

Twenhofel 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
 - Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.
- Student Learning and Progress
 - Ensure academic success for all students so that every student reaches their maximum learning potential.
- Student Readiness
 - Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready.
- Student, Family, & Community Engagement
 - Ensure engagement of students, families and the community in ways that contribute to the overall growth and success of all stakeholders.
- World Class Staff
 - Ensure that every student has quality teachers and adults that promote the learning and well-being of all students.
- Fiscal and Operational Systems
 - Ensure the district is financially responsible/efficient and using its resources to further the district mission.

A. DATA COLLECTION/ NEEDS ASSESSMENT

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

Data is collected through a variety of methods.

1. Common assessment data is continually collected through Performance Matters and HMH, analyzed during PLCs, and used to drive instructional decisions. Current overall CA data for the 24/25 school year, all students scoring P/D is as follows:
 - 6th grade math - 68%
 - 7th grade math - 59%
 - 8th grade math - 43%
 - 6th grade reading - 22%
 - 7th grade reading - 26%
 - 8th grade reading - 35%
2. Other assessment data collected and analyzed during PLC and job-embedded training to determine school need are KSA, MAP, Reading Inventory, formative assessment, intervention data (R180, M180, IXL).
3. Instructional learning walk data is collected, shared, and analyzed to determine teacher training needs on the Cycle of Quality Instruction. Element 4: Adjusting Instruction in Real Time remains our current area of growth.
4. In addition to assessment and observational data, consultation regarding teacher professional development needs has occurred between administration and department leads, interventionists, special education department, MTSS team, PBIS team, SBDM, and all individual teachers.

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 30 (6 hours) OR August 1 (6 hours) 6/10, 11, 12, 17, 18, 19 7/10, 15, 16, 17 (6 hr) 9/18 (2 hr) 9/11, 11/13, 1/29, 3/19 (4 hr)	Goals 1 & 2 Student proficiency Goal 3 Achievement Gap Goal 5 Quality of School Climate and Safety	KCSD Literacy/Numeracy Day OR Dr. Webb Keynote Address KCSD EdCamp OR Safe Crisis Management Refresher OR SAMR 1:1 Training Using technology to enhance instruction AND Technology in the Modern Classroom Instruction tech strategies, teacher collaboration centered	KY Academic Standards, Cycle of Quality Instruction
PD Day # 2 - November 27, 2024 6 hours	August 6 (6 hours)	Goals 1 & 2 Student proficiency & Goal 3 Achievement Gap	All Staff Instructional Strategies and Formative Assessment Practices	KY Academic Standards, Cycle of Quality Instruction, Data Collection Tool, Instructional Resources

PD Day #3 - February 17, 2025 6 hours	ELA 5/31 (3 hr) 6th grade 10/15, 1/14 7th grade 10/16, 1/15 8th grade 10/17, 1/16 (3 hr each grade level) (6 hour total for each grade level)	Goals 1 & 2 Student proficiency & Goal 3 Achievement Gap	MS ELA Instructional strategies for teaching ELA Standards thru Into Lit, lesson review, backward unit mapping, assessment analysis	Instructional resource, Cycle of Quality Instruction, common assessments, KY academic standards
	Math 6th grade 5/30, 10/22, 2/11 7th grade 5/30, 10/17, 2/13 8th grade 5/29, 10/29, 2/4 (6 hours total for each grade level)		MS Math Planning of Desmos lessons for implementation of standards, instructional strategies, common assessment review	
	Science 5/29 (3 hr) 5/31 (3 hr)		MS Science Intentional planning and Instructional strategies for teaching science Standards.	
	Social Studies 5/29 (3 hr) 5/30 (3 hr)		MS Social Studies Intentional planning and Instructional strategies for teaching social studies standards.	
	Special Education 7/31 or 8/7 (4 hr) 10/29 (2 hr)		All Special Education Teachers Discrepancy model, IEP documentation and instructional focus. Use of evidence and data to close the achievement gap.	Special education resources, training materials, data collection tools, instructional resources

