total Behavior Referrals: 657
- Total Number of Suspensions: 378
- Total Number of Out of School Suspensions: 155
- Total Number of In School Suspensions: 223
- Total Number of Discipline Referrals FRAM: 171 (26% of total)
- Total Number of Discipline Referrals Special Ed.: 51 (7% of total)

The Needs assessment process for identifying professional development, as well as analysis of the data above shows that we need to further address our students' overall reading and math growth, with continued focus on reading and math needs based instruction/interventions for those scoring in Novice and Apprentice in these subjects. Teachers also need structures in how to analyze common formative/summative assessment data to make real-time adjustments in instruction in a systematic fashion to raise student achievement. Additionally, we need to provide professional development in the creation and implementation of appropriate RTI responses to that data, and strengthening instruction as related to parts 2 & 4 of the Cycle of Quality Instruction. The school also needs to address the rise in suspension and referral rates through the use of a behavior interventionist and SEL/PBIS strategies.

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	8/6/24 *Required	Goals 1 & 2 Academic Proficiency	<p>ALL STAFF - 6 HOURS - Teachers will collaborate with grade level peers to refine the Balanced Assessment system in all content areas. This work will build on the training provided in January/February to all staff members on the process of meeting the level of the standard with student tasks/products.</p> <p>During this time, teacher teams will review their assessment calendar for District and School Common assessments, ensure school level assessments meet the level of the standard, and create their data PLC structures for the year.</p> <p><u>FORMATIVE ASSESSMENT AND THE KCSD CYCLE OF QUALITY INSTRUCTION</u></p>	Administration, District Timelines/Common Assessments, Comprehensive Instructional Resources
PD Day # 2 - November 27, 2024	PD Day #2 5/29, 5/30, 5/31,	Goal 1, 2, 3, 4, 8	Teachers will work with colleagues and District Consultants to review Common Formative/Summative Assessments, Discuss problems of practice, and make	N/A

6 hours	6/4, 6/5, 7/25, 8/5, 8/7, 10/10, 10/15, 10/16, 10/22, 10/28, 11/12, 1/15, 1/16, 2/17, 2/20, 3/14, <u>Grade</u> <u>Level</u> <u>Required</u> <u>PDs</u>		adjustments to pacing guides based on data.	
PD Day #3 - February 17, 2025 6 hours	PD Day #3 6/10, 6/11, 6/12, 6/17, 6/18, 6/19 7/30/24 8/1/24 8/3/24 <u>Grade</u> <u>Level</u> <u>Required</u> <u>PDs</u>	Goal 1, 2, 3, 4, 8	<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>or</p> <p>SCM Initial (6 Hours, day 1) Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school.</p> <p>or</p> <p>KCSD P-12 Literacy/Numeracy Day or</p> <p>Dr. Webb Keynote and EdCamp Team Kenton. or</p> <p>New Teacher Training</p>	N/A
PD Day #4 -	PD Day #4 6/4/24	Goal 1, 2, 3, 4, 8	Formative Assessment and the KCSD Cycle of Quality Instruction	N/A

<p>March 14, 2025 6 hours</p>	<p>7/31 or 8/7</p> <p>10/22, 10/24</p> <p>8/9 or 8/12</p> <p><u>Grade Level Required PDs</u></p>		<p>SCM Initial (6 Hours, day 1) Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school.</p> <p>All Sped Training (4 Hours) 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>All Sped Training (2 Hours) 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> <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>Reinforcement training to discuss and continue data collection tools and effective utilization of these tools to provide needs-based instruction for all students. and Training on tools needed to assist individual needs of students within gap groups. Specifically training on KCSD EL Toolkit, Supplementary Aids and Services, and utilizing technological resources to appropriately accommodate student needs.</p>	
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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):

<i>CSIP Goal (Name)</i>	<i>Description of Job-Embedded PD</i>	<i>Specific Supporting Resources, as needed</i>
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	PBIS strategies focusing on implementation of Tier I, Tier II and Tier III strategies.	PBIS Data, MTSS data, Progress monitoring data, <i>SVA Staff Meetings will be utilized for recursive ongoing training of staff throughout the year based on student data: 9/17, 10/8, 11/12, 12/10, 1/14, 2/11, 3/11, 4/1</i> Use of the <u>KCSD Professional Learning landing page</u> will occur as needed
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	Support with the MTSS process and progress monitoring - tracking and determining progress 10/21-10/25, 1/13-1/17, 3/17-3/21	Standards, Lesson plans, Tiered intervention programs for math, reading and SEL/behavior <u>Landing page</u>
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	Ongoing training on the PPR document and the district evaluation cycle.	Administrative Team
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	Training on technology platforms and supports. Learning to use technology to enhance instruction in the classroom. Work with technology standards to ensure students have knowledge of technology skills needed in the 21 st Century.	<i>SVA Staff Meetings will be utilized for recursive ongoing training of staff throughout the year based on student data: 9/17, 10/8, 11/12, 12/10, 1/14, 2/11, 3/11, 4/1</i> Use of the <u>KCSD Professional Learning landing page</u> will occur as needed
Proficiency Goal 1, Separate Academic	EL supports including understanding English Proficiencies, strategies for communication with	District Consultants, Administrative Team

Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	families and engaging ELL students in the cycle of quality instruction	Landing Page
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	On going Data analysis at PLC's and MTSS and analysis of student work samples, IEP progress monitoring data and common assessment data to determine next steps for students. Discussion of strategies and programs to use with students	Weekly meetings will be held by grade level/content teams along with administration. Data will be utilized to inform next steps in instruction. Landing Page will be used as necessary
Proficiency Goal 1, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, Impact Survey Goal 5	Cycle of Quality instruction to include but not limited to deconstruction of standards, increasing task complexity, incorporating meaningful collaboration, adjusting instruction in real time.	<i>SVA Staff Meetings will be utilized for recursive ongoing training of staff throughout the year based on student data: 9/17, 10/8, 11/12, 12/10, 1/14, 2/11, 3/11, 4/1</i> Use of the KCSD Professional Learning landing page will occur as needed

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through the following data being analyzed:

KSA, MAP assessments, MTSS data in conjunction with the KCSD MTSS Windows for Progress Review, common assessments, grade distributions, student work, Classroom Learning Walk Data and IEP progress data. Adjustments to the job-embedded needs will be made based on this data as well as analyzing shared walk data to identify both individual teacher needs as well as whole school trends to meet the needs of teachers. Grade level content teams will review formative/summative data during collaborative team time to make instructional adjustments on a weekly basis that will maximize student achievement. Teams will also recursively review data in relation to students with disabilities and adjust Tier I instruction and IEP plans to ensure on a monthly basis concurrent with midterms and report cards. SEB data will be reviewed by the Leadership Team on a monthly basis and grade

level/student data will be disseminated to teams to make adjustments to PBIS/SEL lessons as well as MTSS referrals.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	0120 D	50%
Certified Extra Service	0113	0%
Educational Consultant	0322	0%
Registrations	0338	0%
General Supplies/Professional Books	0610	0%
Food	0616	0%
Travel In District	0581	0%
Travel Out of District	0580	0%
Total of your budget		100%

Please use the following coding structure for PD funds:

Org - SCH1118 (Org for 7000)

Object – use code from above

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

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

3/7/24

3/12/24

4/4/24

4/16/24

Turkey Foot Middle 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.):

Throughout the 2024-2025 school year, TFMS will adjust instruction throughout the year based on data. MAP, Common Assessment, and learning walk data demonstrated that staff at Turkey Foot need targeted professional learning that will grow them in creating lesson plans that ensure that standards mastery takes place and that there are systems in place for collecting formative data on all students. Our overall reading and math common Assessment data is as follows:

- 6th Grade Reading Overall P/D: Currently 36.00% All Students, 9% SWD, 11.67% EL Students.
- 6th Grade Math Overall P/D: Currently 47.75% All Students, 20.25% SWD, 17% EL Students.
- 7th Grade Reading Overall P/D: Currently 20% All Students, 4% SWD, 0% EL Students.
- 7th Grade Math Overall P/D: Currently 53.6% All Students, 20.6% SWD, 16.8% EL Students.
- 8th Grade Reading Overall P/D: Currently 31.33% All Students, 8.67% SWD, 0% EL Students.
- 8th Grade Math Overall P/D: Currently 39.5% All Students, 22.67% SWD, 35.17% EL Students.

Through PLC's and job-embedded PD, as well as, scheduled and flexible PD during the 2023-2024 school year, next steps for 2024-2025 were determined with input from administration, teachers, SBDM members, and consultants. Administrator and teacher discussions following formal and informal observations also contributed to the next steps that are needed to continue growth. Feedback data from Cycle of Quality Instruction Walks will guide next steps for training and supporting teachers with their instructional growth. During scheduled PLC's and staff meetings teachers will have the opportunity to learn and strengthen their next steps with students based on their student products.