PD Day #4 - March 14, 2025 6 hours	September 9 (1 hour instructional focus)	Goals 1 & 2 Student proficiency Goal 3 Achievement Gap	Cycle of Quality Instruction and Formative Assessment Practices AND	KY Academic Standards, Cycle of Quality Instruction, Data Collection Tool, Instructional Resources
	(1 hour SEB focus)	Goal 5 Quality of School Climate and Safety	SEB - School Climate - Trend Data and Strategic planning	Behavior trend data
	October 14 (2 hours) November 11 (2 hours)	Goals 1 & 2 Student proficiency Goal 3 Achievement Gap	Cycle of Quality Instruction and Formative Assessment Practices	KY Academic Standards, Cycle of Quality Instruction, Data Collection Tool, Instructional Resources

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

<i>CSIP Goal (Name)</i>	<i>Description of Job-Embedded PD</i>	<i>Specific Supporting Resources, as needed</i>
Goals 1 & 2 Student proficiency Goal 3 Achievement Gap	Cycle of Quality Instruction: Providing continuous training on the cycle including examples of exemplary implementation of each element. Monthly staff meetings, monthly small group teacher meetings	Cycle of Quality Instruction, Landing page
Goals 1 & 2 Student proficiency Goal 3 Achievement Gap	MTSS: High quality instruction at all tiers, MTSS team structures Monthly staff meetings, monthly small group teacher meetings, weekly PLC	KCSD Wheel, MTSS pyramid, data dashboard <u>24-25 MTSS Meeting Schedule Link (TBD)</u>
Goal 5 Quality of School Climate and Safety	SEB: Second Steps, Restorative Practices Monthly staff meetings, monthly small group teacher meetings	Second Steps, Restorative practices
Goals 1 & 2 Student proficiency Goal 3 Achievement Gap	Data Analysis: Recursive process for common assessments, common formative assessments, KSA, MAP Weekly PLC	Data sets, data dashboard, Performance Matters
Goals 1 & 2 Student proficiency Goal 3 Achievement Gap	PLC: Support collegial pairs in PLC setting to plan, reflect, review, analyze, revise Weekly PLC	Performance Matters, Data analysis docs <u>24-25 CF Schedule Link (TBD)</u>
Goal 3 Achievement Gap	Special Education: Collaboration/co-teaching model, goal data, SWD data analysis, progress monitoring data Bi-monthly department meetings, PLC meetings	Special education consultants, data dashboard, performance matters

D. IMPLEMENTATION AND IMPACT

Implementation will be ongoing through the year. Intended impact is to increase student achievement and close the achievement gap for students with disabilities. Impact will be assessed through data analysis including common formative assessments, common assessments (Performance Matters), MAP, reading screening, KSA, intervention data, behavior data. This analysis will occur during weekly PLCs, department meetings, MTSS team meetings, and special education progress review meetings. The school Action Plan will be used to monitor implementation and impact.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	0120 D	12
Certified Extra Service	0113	8
Educational Consultant	0322	8
Registrations	0338	40
General Supplies/Professional Books	0610	10
Food	0616	2
Travel In District	0581	3
Travel Out of District	0580	17
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: 2/12/24, 2/23/24**

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

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

- 6th Grade Reading Overall PD: 18% P/D (SPED 5.67%)
- 6th Grade Math Overall PD: 50.75% P/D (SPED 17%)
- 7th Grade Reading Overall PD: 20.5% P/D (SPED 6%)
- 7th Grade Math Overall PD: 40.8% P/D (SPED 27.6%)
- 8th Grade Reading Overall PD: 34% P/D (SPED 10.67%)
- 8th Grade Math Overall PD: 28.2% P/D (SPED 10.2%)

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: 57.8% (Fall)
- Overall Math PD: 56.9% (Fall)

Behavior Data Collected throughout the 2023-2024 School year (all data is YTD) also indicated a need for more intensive focus on Tier I Classroom Management strategies and behavior supports:

- Total Behavior Referrals: 415
- Total Number of Out of School Suspensions: 168 with 98 students

- **Total Number of In School Suspensions: 60 with 43 students**
- **Total Number of Discipline Referrals FRAM: 300 (72.29% of total)**
- **Total Number of Discipline Referrals Special Ed.: 126 (30.4% of total)**

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

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	3 hours total (8:30 - 11:30)	Goal 1: Proficiency Goal for Math and Reading	Middle School Math ALL GRADES: 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 standard Required	District Curriculum Consultants
	6th - May 30 7th - May 30	Goal 2: Separate Academic Indicator		
	AND/OR	Goal 3: Achievement Gap		
	3 hours total (8:30 - 11:30)	Goal 4: English Learner Progress	Middle School Math 8th Grade - Algebra I Teachers: 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 Required	District Curriculum Consultants
	8th - May 29			

	<p>OR</p> <p>3 hours total</p> <p>May 31 (8:00 - 11:00)</p>	<p>Goal 1: Proficiency Goal for Math and Reading</p> <p>Goal 2: Separate Academic Indicator</p> <p>Goal 3: Achievement Gap</p> <p>Goal 4: English Learner Progress</p>	<p>OR</p> <p>Middle School ELA ALL GRADES: Instructional strategies for teaching ELA Standards through Into Lit; Reviewing lessons and planning for implementation of ELA instructional strategies Required</p>	<p>District Curriculum Consultants</p>
	<p>OR</p> <p>6 hours total (two 1.5 hr. Sessions - all sessions are 8:30 - 11:30)</p> <p>May 29 May 31</p>		<p>OR</p> <p>Middle School Science ALL GRADES: Instructional strategies for teaching Science Standards; Intentional planning for implementation of Science instructional strategies Required</p>	
	<p>OR</p> <p>6 hours total (two 1.5 hr. Sessions - all sessions are 8:30 - 11:30)</p> <p>May 29 May 30</p>		<p>OR</p> <p>Middle School Social Studies ALL GRADES: Instructional strategies for teaching Social Studies Standards; Intentional planning for implementation of Social Studies instructional strategies Required</p>	

	<p>OR</p> <p>4 hours total (both sessions are 9:00 - 1:00)</p> <p>July 31</p> <p>OR</p> <p>August 7</p>	<p>Goal 1: Proficiency Goal for Math and Reading</p> <p>Goal 2: Separate Academic Indicator</p> <p>Goal 3: Achievement Gap</p> <p>Goal 4: English Learner Progress</p>	<p>OR</p> <p>All Sped Training - (LBD Teachers, Related Service Providers, Unit Teachers, Psychs) - 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>OR</p> <p>Special Education Instructional Assistants Bootcamp - (All IAs - LBD, EBD, MSD, STU, Classroom) 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>OR</p> <p>SCM Initial: Comprehensive 12 hour training program focused on preventing and managing crisis events and improving safety in school. Required if new to the SCM Core Team.</p>	<p>District SPED Dept. @ SVA</p> <p>District SPED Dept. @ SVA</p> <p>SCM Trainers</p>
	<p>OR</p> <p>3 - 6 hours total</p> <p>Aug. 9 (12:00 - 3:00)</p> <p>OR</p> <p>Aug. 12 (9:00 - 3:00)</p>			
	<p>OR</p> <p>12 hours: (MUST attend both sessions listed - all sessions are 8:30 - 3:30)</p> <p>July 8 & 9 July 22 & 23 Aug. 17 & 24 Sept. 14 & 21</p>			