With the data sets that we have with Common Assessment, MAP and RI there will be specific support for students based on triangulated data. For Tier II and Tier III interventions, teachers will continue their professional development to increase effectiveness with these students.

Throughout the year, TFMS will review and adjust instructional needs based upon the following data: Common Assessments, Common Formative Assessments, KSA Data, MAP Assessment Data, MTSS Data, behavior Data and IEP progress data.

B. PROFESSIONAL DEVELOPMENT SCHEDULE

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

District Calendar Date	Flexible Date Request, as applicable	CSIP Goal	Description of Content of Professional Development	Specific Supporting Resources, as needed
PD Day # 1 - August 13, 2024 6 hours	August 6, 2024 *Required	KSA in all areas, Goals 1 and 2. Achievement Gap Goal 3 EL Goal 4	All TFMS Teachers: Curriculum Map Review, Planning for Common Formative/Common Assessments and development of school wide assessment calendar. Review of school wide PLC expectations.	N/A
PD Day # 2 - November 27, 2024 6 hours	June 4th (3 Hours) July 8th & 9th July 22nd & 23rd August 17th & 24th July 31st 9:00-1:00 OR August 7th 9:00-1:00 and October 29th 3:30-5:30- High/Middle School teachers September 19th November 21st 4:00-6:00	KSA in reading and math Goal 1. KSA in Science, SS and Writing Goal 2. Achievement Gap Goal 3 EL Goal 4 Quality of School Climate and Safety Goal 5	Formative Assessment and the KCSD Cycle of Quality Instruction SCM Initial (6 Hours, day 1) Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school. All Sped Training (4 Hours) 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. and All Sped Training (2 Hours) 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. 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	N/A

	August 9 or August 12		<p>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> <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>All TFMS Teachers: Training to introduce and explain data collection tools and effective utilization of these tools to provide needs-based instruction for all students.</p> <p>also Training on tools needed to assist individual needs of students within gap groups. Specifically training on KCSD EL Toolkit, Supplementary Aids and Services, and utilizing technological resources to appropriately accommodate student needs.</p>	
	May 30, 2024 12:00-3:00 *Required			
1				
PD Day #3 - February 17, 2025 6 hours	<p>June 10th, 11th, 12th, 17th, 18th, 19th July 10th, 15th, 16th, 17th 8:30-3:30</p> <p>July 8th & 9th July 22nd & 23rd August 17th & 24th September 14th & 21st 8:30-3:30</p> <p>July 30 8:00 - 4:00 (Up to 6 Hours)</p>	<p>KSA in reading and math Goal 1.</p> <p>Quality of School Climate and Safety Goal 5</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>or</p> <p>SCM Initial (6 Hours, day 2) Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school.</p> <p>or</p> <p>KCSD P-12 Literacy/Numeracy Day</p> <p>or</p>	N/A

	August 1 (Up to 6 Hours)		Dr. Webb Keynote and EdCamp Team Kenton. or New Teacher Training	
	August 5 (6 Hours)			
PD Day #4 - March 14, 2025 6 hours	May 29 8:30-11:30 May 31 8:30-11:30 May 29 8:30-11:30 May 30 8:30-11:30 May 30 8:30-11:30 6th grade: Oct. 22nd & Feb. 11th 3:30-5:00 7th grade: Oct. 17th 3:30-5:00 & Feb. 13th 8th grade: Oct. 15th & Feb 20th 3:30-5:00 May 29 8:30-11:30	KSA in reading and math Goal 1. KSA in Science, SS and Writing Goal 2. Achievement Gap Goal 3 EL Goal 4	Middle School Science <ul style="list-style-type: none"> • Instructional strategies for teaching Science Standards • Intentional planning for implementation of Science instructional strategies or Middle School Social Studies <ul style="list-style-type: none"> • Instructional strategies for teaching Social Studies Standards • Intentional planning for implementation of Social Studies instructional strategies or 6th - 7th grade Middle School Math <ul style="list-style-type: none"> • Intentional planning of Desmos lessons for implementation of standards • Using Instructional strategies and the cycle of quality instruction for reaching the level of the Math standards or Middle School Math <ul style="list-style-type: none"> • Collaborate across the district around implementation of Desmos curriculum • Intentional planning of Desmos lessons for implementation of standards • Review common assessment data or 8th grade - Algebra 1 Math teachers <ul style="list-style-type: none"> • Intentional planning of Desmos lessons for implementation of standards 	N/A