	<p>OR</p> <p>6 hours: (Choose 1 date - all sessions are from 8:30 - 3:30)</p> <p>June 10, 11, 12, 17, 18, 19</p> <p>July 10, 15, 16, 17</p>	<p>Goal 1: Proficiency Goal for Math and Reading</p> <p>Goal 2: Separate Academic Indicator</p> <p>Goal 3: Achievement Gap</p> <p>Goal 4: English Learner Progress</p>	<p>OR</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>	SCM Trainers
<p>PD Day # 2 - November 27, 2024 6 hours</p>	<p>3 hours: (Total of two 1.5 hour sessions):</p> <p>6th: Oct. 22 & Feb. 11 (3:30 - 5:00)</p> <p>7th: Oct. 17 & Feb. 13 (3:30 - 5:00)</p> <p>8th: Oct. 15 & Feb. 20 (3:30 - 5:00)</p> <p>OR</p> <p>3 hours (3 part series - all sessions are 3:00 - 4:00)</p> <p>Sept. 12 (Part 1) Nov. 7 (Part 2) Feb. 6 (Part 3)</p>	<p>Goal 1: Proficiency Goal for Math and Reading</p> <p>Goal 2: Separate Academic Indicator</p> <p>Goal 3: Achievement Gap</p> <p>Goal 4: English Learner Progress</p>	<p>Middle School Math: Collaborate across the district around implementation of Desmos curriculum; Intentional planning of Desmos lessons for implementation of standards; Review common assessment data</p> <p>OR</p> <p>SEB for Secondary Teachers Overview and RP language Escalation Cycle and Strategies Warning Signs</p>	<p>District Curriculum Consultants</p> <p>District Behavior Consultants</p>

	<p>OR</p> <p>3 hours total (two 1.5 hr. sessions)</p> <p>October 29 (3:30 - 5:00) February 4 (3:30 - 5:00)</p>	<p>Goal 1: Proficiency Goal for Math and Reading</p> <p>Goal 2: Separate Academic Indicator</p> <p>Goal 3: Achievement Gap</p> <p>Goal 4: English Learner Progress</p>	<p>OR</p> <p>Algebra I High School and Middle School: Collaborate across the district around implementation of Desmos curriculum; Intentional planning of Desmos lessons for implementation of standards; Review common assessment data</p> <p>OR</p> <p>All Sped Training - (LBD Teachers, Related Service Providers, Unit Teachers, Psychs) - 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>OR</p> <p>Special Education Instructional Assistants Bootcamp - (All IAs - LBD, EBD, MSD, STU, Classroom) Participants will be provided with hour long session topics including communication, supporting students in the general education classroom, levels of</p>	<p>District Curriculum Consultants</p> <p>District SPED Dept.</p> <p>District SPED Dept. @ SVA</p>
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[illegible]

	Feb. 5 - 8		OR KMEA Conference	KMEA Presenters
PD Day #4 - March 14, 2025 6 hours	3-6 hours Weekly, Aug. 14 - May 22, 2025 (required) 3 hours (3 part series - all sessions are 3:00 - 4:00) Sept. 26 (Part 1) Oct. 17 (Part 2) Nov. 14 (Part 3) OR Up to 6 hours July 30 OR 3 hours June 4 OR 2 hours June 5 (8:30-10:30)	Goal 1: Proficiency Goal for Math and Reading Goal 2: Separate Academic Indicator Goal 3: Achievement Gap Goal 4: English Learner	ILT Meetings to Review/Outline/Revise List of Essential Standards (All Contents & Grades) and review Curriculum Maps School Connectedness The purpose of this training is to provide strategies to teachers to help students feel connected to the classroom and school. OR KCSD Literacy/Numeracy Day of Learning OR Formative Assessment and the KCSD Cycle of Quality Instruction OR Performance Matters and Schoolology	WD Team Leads and Admin Leadership District Behavior Consultants Literacy Leaders, Teachers, Consultants Consultants District Tech Consultants

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
<p>Goal 1: Proficiency Goal for Math and Reading</p> <p>Goal 2: Separate Academic Indicator</p> <p>Goal 3: Achievement Gap</p> <p>Goal 4: English Learner</p>	<p>Quality Tier 1 Instruction in all Areas - Teachers will continue to work on strengthening instruction as related to all parts of the Cycle of Quality Instruction, but specifically giving students meaningful opportunities to collaborate with one another, and eliciting responses from all students to assess learning/adjust instruction.</p> <p>CIA Professional Learning days with Admin and Lead teachers (10/24/24, 1/23/25)</p> <p>Monthly PLC Meetings (3rd Thursday each month)</p>	<p>KY Academic Standards; KCSD Curriculum Maps, KCSD Instructional Videos (KCSD Professional Learning Landing Page); District Consultants; Content Specific Tools and Assignments to Calibrate; Various Technology Tools; KCSD Cycle of Instruction Lesson Plan Template and other Graphic Organizers</p>
<p>Goal 1: Proficiency Goal for Math and Reading</p>	<p>Literacy/Numeracy - Teachers will continue to work on developing their understanding of the KCSD Literacy/Numeracy Shifts through the following recursive processes: during Faculty Meetings (3rd Thursday monthly), Planning Pd. Meetings ("Tune Up Tuesdays" on 2nd Tuesday of each month), and Team Lead meetings (2nd Tuesday of each month after school)</p>	<p>Science of Reading for Beginners - Slides Secondary Adolescent Literacy - Module 1 Secondary Adolescent Literacy - Module 2 Secondary Adolescent Literacy - Module 3 Secondary Adolescent Literacy - Module 4</p>
<p>Goal 1: Proficiency Goal for Math and Reading</p> <p>Goal 2: Separate Academic Indicator</p> <p>Goal 3: Achievement Gap</p> <p>Goal 4: English Learner</p>	<p>Developing Effective and Rigorous Common Formative Assessments - Teachers will continue to work on developing effective and rigorous Common Formative Assessments at each grade level and content area that are quality, rigorous, and aligned to the standards. Faculty meetings (third Thursday of each month after school) and monthly Planning Period Meetings (2nd Tuesday each month) will provide necessary training. Teachers will focus on efficient analysis of assessments to inform instruction. This process will be revisited weekly in ILTs and will be reflected on ILT agendas. (**Note - Teachers are assigned to an ILT each August based on the grade level and subject they teach - ex. 8th Grade Science or 7th Grade ELA. They decide within the group which day of the week to meet on their common planning period. The administrative team makes a master schedule of all ILT meetings and divides them up by department so that one admin is in attendance at each weekly meeting. An agenda for ILT work for the upcoming week is created by the</p>	<p>Weekly Admin-given ILT agendas; Monthly Planning Pd. Mtg. Agendas & Minutes; KAS; KCSD Instructional Videos (KCSD Professional Learning Landing Page); District Consultants; Content Specific Tools and Assignments to Calibrate; Various Technology Tools; KCSD Cycle of Instruction Lesson Plan Template and other Graphic Organizers</p>

	<p><i>Principal based on the school's Vision, Goals, and PD needs and is provided in the weekly newsletter sent to all faculty/staff every Sunday. For the task of creating Common Formative Assessments, ILTs have already worked together this spring to develop them for all ILTs for March and April. They will complete this for May, 2024, and then begin work again for the first trimester calendar starting in Aug. of 2024 on Equivalency Day #1**.)</i></p> <p>Cycle of Quality Instruction and Formative Assessment Practices (10/14 and 11/11 - 2 hours each)</p>	
<p>Goal 1: Proficiency Goal for Math and Reading</p> <p>Goal 2: Separate Academic Indicator</p> <p>Goal 3: Achievement Gap</p>	<p>SEB/MTSS - Teachers will continue to meet on the second Tuesday of each month (recursive process in monthly Planning Pd. Meetings called "Tune Up Tuesdays") to receive additional training and support to enhance understanding of the SEB/MTSS structures at WD and Restorative Practices approaches within the SEB/MTSS structures and systems of support.</p> <p>More specifically, teachers will practice their growing understanding of the implications of the KCSD MTSS Progression Charts, apply student data to the Progression Charts to determine placement in interventions, and understand data requirements for referral to Special Education. They will continue to self-assess school and systemic progress using the MTSS rubric.</p>	<p>Principal/admin team, Behavior Interventionist</p> <p>MTSS: Progression Charts <u>Full session with embedded links to materials</u>; 2024-25 <u>MTSS progress check windows</u></p>