	<p>Oct. 29th 3:30-5:00 Feb 4th 3:30-5:00</p> <p>July 25 8:30 - 3:30</p> <p>May 31 8:00-11:00</p> <p>October 15 3:30-5:00 (6) October 16 3:30-5:00 (7) October 17 3:30-5:00 (8)</p> <p>January 14 3:30-5:00 (6) January 15 3:30-5:00 (7) January 16 3:30-5:00 (8)</p>		<ul style="list-style-type: none"> Using Instructional strategies and the cycle of quality instruction for reaching the level of the Math standards <p>or</p> <p>Algebra 1 High School and Middle School</p> <ul style="list-style-type: none"> Collaborate across the district around implementation of Desmos curriculum Intentional planning of Desmos lessons for implementation of standards Review common assessment data <p>or</p> <p>New Math Teachers 6-Algebra 1 Desmos</p> <ul style="list-style-type: none"> Implementation of the Desmos Curriculum Intentional planning of Desmos lessons for implementation of standards <p>or</p> <p>Middle School ELA</p> <ul style="list-style-type: none"> Instructional strategies for teaching ELA Standards thru Into Lit Reviewing lessons and planning for implementation of ELA instructional strategies <p>or</p> <p>Middle School ELA</p> <ul style="list-style-type: none"> Instructional strategies for teaching ELA Standards thru Into Lit Reviewing results from Common Assessments Prioritizing standards/activities through backward mapping of units 	
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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):

<i>CSIP Goal (Name)</i>	<i>Description of Job-Embedded PD</i>	<i>Specific Supporting Resources, as needed</i>
KSA in reading and math Goal 1. KSA in Science, SS and Writing Goal 2.	CIA Professional Learning days with Admin and Lead teachers. (10/24/24, 1/23/25)	N/A
KSA in reading and math Goal 1. KSA in Science, SS and Writing Goal 2. Achievement Gap Goal 3 EL Goal 4 Quality of School Climate and Safety Goal 5	2nd Tuesday Training. Monthly professional developments on the second Tuesday of each month with needs-based professional development for staff. (Topics to include Content Lesson Planning, PBIS, Cycle of Quality Instruction, Formative Assessment Tools, Items from the Professional Learning Landing Page, Literacy Lead Meeting, Special Education Lead Meetings Information, Learning from district leadership meetings)	N/A
Achievement Gap Goal 3 EL Goal 4	TFMS Academic Data Plan reviews within content PLCs. Analysis of GAP groups, at-risk student groups, bubble students)	N/A
KSA in reading and math Goal 1. KSA in Science, SS and Writing Goal 2.	On Thursdays TFMS staff/Admin will work on Common Formative and Common Assessment data analysis in a recursive process through PLC's to review real time data and adjust instruction based on the needs of individual students. Additionally, other student data (KSA, MAP, etc.) will be analyzed along with the CA/FA data to determine trends that exist for students. (Common Assessment Calendar LINK)	N/A
KSA in reading and math Goal 1. KSA in Science, SS and Writing Goal 2. Achievement Gap Goal 3 EL Goal 4	MTSS Progress Reviews to assess student achievement and program fidelity. Will assist with determining next steps and planning for future interventions. (10/23/24, 1/15/25, 3/19/25)	N/A

D. IMPLEMENTATION AND IMPACT

The impact of the TFMS professional learning plan will be assessed throughout the year through the analysis of the following data: common assessments, KSA, MAP assessments, common formative assessments, student grades, schoolwide discipline data, and reading comprehension assessments. MTSS Tier II and III data will be reviewed to measure programmatic impacts. Adjustments will be made to the job-embedded offerings based upon data as well as classroom PPR and administrator/teacher discussions on instructional needs.

Specifically, TFMS will work on the following goals: Impact will be assessed throughout the year through continuous review and analysis of data during weekly PLCs, Tier II and III MTSS progress review meetings within the pre-established windows. Monthly Special Education meetings will review progress monitoring data overall student achievement. The school administrators will review assessment data as well as school wide learning walk data to inform next steps for job embedded professional learning. Data sets will be shared with staff and discussed in principal memo's, content PLCs, team meetings, and faculty meetings.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off -site Professional Learning)	0120 D	50%
Certified Extra Service	0113	12%
Educational Consultant	0322	
Registrations	0338	
General Supplies/Professional Books	0610	30%
Food	0616	
Travel In District	0581	8%
Travel Out of District	0580	

Total of your budget**100%**

Please use the following coding structure for PD funds:

Org - SCH1118 (Org for 7000)

Object – use code from above

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

**F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY
PERSONS AFFECTED BY THIS PD PLAN: 4/3/24, 4/17/24.**