D. IMPLEMENTATION AND IMPACT

Impact will be assessed throughout the year through a recursive review and analysis of data during monthly Planning Period Meetings (ex. "Tune Up Tuesdays"), Administrative Team Meetings (ex. every Monday), Counselor Meetings (ex. every Thursday) that will alternate focus among academics and SEB topics, weekly RBTL meetings, and Tier II and III progress review meetings. Additionally, PLC/department meetings will be held one weekday after school per month, and Special Education Progress review meetings will be held monthly on common teacher planning periods. Specific data reviewed shall include: KSA data, IEP Progress data, MAP assessment data, CBAS Pillars, MTSS data in conjunction with the KCSD MTSS Windows for Progress Review, Behavior Data, & Common Assessments using the Performance Matters analysis tool. Additionally, weekly failing grade reports will be sent to all faculty members one time per week. Instructional Trend Data will be reviewed in weekly Leadership Team meetings, based upon formal observations and classroom walk throughs, during which samples of feedback given will be reviewed and discussed for calibration, and ongoing reflections on student work and instructional trend data will drive future work and help determine next steps.

Adjustments to job-embedded professional development will be made based on this data as well as instructional data trends as a leadership team to identify both individual teacher

needs as well as whole-school trends. These will be communicated through weekly newsletters, at faculty meetings, and during PLC & Planning Period meetings. Teacher feedback and input during ILTs and following professional development sessions will be used to analyze and reflect upon the effectiveness of our implementation, and will provide input for adjustments needed as well. The SBDM Council will review student progress as a standing item on our monthly agendas to monitor progress and make recommendations for improvement.

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	0120 D	25%
Certified Extra Service	0113	0
Educational Consultant	0322	0
Registrations	0338	30%
General Supplies/Professional Books	0610	25%
Food	0616	10%
Travel In District	0581	0
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:**

- February 19, 2024 - Staff PD Survey
- March 12, 2024 - SBDM Meeting
- April 16, 2024 - SBDM Meeting

Dixie Heights High 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.):

- 1) A needs assessment was conducted as a part of the CSIP process. The link to that assessment can be found here: [23-24 CSIP Needs Assessment](#)
- 2) District common assessments have been continually analyzed throughout the 23-24 school year:
 - a) **Math Running Proficiency Avg:** 53% (all students), 14% (IEP), 19% (EL)
 - b) **Reading Proficiency Avg:** 41% (all students), 21% (IEP), 15% (EL)
- 3) PPR Walk data has been continually analyzed throughout the 23-24 school year, This data can be found here: [23-24 DHHS PPR Walk Data](#)
 - a) **Element 1 (Task):** 82% positive when observed
 - b) **Element 2 (Product):** 74% positive when observed
 - c) **Element 3 (Collaboration):** 54% positive when observed
 - d) **Element 4 (Adjust):** 70% positive when observed

Professional Learning Focus

Based on the above mentioned data, we have determined that professional learning for the 24-25 school year should focus on strengthening our tier 1 instruction and practices. Our focus will be a three pronged approach:

- 1) Ensuring our instructional practices meet the level of the standard, are reinforced with rigorous standard based learning targets, and are appropriately paced. This work is especially important within our English and Math departments.
- 2) Develop rigorous common formative assessments that meet the level of the standard, embed an intentional assessment calendar within our curriculum map, and improve on collecting data that is digestible and actionable.

- 3) Streamline our data collection and analysis to ensure that we are effectively assigning students to PRIDE workshops in a timely manner based on level of mastery of standards.

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 29th, 2024 (6 Hrs)	Goals 1-2 <u>KCWP 1</u> <u>KCWP 2</u>	This PD Day will focus on answering Essential Question 1: What do we want students to learn? Departments/ILTS will complete curriculum mapping through standard deconstruction, learning target design, Lesson planning & pacing. This will ensure all instruction is meeting the rigor of the standard and supporting Element 1 of the Cycle of Quality Instruction.	Administration will provide district curriculum guidance, KDE standards, deconstruction templates, lesson plan template, learning target template.
PD Day # 2 - November 27, 2024 6 hours	Varies by department see below for specific dates. (6hrs)	<u>CSIP 1-4</u> <u>KCWP3</u> <u>KCWP4</u>	This PD Day will focus on answering Essential Question 2: How do we know they learned it? Departments/ILTS will solidify data collection process and analysis, assessment mapping of District Common Assessments and ILT Common Assessments into their curriculum map. ILT will work on creating/vetting common assessments that meet the rigor of the standard. Products (pulse checks) will be created/vetted to ensure real-time measurement of understanding. This will ensure all instruction is meeting the rigor of the standard and supporting Element 2 & 4 of the Cycle of Quality Instruction.	Administration will provide assessment map template, CFA vetting guidelines, pulse check examples, data analysis demonstration and best practices.
	5/31/24		English Department Same as above.	Same as above.
	8/2/24		Math Department Same as above.	Same as above.

	8/2/24		<i>Social Studies Department Same as above.</i>	<i>Same as above.</i>
	5/30/24		<i>Science Department Same as above.</i>	<i>Same as above.</i>
	8/7/24		<i>Fine Art Department Same as above.</i>	<i>Same as above.</i>
	5/30/24		<i>World Language Department Same as above.</i>	<i>Same as above.</i>
	8/7/24		<i>PE/Health Department Same as above.</i>	<i>Same as above.</i>
	5/30/24		<i>Business Department Same as above.</i>	<i>Same as above.</i>
PD Day #3 - February 17, 2025 6 hours	7/30/24 or 8/13/24 (3hrs)	<u>CSIP 1-4</u> <u>KCWP 2</u>	Training on all instructional technology available at our school. Focusing on expectations, implementation, and best practices. We want to utilize technology to enhance our work within the instructional cycle.	Administration along with our ITC will ensure all staff are trained on school purchased technology.
	5/29/24 (3hrs)		Algebra I District Led PD	n/a
	10/29 & 2/4 (3hrs)			
	5/31/24 (3hrs)		Science/Social Studies District Led PD	n/a
	7/31/24 (3hrs)		Geometry/Algebra 2 District Led PD	n/a
	11/12 & 1/21 (Geo 3hrs)			
	11/19 & 1/28 (Alg 2 3hrs)			
	5/30/24 (3hrs) 10/22/24 (9th) 10/23/24 (10th) 10/29/24 (11th) 10/30/24 (12th) (1.5hrs) 2/4/24 (9th) 2/6/24 (10th) 2/11/24 (11th) 2/13/24 (12th) (1.5hrs)		English District Led PD	n/a
PD Day #4 - March 14, 2025	9/4/24 (1.5hrs)	<u>CSIP 1-4</u> <u>KCWP5</u>	Development of in class structures to maximize PRIDE (RTI) time, designing standards based intervention materials, and	Administration, Current assessment data

6 hours			intentional work within the tiered progression charts. 4 Sessions will be adjusted according to the most recent assessment and walk data.	
	10/16/24 (1.5hrs)		Same as above.	Same as above.
	1/15/25 (1.5hrs)		Same as above.	Same as above.
	2/26/25 (1.5hrs)		Same as above.	Same as above.

C. ON-GOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

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

Dixie Heights will intentionally set aside time to provide needs based job-embedded professional development during the school. Needs will be determined through the intentional and timely analyzing of assessment and PPR walk data. These training/development opportunities will be embedded into planning periods, PRIDE time, ILT meetings, and classroom observations.

CSIP Goal (Name)	Description of Job-Embedded PD	Specific Supporting Resources, as needed
Academic Proficiency, Gap Transition readiness	Monthly planning period meetings designed to address weaknesses highlighted through review of PPR walk, assessment data and any additional needs identified. Link monthly planning period meetings	Administration, data collection
Achievement Gaps, Proficiency, Transition Readiness, Graduation Rate	Instructional Technology coaches will provide monthly opportunities during planning periods and after school offerings to support the SAMR model for use of technology. Twice a year ITC will be made available to work directly with teachers in their classroom in implementing instructional technology.	ITC and Administrators
Academic Proficiency	Peer Observations in the classroom and ILT meetings to demonstrate high quality instruction and collaboration.	Administration, data collection
Achievement Gaps	Monthly self-reflection sessions analyzing the MTSS and SEB data to monitor progress, discuss root causes, and develop resources to support students.	CCR/MTSS Coordinator, district consultants, administration.
Proficiency, GAP, Growth,	ILT Data Analysis; Teachers and administrators collaborate to analyze data and determine progress in all content areas. These meetings will include careful examination of common formative assessments (CFA's) and district common assessment data to guide instruction in	Formative and Common Assessment Data; District Data Common Assessment Data; District Data Dashboard

	<p>ELA/Math/Science/Social Studies. Data reviews will be scheduled with each ILT based on their assessment calendar.</p> <p>(Attach CFA/CA Schedule)</p> <p>■ 23-24 KCSD Balanced Assessment Summar...</p>	
Proficiency, GAP, Growth,	<p>Ongoing learning and curriculum design around the Quality Cycle of Instruction and high quality instructional strategies to enhance Tier 1. Continue implementing peer observations where teachers can go and observe other teachers who have strengths in areas of the cycle.</p>	<p>Monthly Learning Walk Feedback and District Trend Data;</p> <p>MTSS Progress Monitoring Data, MAP, KSA, Common Assessments; Admin Team, Teacher Leaders</p>
Proficiency, GAP, Growth	<p>MTSS - Continue to use MTSS Rubric as the road map for growth and improvement in structures for Tier I, II and Tier III. Continue to monitor intervention data through performance matters in order to determine Health of Interventions and make data driven decisions about programmatic changes. (Attach Dixie MTSS Schedule)</p> <p>■ MTSS Progress Check Windows 24-25</p>	<p>MTSS Progress Monitoring Data, MAP, KSA, Reading Diagnostic; Performance Matters, District Consultants</p>

D. IMPLEMENTATION AND IMPACT

Implementation will be measured through our recursive data process:

- Weekly Review:
 - Special Education Progress Monitoring
- Bi-Weekly Review:
 - MTSS Data
 - RBTL Data
 - SEB Data
- Monthly Review
 - Common Assessment Analysis
 - EL Progress Monitoring

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

E. BUDGET PROJECTIONS FOR PROFESSIONAL DEVELOPMENT

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

Type of Expenditure	Munis code	Percentage of Your Budget
Certified Substitutes (for both on and off –site Professional Learning)	0120 D	25%
Certified Extra Service	0113	15%
Educational Consultant	0322	15%
Registrations	0338	10%
General Supplies/Professional Books	0610	25%
Food	0616	-
Travel In District	0581	N/A
Travel Out of District	0580	15%
Total of your budget		100%

Please use the following coding structure for PD funds:

Org - SCH1118 (Org for 7000)

Object – use code from above

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

**F. DATE(S) THAT OPPORTUNITY FOR INPUT WAS GIVEN BY
PERSONS AFFECTED BY THIS PD PLAN: 3/6/24, 3/19**